

# Memorandum

To: General Faculty

Date: January 19, 2022

Regarding: Faculty Senate Agenda for January 21, 2022 via Zoom

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1. Call to Order
2. Roll Call
3. Administrator Reports
  - A) Report from the Provost
  - B) Report from the Vice Provost
  - C) Q & A
  - D) Discussion with Dr. Daryush Ila, Vice President for Innovation and Research
4. Minutes
  - A) The December 3, 2021 Meeting Minutes were approved electronically on December 9, 2021.
5. Committee Reports

## **Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)**

### **Action Items: (Addendum I)**

- A) College of Arts, Culture, and Scientific Inquiry
  - 1) Department of Anthropology, Sociology, and Psychology
    - a) [Social and Behavioral Health, B.S.](#)  
Request: Modify
  - 2) Department of Art, History, and Philosophy
    - a) [Art, Studio Option, B.A.](#)  
Request: Modify
- B) College of Education
  - 1) Department of Early Childhood Through Secondary Education
    - a) [ECED 4251–Assessment and Correction Mathematics Education](#)  
Request: Modify
  - 2) Department of Sport Management, Wellness, and Physical Education
    - a) [PHED 2300–Positive Youth Development in Sport](#)

Request: Add

- b) [PHED 3401–Integrating Technology into Health and Physical Education](#)

Request: Modify

- c) [PHED 3671–Physical Education in Elementary Schools](#)

Request: Modify

- d) [PHED 3675–Physical Education in Middle and Secondary Schools](#)

Request: Modify

- e) [PHED 4686–Teaching Internship](#)

Request: Modify

- f) [Physical Education, B.S. Ed](#)

Request: Modify

C) University College

- 1) Center for Interdisciplinary Studies

- a) [XIDS 2300–Frida Kahlo’s World](#)

Request: Add New Topic

**Information Item:**

- A) Nancy Capponi will serve as the Chair of the Undergraduate Programs Committee for the 2022-2023 Academic Year.

**Committee II: Graduate Programs Committee (Dena Kniess, Chair)**

**Action Items: (Addendum II)**

- A) College of Arts, Culture, and Scientific Inquiry

- 1) Department of Computing and Mathematics

- a) [CS 6986 - Internship](#)

Request: Add

- b) [Applied Computer Science, M.S.](#)

Request: Modify

- B) College of Education

- 1) Department of Early Childhood through Secondary Education

- a) [Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

Request: Modify

2) Department of Leadership, Research, and School Improvement

a) [Educational Leadership Tier 1 Certification Program](#)

Request: Add

b) [Educational Leadership Tier 2 Certification Program](#)

Request: Add

c) [School Improvement, Ed.D.](#)

Request: Modify

C) Graduate Faculty Policy Status (**Addendum III**)

D) Graduate Catalog 2022-23 Updates (**Addendum IV**)

**Committee IX: Rules Committee (Angela Branyon, Chair)**

**Action Item: (Addendum V)**

A) *Policies and Procedures Manual*

1) Article III.A. Meetings

Request: Modify

**Information Item: (Addendum VI)**

A) Discussion of *Policies and Procedures Manual* Article III.F.: Defining Quorum

6. Old Business

7. New Business

8. Announcements

9. Adjournment

# Addendum I

# Social and Behavioral Health, B.S.

## 2022-2023 Undergraduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2022

### Routing Information

# Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/  
Department\*

Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing or School of Communication, Film and Media course?\*

Yes  No

Is this a College of Education Program?\*

Yes  No

Is the addition/change related to core, honors, or XIDS courses?\*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.\*

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Social and Behavioral Health, B.S.

**Program ID - DO** 18  
**NOT EDIT\***

**Program Code - DO** 18  
**NOT EDIT**

**Program Type\***

Bachelor

**Degree Type\***

Bachelor of Science

**Program Description\***

The Bachelor of Science in Social & Behavioral Health is a multidisciplinary degree. The program provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health and social services environments. Areas of study include health services, health analytics, complementary & alternative healthcare, cultural & social aspects of health, and behavioral & mental health.

Students will have the opportunity to learn many skills, including but not limited to the following:

how community and social factors contribute to a variety of public health solutions and policies;

how to plan, implement, and administer social service and/or behavioral health programs;

how to design, evaluate, and assess social service and/or behavioral health programs to ensure their quality and effectiveness;

how to work with individuals in community or social services settings;

and how to help people navigate the healthcare system to find the resources they need to be healthy.

Program features include, but are not limited to: flexibility in designing program to fit interests, courses taught by experts in the field, and participating in an internship practicum providing real job experience

**Program Learning Outcomes**

After completing the BS in Social and Behavioral Health, students will be able to:

Assess social and cultural frameworks of diverse populations of healthcare consumers

Demonstrate understanding of human growth and development as related to social and behavioral health issues

Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

Design and assess social and behavioral programs, research or services aimed at improving health

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

**Curriculum Information**



## **Program Requirements**

### **Core Areas A, B, C, D, E: 42 Hours**

**Core Curriculum**

### **Core Area F: 18 Hours**

**XIDS 2300 Interdisciplinary Studies in  
Social Sciences**

**ANTH 1102 Introduction to Anthropology**

**PSYC 1101 Introduction to General  
Psychology**

**SOCI 1101 Introductory Sociology**

**[After] Choose two courses from the following list  
(at least one must be lower-level BIOL).  
Course credit hours must total 6 hours  
between the two courses:**

**ANTH 1105 Introduction to Physical  
Anthropology**

**[After] Lower-level (1000 or 2000 level) BIOL  
courses (does not include labs)**

### **Major Courses: 60 Hours**

### **Area 1: 18 Hours**

**Choose two courses from each of the following areas:**

### **A. Cultural and Social Aspects of Health**

**ANTH 4130 Medical Anthropology**

**ANTH 4135 Genes and Genomania**

**[Left] \***

**NURS 3101 Professional Nursing Concept I**  
**PSYC 4350 Culture and Psychology**

**SOCI 3623 Social Inequality**  
**SOCI 3733 Social Psychology: The Sociological Tradition**  
**SOCI 3804 Death, Grief and Caring**  
**SOCI 4323 Sociology of Race**  
**SOCI 4440 Medical Sociology**

## **B. Behavioral & Mental Health**

**ANTH 4132 Human Life Cycle in Cross-Cultural Perspective**  
**PSYC 3010 Human Growth and Development**  
**PSYC 3150 Abnormal Psychology**  
**PSYC 3703 Behavior Modification**  
**PSYC 4360 Community Psychology**  
**PSYC 4760 Introduction to Psychotherapy**  
**SOCI 3134 Introduction to Social Work and Social Welfare**  
**SOCI 4441 Sociology of Mental Health**  
**SOCI 4543 Deviant and Alternative Behavior**

## **C. Complementary & Alternative Health**

**ANTH 4130 Medical Anthropology**  
[Left] \*

**NURS 3000 Holistic Health Assessment**  
**PSYC 3580 Holistic Health Psychology**  
**PSYC 3800 Psychology of Mind and Body**  
**PSYC 4085 Horizon Seminar**  
**SOCI 4439 Sociology of Global Health**  
**SOCI 4700 Sociology of Emotions**

## **Area 2: 12 Hours**

Choose two courses from each of the following areas:

## **A. Health Analytics and Methods**

**ANTH 3188 Ethnographic Field Methods**  
**ANTH 4176 Narrative and Storytelling in**

## **Ethnography**

**[Left] \***

**NURS 3400 Nursing Research and Evidence-Based Practice**

**POLS 2601 Introduction to Political Science Inquiry**

**POLS 3601 Political Analysis**

**SOCI 4000 Research Methodology**

**SOCI 4003 Applied Statistics for Sociology**

**SOCI 4613 Qualitative Research**

## **B. Health Services**

**POLS 3201 Public Policy**

**POLS 4200 Principles of Public Administration**

**POLS 4208 Health Policy**

**POLS 4209 Environmental Policy**

**POLS 4210 Public Management**

**POLS 4215 Management of Non-Profit Organizations**

**POLS 4217 Grant Writing for Nonprofit Organizations**

**SOCI 4734 Social Work Skills**

## **Area 3: 3 Hours**

**SOCI 4386 Internship**

## **Area 4: Upper Division Electives 6 Hours**

Select two (2) courses from the following list OR courses listed in Areas 1 or 2 not already applied to Areas 1 or 2

**ANTH 3110 Human Osteology**

**ANTH 3186 Anthropology of Gender**

**ANTH 4170 Myth, Magic and Religion**

**[Left] \***

**CMWL 3100 Lifespan Development**

**[Left] \***

**PHED 4501 Contemporary Health Issues**

**PSYC 3110 Human Sexuality**

**PSYC 4140 Psychology of Gender**

**SOCI 3543 Sociology of Religion**

**SOCI 3954 Sociology of Aging**

**SOCI 4153 Women and Aging**

**SOCI 4155 Women and Aging**  
**SOCI 4182 Aging Families**  
**SOCI 4445 Sociology of Youth**  
**SOCI 4915 Violence Against Women**

### **Minor and General Electives 17-21 Hours**

To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.

### **Total: 120 Hours**

\*Courses marked with an asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.


This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program


In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

### Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** Social & behavioral health majors often have difficulty finding courses to fulfill Areas 1C, 2A, and 2B. In collaboration with the advising center, the SBH program coordinator has (each semester) accepted multiple courses as exceptions for these areas so that SBH majors can progress and graduate on-time.

As this is an interdisciplinary program, the Anthropology program was eager to add a few of their courses to this curriculum, as they fit well into areas 1A and 2A. POLS also offered to add as an option for area 2B the Public Policy course, as it also fits well there.

In addition, the council of interdisciplinary scholars whose disciplines are represented in the curriculum decided to move a few courses around (these courses were already in the curriculum). Specifically, PSYC 4350, SOCI 3733, and SOCI 4323 were moved from Electives to Area 1A (for fit purposes).

Finally, the catalog should list the additional courses that are appropriate for "Area 4 Academic Electives," but it shouldn't repeat that list under "Minor and General Electives." Therefore, I am deleting the list from the latter section.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments**

## REQUIRED ATTACHMENTS

**ATTACH** the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.


### 2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

**Program Map\***  I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

**LAUNCH** proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

2021-2022 Program Map – BS Social and Behavioral Health				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area A1: ENGL 1101	3		Area A1: ENGL 1102	3
Area C2 (Humanities)	3		Area A2: MATH 1001	3
Area F: SOCI 1101	3		Area D1: Non-lab Science	3
Area D1: Science + Lab	4		Area F: PSYC 1101	3
Area B2: XIDS 2002	2		Area E3: POLS 1101	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area E1 or Area E2	3		Area E1 or Area E2	3
Area F: XIDS 2300 – HEALTH	3		Area C1 (Fine Arts)	3
Area F: ANTH 1102	3		Area D2	3
Area B1	3		Area E4 (Social Sciences)	3
Area F: BIOL course	3		Area F: ANTH 1101, 1105 or BIOL	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Major Area 2A	3
Major Area 2B	3		Major Area 2B	3
Major Area 4 Upper Division Electives	3-4		Major Area 1B	3
Major Area 1C	3		Minor or General Electives	3

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.



Minor or General Electives	3		Minor or General Electives	3
SEMESTER TOTAL	15 or 16		SEMESTER TOTAL	15

YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Minor or General Electives	3
Major Area 4 Upper Division Electives	3		Major Area 3 (Internship)	3
Major Area 1C	3		Minor or General Electives	3
Minor or General Electives	3		Major Area 2A	3
Minor or General Electives	3		Major Area 1B	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

**Assessment Summary for AY19**

**College**

**Degree**

**Program**

**Department**

**Student Learning Outcomes**

SLO1: Assess social and cultural frameworks of diverse populations of healthcare consumers

SLO2: Demonstrate understanding of human growth and development as related to social and behavioral health issues

SLO3: Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

SLO4: Design and assess social and behavioral programs, research or services aimed at improving health

NOTES (about measures and met students general questions about proficiency on each of the program indicate that students majored in § believed it would help them get the proficiency in) the social determina students stating—they learned ab were very or somewhat satisfied w satisfied with the level and extent students to found a student organ apply to graduate school.

**College of Arts, Creativity, and Scientific Inquiry (formerly College of Social Sciences)**  
**Bachelor of Science (BS)**  
**Social & Behavioral Health**  
**Department of Anthropology, Psychology, and Sociology (formerly Department of Sociology)**

**Measure/Method**

Social & Behavioral Health majors must successfully complete SOCI 4386 Internship in order to be eligible for graduation. One requirement of the course is a final paper assignment that is unique to Social & Behavioral Health majors. The purpose of the assignment is twofold: (1) to have the student reflect on the practice experience and (2) to have the student evaluate the program in which they interned. Each semester, students in SOCI 4386 (the practicum course called "Internship" during which they intern at a site and complete coursework about their experiences) complete a comprehensive end of course project that asks them to detail how their internship experience relates to social, behavioral, or public health. They must explain this in the context of the four program learning outcomes. With regard to the first LO, students discuss how they observed how society and culture influence health, discuss ethical issues with regard to access to healthcare for people diverse race, class, and gender groups. For this LO, there are 4 criteria on which the student is assessed (general knowledge of the social determinants of health, understanding of the research on cultural diversity and health, the inequities in the availability and delivery of healthcare, and the ethical issues surrounding inequities in access to healthcare based on race, social class, and gender). The project is assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

Social & Behavioral Health majors must successfully complete SOCI 4386 Internship in order to be eligible for graduation. One requirement of the course will be a final paper assignment that is unique to Social & Behavioral Health majors. The purpose of the assignment is twofold: (1) to have the student reflect on the practice experience and (2) to have the student evaluate the program in which they interned. Each semester, students in SOCI 4386 (the practicum course called "Internship" during which they intern at a site and complete coursework about their experiences) complete a comprehensive end of course project that asks them to detail how their internship experience relates to social, behavioral, or public health. They must explain this in the context of the four program learning outcomes. With regard to this LO, students note their observations of human growth and development (that is, how people experience physical, cognitive, emotional, and/or social development skills, how people move through the lifecourse via infancy, adolescence, adulthood, retirement, etc.) while on their internship experience. For this LO, there are 3 criteria on which the student is assessed (Knowledge Base of the Field of Human Growth and Development, application of knowledge, and supportive of families). The project is assessed by the Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

Social & Behavioral Health majors must successfully complete SOCI 4386 Internship in order to be eligible for graduation. One requirement of the course will be a final paper assignment that is unique to Social & Behavioral Health majors. The purpose of the assignment is twofold: (1) to have the student reflect on the practice experience and (2) to have the student evaluate the program in which they interned. Each semester, students in SOCI 4386 (the practicum course called "Internship" during which they intern at a site and complete coursework about their experiences) complete a comprehensive end-of-course project that asks them to detail how their internship experience relates to social, behavioral, or public health. They must explain this in the context of the four program learning outcomes. For this LO, students detail the extent to which they learned about any complementary, alternative, or integrative approaches to health and wellness. For this LO, there are 4 criteria on which the student is assessed: complementary and alternative medicine (CAM) concepts/background, CAM approaches, how hospitals and other healthcare organizations incorporate CAM, and effect(s) of CAM methods on consumers. The project is assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

Social & Behavioral Health majors must successfully complete SOCI 4386 Internship in order to be eligible for graduation. One requirement of the course will be a final paper assignment that is unique to Social & Behavioral Health majors. The purpose of the assignment is twofold: (1) to have the student reflect on the practice experience and (2) to have the student evaluate the program in which they interned. Each semester, students in SOCI 4386 (the practicum course called "Internship" during which they intern at a site and complete coursework about their experiences) complete a comprehensive end-of-course project that asks them to detail how their internship experience relates to social, behavioral, or public health. They must explain this in the context of the four program learning outcomes. For this LO, students are asked to, to the best of their ability, assess the effectiveness of the program/organization at which they interned. For this LO, there are 4 criteria on which the student is assessed (manage and analyze data, communicate findings, public health and administrative practices, and design and/or assess programs). The project is assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

hods) FOR ALL LOs, we also use an indirect measure. An exit survey is conducted each semester of all graduating seniors to determine the reasons they majored in SBH, their plans after graduation, and their level of agreement on a set of questions about the program's learning outcomes. Findings from nine (9) graduates total from Fall 2019 (3 grads), Spring 2020 (4 graduates), and Summer 2021 (2 graduates) showed that 8 out of 9 graduates chose SBH because the concepts interested them, they believed they would learn how to assess/design social and behavioral health programs for the job they wanted or help prepare them for graduate/professional school. Graduates also stated that they learned most about the causes of health and how to support individuals and families confronting social and/or behavioral health issues. Just behind that was human growth and development as related to sbh and how to conduct research aimed at improving health. Over half of the graduates mentioned the quality of teaching in the program and the quality of undergraduate and career advising. Still, a few others mentioned the quality of interaction with fellow SBH majors. In the future, the program coordinator plans to implement some major interactive activities for the major. Most (8 out of 9) indicated they would be looking for a new job after graduation, and five out of 9 students

**Success  
Criterion**

Rubric score of 3  
or higher.

Rubric score of 3  
or higher.

Rubric score of 3  
or higher.

Rubric score of 3  
or higher.

The survey asks  
whether they gained  
in 2020 (2 graduates)  
degrees, and they  
responded (gained most  
with 9 out of 10  
indicated that they  
are not being as  
productive and perhaps ask  
what they plan to

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE						
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Anthropology, Psychology, and Sociology		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
	PROGRAM:	BS Social & Behavioral Health	COURSES	Assess social and cultural frameworks of diverse populations of healthcare consumers	Demonstrate understanding of human growth and development as related to social and behavioral health issues	Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness	Design and assess social and behavioral programs, research or services aimed at improving health	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	XIDS 2300	I		I	
			2	ANTH 1102	I	I		
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	ANTH 1105		I		
			4	ANTH 3110		R		
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			5	ANTH 3186	R			
			6	ANTH 3188				R
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			7	ANTH 4130	R		R	
			8	ANTH 4132		R		
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			9	ANTH 4135	R			
			10	ANTH 4170			R	
			11	ANTH 4176				R
			12	POLS 2601				I
			13	POLS 3201				R
			14	POLS 3601				R
			15	POLS 4200				I
			16	POLS 4208				R
			17	POLS 4209				R
			18	POLS 4210				R
			19	POLS 4215				R
			20	POLS 4217				R
			21	PSYC 1101		I		
			22	PSYC 3010		R		
			23	PSYC 3110	R	R		
			24	PSYC 3150	R	R		
			25	PSYC 3580			R	
			26	PSYC 3703	R	R		
			27	PSYC 3730	R			
			28	PSYC 3800			R	
			29	PSYC 4085			R	
			30	PSYC 4130			R	
			31	PSYC 4140	R	R		
			32	PSYC 4270	R			
			33	PSYC 4280			R	
			34	PSYC 4290		R		
			35	PSYC 4350		R		
			36	PSYC 4360		R	R	
			37	PSYC 4650			R	
			38	PSYC 4760		R		
			39	SOCI 1101	I	I		
			40	SOCI 3134	R	R		
			41	SOCI 3543	R		R	
			42	SOCI 3623	R			
			43	SOCI 3733	R	R		
			44	SOCI 3804	R		R	
			45	SOCI 3954		R		
			46	SOCI 4000				R
			47	SOCI 4003				R
			49	SOCI 4153	R	R		
			51	SOCI 4323	R			
			52	SOCI 4386	M(A)	M(A)	M(A)	M(A)
			53	SOCI 4440	R			
			54	SOCI 4441	R		R	
			55	SOCI 4445		R		
			56	SOCI 4543	R		R	
			57	SOCI 4613				R
			58	SOCI 4734				R
			59	SOCI 4915	R			
			60	SOCI 4700	R			



22	SOCI 4986 - A	M	M	M	M
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# Art, Studio Option, B.A.

## 2022-2023 Undergraduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

Desired Effective Semester \*

Fall

Desired Effective Year \*

2022

### Routing Information

# Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/  
Department\*

Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course?\*

Yes  No

Is this a College of Education Program?\*

Yes  No

Is the addition/change related to core, honors, or XIDS courses?\*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.\*

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Art, Studio Option, B.A.

**Program ID - DO** 18  
**NOT EDIT\***

**Program Code - DO** 18  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** BA in Art:  
The BA in Art degree provides students with opportunities to explore areas within the visual arts without necessarily specializing in any one discipline. As a liberal arts degree, this option is appropriate for students who wish to explore creative processes, develop and hone both creative and critical thinking skillsets, while developing abilities applicable to any number of employment opportunities. The degree is usually identified as appropriate for students who wish to pursue a professional career or graduate studies that may or may not be within the Arts. UWG Art offers three BA in Art options: BA in Art (Art History), BA in Art (Pre-Medical Illustration), which includes a minor in Biology, and a BA in Art (Studio Art).

Studio Emphasis:  
Focuses on various arts' studio disciplines and practices and is appropriate for individuals who wish to enhance their creative and artistic abilities. Students can individualize their own approach; by exposure to all artistic media, focusing on two or more mediums or by taking a 2D or 3D approach, or even working in a multi-disciplinary nature. This degree encourages broad-based, open-ended inquiry into the arts and is customizable to the interests of individual students.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## **Core Requirement**

### **Core Areas A, B, C, D, E: 42 Hours**

**Core Curriculum**

### **Core Area F: 18 Hours**

**ART 1006 Design I (2D)**  
**ART 1007 Drawing I**  
**ART 1008 Drawing II**  
**ART 1009 Design II (3D)**  
**ART 2201 History of Western Art I**  
**ART 2202 History of Western Art II**

### **Studio Option**

### **Foreign Language: 6 Hours**

**Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.**

**FREN 2001 Intermediate French I**  
**[Right] (and)**  
**FREN 2002 Intermediate French II**  
**[After] (or)**  
**GRMN 2001 Intermediate German I**  
**[Right] (and)**  
**GRMN 2002 Intermediate German II**  
**[After]**  
**FORL 2200 Survey of National Literatures**  
**[After] (or)**  
**FORL 2300 Topics in National Literatures**

## **Courses specific for Studio Option: 15 Hours**

**ART 3301 Beginning Ceramics**  
[After] (and)  
**ART 3601 Painting I: Watercolor**  
[Right] (or)  
**ART 3602 Painting II**  
[After] (and)  
**ART 3801 Printmaking I: Survey**  
**ART 3901 Introductory Sculpture**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Art History Electives: 6 Hours**

3000 or Above

## **Studio Art Electives: 15-18 Hours**

3000 or Above 15-18 credit hours based on requirement for Minor

## **Minor and Electives: 18 Hours**

15-18 credit hour based on requirement for Minor

## **Total: 120 Hours**

Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.

## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.


This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program


In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

### Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** In order to continue to provide a strong foundation in global languages and intercultural awareness, to respond to the diverse needs of students pursuing BAs at UWG, and to facilitate student progress toward their degree goals, we propose offering two pathways for BA students to meet their language requirements.

The first pathway would remain consistent with the current requirement of completing 1001-2002 in French, German, or Spanish.

The second pathway would require students to complete 1001-2001 in French, German, or Spanish in addition to a non-sequential FORL course delivered in English that critically reflects on global languages and cultures.

In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@westga.edu).

**Check all that apply to this program\***


- This change affects 25-49% of the program's curriculum content.
- This change affects 25-49% of the program's length/credit hours.
- This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- This change affects 50% or more of the program's curriculum content.
- This change affects 50% or more of the program's length/credit hours.
- This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- None of these apply

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply



## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map\***  I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

- Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## 2020-2021 Program Map – BA in Art (Studio Art) 120

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602- Painting I: Watercolor or Painting II	3	Art 3901- Introductory Sculpture	3
University Core Area B1 ( <i>FORL 1001 or 1002 or test out of 1001 or 1002</i> )- Written and Oral Communication	3	Art History Elective – 3XXX or 4XXX	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area C2 ( <i>FORL 1002 or 2001 or Test out of 1002 or 2001</i> )- Humanities	3
University Core Area B2- Other Institutional Options	2	Minor course	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	

**\*\*This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements\*\***

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

**Student Online Resources:**

- [www.westga.edu/advising](http://www.westga.edu/advising) (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- [www.westga.edu/scoop](http://www.westga.edu/scoop) (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART Studio Elective 3XXX or 4XXX- any 3000/4000 level Art Class	3	ART Studio Elective 3XXX or 4XXX-any 3000/4000 level Art Class	3
Art History Elective – 3xxx or 4xxx- any 3000/4000 level Art Class	3	FORL 2002 (or test out)- Foreign Lang/Lit OR an approved 2000-level FORL course	3
Art 4078- Mid-Program Review	0	University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3
FORL 2001 or (Test out) - Foreign Lang/Lit	3	University Core Area E2 (option)-American/Georgia History	3
University Core Area C1- Fine Arts	3	Minor course	3
University Core Area D1 (No Lab)- Non-Science Majors	3		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review for BA in Art (Studio art)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART Studio Elective 4XXX- any 4000 level Art course	3	ART Studio Elective 4XXX-any 4000 level Art course	3
Art 4998-Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- any 3000/4000 level Art Class	3
University Core Area E3 (POLS 1101)	3	Art 4999- Senior Capstone Exp II	2
University Core Area E4 (Elective)- Social Science Elective Courses	3	Art Studio Elective or Minor course	3
Minor course	3	Minor course	3
Minor course	3		
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Apply for Graduation</li> <li>Earn 16 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 120 credit hours (Graduate)</li> </ul>	

# ECED - 4251 - Assessment and Correction Mathematics Education

2022-2023 Undergraduate Revise Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Fall

Desired Effective Year \*

2022

## Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Early Childhood through Secondary Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? \*

Yes  
 No

Is this a College of Education course? \*

Yes  
 No

Is this a Department of Mass Communications course? \*

Yes  
 No

Is the addition/change related to core, honors, or XIDS courses? \*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below \*

Yes  No

## [List of Faculty Senate Action and Information Items](#)

## Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

ECED

Course Number\* 4251

Course Title\* Assessment and Correction Mathematics Education

Long Course Title Assessment and Correction Mathematics Education

Course Type - DO NOT EDIT\*

Early Childhood/Elementary Education

Catalog Course Description\*

Overviews development of acquisition of mathematical concepts. The assessment/correction process is examined. Teaching strategies appropriate to children with learning difficulties are described. Individual assessment and analysis of a particular child's mathematical problems, including teaching to this analysis are developed in case study form. Current research on teaching mathematics to children with special needs is examined. Knowledge of teaching strategies and the assessment/correction process will be applied during field experience.

Prerequisites

Prerequisite: ECED 4263 or ECSE 4763, Admission to Teacher Education program and College of Education field experience documentation required

Corequisites

ECED 4251L

Frequency - How many semesters per year will this course be offered?

2

Grading\*

Undergraduate Standard Letter

Status\*



Active-Visible



Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 2

Lab Hrs\* 1

Credit Hrs\* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  Yes  No


If yes, indicate maximum number of credit hours counted toward graduation.\* N/A

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes to SLOs.

**Rationale\*** This course builds upon the content learned in ECED 4263 or ECSE 4763. Students are not able to be successful in ECED 4251 without passing the previous course, so we are adding it as a prerequisite. We are removing current corequisites and replacing them with the lab course ECED 4251L. We are moving credits from the lab course to this course to reflect what actually is in the course and accompanying lab.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 100

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** N/A

**Fee Justification\*** Not applicable

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 18



# Assess & Correct Math Educ

## ECED-4251

Fall 2021 Section 03 3 Credits 08/11/2021 to 12/10/2021 Modified 08/26/2021

### Description

Overviews development of acquisition of mathematical concepts. The assessment/correction process is examined. Teaching strategies appropriate to children with learning difficulties are described. Individual assessment and analysis of a particular child's mathematical problems, including teaching to this analysis are developed in case study form. Current research on teaching mathematics to children with special needs is examined. Knowledge of teaching strategies and the assessment/correction process will be applied during field experience. Must be taken concurrently with ECED 4284, READ 3263 and READ 4251 or with advisor approval.

#### Requisites

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites:

### Contact Information

#### Dr. Jennifer Edelman

Email: [jedelman@westga.edu](mailto:jedelman@westga.edu)

Office: Ed Annex 112

Phone: (678) 839-6184

### Meeting Times

This course is designated as Hybrid, which means you will have shorter face-to-face sessions each week, and will complete approximately 30% of the course online.

#### Class

Thursday, 2:00 PM to 4:30 PM, Ed Center 4

### Materials

#### Required Instructional Resource: TK20 Subscription

You will submit your Math Case Study to Tk20 this semester.

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_purchase\\_a\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#)

[https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_log\\_into\\_your\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

The following students do not need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore \(https://bookstore.westga.edu/\)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email [tk20@westga.edu](mailto:tk20@westga.edu) for more information.

For additional guides, access the UWG Tk20 webpage [here \(https://www.westga.edu/academics/education/tk20-system.php\)](https://www.westga.edu/academics/education/tk20-system.php).

## RTI in Math: Evidence-Based Interventions for Struggling Students

**Author:** Forbringer, Linda and Fuchs, Wendy

**Publisher:** Routledge

**Edition:** 1

**ISBN:** 978-1596672543

Used copies of this text are a great idea- we will use all of this book in our class.

## Elementary and Middle School Mathematics: Teaching Developmentally

**Author:** Van de Waller, J., Karp, K., Bay-Williams, J.

**Publisher:** Pearson

**Edition:** 10th

**ISBN:** 978-0-13-480208-4

This is the same book that you used in Blocks 1 & 2. You'll need it for clinic this semester.

## Outcomes

<i>In teaching this course it is my goal that you will:</i>	<i>At the end of this course you will be able to:</i>
<p>1. <b>Diagnose</b> students' error patterns and design appropriate remediation</p> <p><i>(INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 4, 5, 10, 12)</i></p>	<p><b>Use</b> appropriate diagnostic tools to assess mathematical knowledge.</p> <p><b>Analyze</b> the data you gather from the diagnostic tool(s).</p> <p><b>Plan and teach</b> lessons and/or activities to deepen mathematical knowledge or to address misconceptions.</p>

<p>2. <b>Identify</b> available resource materials for enhancing classroom instruction and use them effectively taking into consideration individual differences in learning</p> <p><i>(INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 6, 9)</i></p>	<p><b>Locate</b> online resources, lesson plans, and manipulatives to use in remediation activities.</p> <p>Critically <b>evaluate</b> resources, lesson plans, and manipulatives for their effectiveness in addressing students' mathematical needs.</p>
<p>3. <b>Acquire knowledge</b> of informal and formal assessment tools, and prescriptive teaching techniques</p> <p><i>(INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5; ACEI 3, 6)</i></p>	<p><b>Describe</b> the difference between formative and summative assessments and <b>determine</b> when the use of each is most appropriate.</p> <p><b>Explain</b> the links between assessment and instruction.</p>
<p>4. <b>Gain knowledge</b> of modifying the mathematics program to meet the needs of students with special needs</p> <p><i>(INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5; ACEI 3, 6, 9)</i></p>	<p><b>Evaluate</b> mathematics curricula in terms of accommodations for students with special needs.</p> <p><b>Modify</b> resources, lesson plans, and/or activities to meet the needs of students with special needs.</p>
<p>5. <b>Apply</b> knowledge during field experience</p> <p><i>(INTASC 5, 6, 7, 8, 9, 10; NCTM 2.1, 2.9, 2.10, 3.1, 3.3; ACEI 1, 7, 8, 9)</i></p>	<p><b>Identify and describe</b> pedagogical moves that you make as you assess, teach, and re-assess mathematical understanding in clinic.</p>

## ✓ Evaluation

**Assignments and core requirements:** Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, single-space format, with Arial font, size 11 and 1-inch margins on all sides unless otherwise indicated.

**Assignments are due by 11:59 p.m. on the designated date.** Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen. *Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment.*

## Criteria

Type	Weight	Topic	Notes
Professionalism and Participation	10%	Course Objectives 1, 2, 3, 4, 5	
Clinic Reflections	15%	Course Objectives 1, 2, 3, 4, 5	
Reading Responses	20%	Course Objectives 1, 2, 3, 4, 5	
Online Modules	20%	Course Objectives 1, 2, 3, 4, 5	
Math Case Study	35%	Course Objectives 1, 2, 3, 4, 5	

## Breakdown

Grade	Range	Notes
A	90-100%	
B	80-89%	
C	70-79%	
Redo Assignment or Retake Course	Below 70%	

## Assignments

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### Professionalism and Participation

This assignment meets course objectives 1, 2, 3, 4, & 5.

**Demonstrating your Professionalism via Assigned Reading:** It is expected that you will access and read all required readings before the day they appear on the course schedule. Each reading will have an activity designed to show that you have read and understood the assignment.

**Demonstrating your Professionalism and Participation via In-class Presentations:** The best way to learn how to teach is to practice teaching. You will be asked to teach and present in front of our class multiple times during the semester.

**Demonstrating your Professionalism and Participation via Attendance:** Of course, to participate in class activities you need to be present. You are allowed one absence; subsequent absences will affect your participation grade. If there are extenuating circumstances, please contact the instructor.

**Demonstrating your Professionalism and Participation via Online Modules:** Each week will contain an online component of the course. You are expected to complete all activities by 11:59 PM on the night before we meet.

### Clinic Reflections

This assignment meets course objectives 1, 2, 3, 4, & 5.

Each week, one person from each clinic group will observe their group's tutoring session via the Landro system. You will be asked to look for specific concepts from our class that are in action during the session. Post-session, all group members will debrief and collaborate on a one-page write up of the reflection. Please check the course outline for topics and due dates.

### Reading Responses

This assignment meets course objectives 1, 2, 3, 4, & 5.

Because our activities will be centered on the analysis and application of the ideas we read, you will be completing a reading response activity for each textbook reading. Reading responses are due by 11:59 p.m. on the night before we discuss the readings in class. Please check the course outline for assigned readings and due dates.

### Online Modules

This assignment meets course objectives 1, 2, 3, 4, & 5.

Each week you will be asked to complete an online module. The online modules contain critical information you will need to successfully plan effective remediation lessons and complete your case study.

### Math Case Study

This assignment meets course objectives 1, 2, 3, 4, & 5.

You will be asked to engage in the diagnostic process as spelled out in this course and create a final report on your client's progress in clinic. **This assignment will be turned in on Tk20.**

# Schedule

Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
8/12/21	RTI and you: The role of a mathematics interventionist	Not applicable	Not applicable	CCC Orientation in class
8/19/21	Types of mathematical knowledge	RTI Chapter 6: Concrete and Visual Representations	1. Reading Response 2. Syllabus Escape Room	Clinic Tour
8/26/21	Assessment & Instruction Cycles	RTI Chapter 2: Using Assessment to Make Instructional Decisions	1. Reading Response 2. Playposit: Constructivism Review	Co-Teaching Contract
9/2/21	Dismal or useful data?	Dismal Data Article (posted in CourseDen)	1. Reading Response	Client File Review
9/9/21	Motivation, Attention, and Memory	RTI Chapter 4: Setting the Stage- Increasing Motivation	1. Reading Response 2. Playposit: Behaviorism Review	First night of clinic! See CourseDen for details!
9/16/21	Teaching for Remediation: Explicit Instruction	RTI Chapter 5: Explicit Instruction	1. Reading Response 2. Playposit: Intro to Error Patterns	1. Clinic Session Plan #2 2. Reflection: Motivation or Memory
9/23/21	Mathematics Intervention Curricula	RTI Chapter 3: Overview of Evidence-Based Practices for Teaching Mathematics	1. Reading Response 2. Playposit: Place Value Errors	1. Clinic Session Plan #3 2. Reflection: Explicit Instruction
9/30/21	Evaluating Mathematics Tasks for Assessment & Instruction	1. RTI Chapter 7: pp 91-109 2. EMSM Chapter 5	1. Reading Response (on EMSM chapter). 2. Case Study Q1 Draft	1. Clinic Session Plan #4 2. Reflection: CRA repetition
10/7/21	No class-Fall Break			
10/14/21  **All activities are online- we are not meeting for class**	Problem Solving: Teaching the Problem Structures (not key words)	1. RTI Chapter 10: Problem Solving	1. Online Activities: Problem Structures 2. Playposit: Problem Solving	1. No clinic- local schools' fall break

Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
10/21/21	7 Practices for Effective Teaching and Assessment in Mathematics	<ol style="list-style-type: none"> <li>2. RTI Chapter 7 pp 110-123 and</li> <li>3. RTI Chapter 8 pp 158-171</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Addition &amp; Subtraction Errors</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinic Session Plan #5</li> <li>2. Reflection: Assessment Methods</li> </ol>
10/28/21	Dr. Edelman's Catch Up Day (for anything we didn't get to up to this point)	<ol style="list-style-type: none"> <li>1. RTI Chapter 7 pp 123-151 and</li> <li>2. RTI Chapter 8 pp 171-183</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Multiplication &amp; Division</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinic Session Plan #6</li> <li>2. Reflection: Self-assessment and goal setting</li> </ol>
11/4/21	Continuing Teaching & Learning Through Actionable Feedback	<ol style="list-style-type: none"> <li>1. RTI Chapter 9 pp 184-193</li> <li>2. INFORMative Assessment Chapter (posted in CourseDen)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Fractions Week 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinic Session #7</li> <li>2. Reflection: Group Choice</li> </ol>
11/11/21	Choosing Rich Math Tasks for Assessment & Instruction	RTI Chapter 9 pp 193-215	<ol style="list-style-type: none"> <li>1. Case Study Q2 draft</li> <li>2. Playposit: Fractions Week 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinic Session #8- Progress Assessment</li> <li>2. Reflection: Informative Assessment</li> </ol>
11/18/21	Analyzing Student Work	RTI Chapter 11: Using RTI to Improve Achievement in Mathematics	<ol style="list-style-type: none"> <li>1. Case Study Q3 draft</li> <li>2. Playposit: Decimals</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinic session #9/10 (no session plan due)</li> <li>2. Math Tutoring Summary Report Due</li> <li>3. Client File (done in class)</li> </ol>
11/25/21	No Class-Thanksgiving Break			
12/2/21	Course Review	Assigned Assessment Articles	<ol style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Case Study Complete Draft</li> </ol>	Clean out bins and return materials

Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
			3.	
Professionalism	10			
Clinic Reflections	15			
Reading Responses	20			
Online Modules	20			
Case Study	35			
	100			

## \* Course Policies and Resources

### Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

### Attendance

You are allowed one "no questions asked" absence in class without penalty. Attendance is calculated as part of your participation and professionalism grade. Arriving 15 minutes or more late or leaving 15 minutes or more early will count as an absence for the day. There are no automatically excused absences for clinic (ECED 4251L); if you need to be absent you should plan on providing documentation of your excuse.

### Extra Credit

Extra credit will not be available in this course. Please do your best work on the assigned activities.

### Late Work

If your assignment is turned in on time (11:59 PM on the due date listed on the course calendar), you will have the opportunity to earn a score of "3-Exemplary" on the rubric. Additionally, on-time submissions will receive detailed comments and feedback and have the opportunity to revise and resubmit as long as a true effort has been made on the assignment. Late submissions that are turned in within one week of the due date will not have the "revise and resubmit" option and are limited to a maximum score of "2-proficient" on the rubric. After one week, late work will not be accepted.

### Professional Conduct

As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. You will demonstrate your professionalism through the following behaviors:

- **Active participation:** To learn anything more deeply, you must actively participate in it. The pedagogy being advocated and modeled through our course is the belief that our students must commit to, and be involved actively in, the problems and situations being posed. Be involved. Developing collegial, supportive relationships is an important aspect of the teaching

profession.

- Food: I recognize that your schedule is very busy on Thursdays and that you may not have time to grab lunch before coming to class. Please understand that we cannot eat or drink during class as that would require us to remove our masks. I will do my best to end class at approximately 4 PM on each day so you have time to eat prior to your 5:00 PM clinic.
- Use of laptops, cell phones, tablets, etc.: Teachers must learn to manage and incorporate technology in their classrooms. We will use laptops, cell phones, and tablets for specific course-related activities (e.g., composing notes, using math applets/excel/or other tools, looking up information as necessary, preparing mini-presentations). In general, you should not engage in web browsing, email, or other questionable unrelated activities during class time. Texting is not a course-related activity unless specified by the instructor. Improper use of laptops, cell phones, tablets, etc., will cause you to lose points for participation and professionalism. **Working on assignments for other classes (or ones in this class that were due last night) during our class meeting does not demonstrate good professional conduct.**

## Communication Rules

Teaching is all about communication. You must be able to communicate effectively with students, families, and other teaching professionals. It is so important that it falls under two InTASC standards (9 & 10). As such, we will practice engaging in effective and professional communication in this course. You should consider communications with your professor and fellow students as professional communications.

Professional communication via email includes:

- A salutation. You should always begin your messages to others with a greeting. This could be something like “good morning” or simply addressing the person by name.
- The correct title of the person to whom you are writing. If you have been invited to call someone by his or her first name, then do so. When in doubt, it is always best to be more formal. Here are some examples (the X stands in for a name; sadly, we are not the X-Men):

Dear X Family

Vice Principal X

Department Chair X

Dr. X

Mr. X

Principal X

Professor X

Mrs. X

- A succinct subject line that describes the content of your message in 5 words or less.
- A signature or closing. In professional communication, you should plan on a generic closing such as:

Sincerely

Best

Thank you

Professional communication via email does not include:

- Casual salutations such as Hey, ‘Sup, Dude, most-awesome-professor-in-the-world.
- The use of text language, emojis, or hashtags (#thatwontendwell4U).
- PLEASE DO NOT USE ALL CAPS!!! ESPECIALLY WHEN COMBINED WITH AN ABNORMAL AMOUNT OF EXCLAMATION POINTS!!!!!!!!!!!! THIS IS YELLING AT THE PERSON YOU ARE WRITING TO!!!!!! A better way to emphasize your words is to underline your words or set them apart from the rest of the text using asterisks (\*).
- If you use a phone or tablet to send email in a professional setting, please remove the phrase, “Sent from my (device)”. While this can explain the brevity of your message and possibly excuse typos (it doesn’t really), it demonstrates that you are either:



- a. Checking your phone and not giving your full attention to the recipient of your message.
- b. Too lazy to take the time to proofread your message.
- c. Available for parents, administrators, professors, and students to demand responses 24/7.

## College/School Policies

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### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

### Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

## Institutional Policies

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### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and

provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#) ([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
  - [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
  - [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)
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# Assess & Correct Math Educ

## ECED-4251

Fall 2021 Section 03 3 Credits 08/11/2021 to 12/10/2021 Modified 08/26/2021

### Description

Overviews development of acquisition of mathematical concepts. The assessment/correction process is examined. Teaching strategies appropriate to children with learning difficulties are described. Individual assessment and analysis of a particular child's mathematical problems, including teaching to this analysis are developed in case study form. Current research on teaching mathematics to children with special needs is examined. Knowledge of teaching strategies and the assessment/correction process will be applied during field experience. Must be taken concurrently with ECED 4284, READ 3263 and READ 4251 or with advisor approval.

#### Requisites

Prerequisites: ECED 4263 or ECSE 4763

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites: 4251L

### Contact Information

#### Dr. Jennifer Edelman

Email: [jedelman@westga.edu](mailto:jedelman@westga.edu)

Office: Ed Annex 112

Phone: (678) 839-6184

### Meeting Times

This course is designated as Hybrid, which means you will have shorter face-to-face sessions each week, and will complete approximately 30% of the course online.

#### Class

Thursday, 2:00 PM to 4:30 PM, Ed Center 4

### Materials

#### Required Instructional Resource: TK20 Subscription

You will submit your Math Case Study to Tk20 this semester.

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_purchase\\_a\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#)

[https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_log\\_into\\_your\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

The following students do not need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore \(https://bookstore.westga.edu/\)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email [tk20@westga.edu](mailto:tk20@westga.edu) for more information.

For additional guides, access the UWG Tk20 webpage [here \(https://www.westga.edu/academics/education/tk20-system.php\)](https://www.westga.edu/academics/education/tk20-system.php).

## RTI in Math: Evidence-Based Interventions for Struggling Students

**Author:** Forbringer, Linda and Fuchs, Wendy

**Publisher:** Routledge

**Edition:** 1

**ISBN:** 978-1596672543

Used copies of this text are a great idea- we will use all of this book in our class.

## Elementary and Middle School Mathematics: Teaching Developmentally

**Author:** Van de Waller, J., Karp, K., Bay-Williams, J.

**Publisher:** Pearson

**Edition:** 10th

**ISBN:** 978-0-13-480208-4

This is the same book that you used in Blocks 1 & 2. You'll need it for clinic this semester.

### Outcomes

<i>In teaching this course it is my goal that you will:</i>	<i>At the end of this course you will be able to:</i>
<p>1. <b>Diagnose</b> students' error patterns and design appropriate remediation</p> <p><i>(INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 4, 5, 10, 12)</i></p>	<p><b>Use</b> appropriate diagnostic tools to assess mathematical knowledge.</p> <p><b>Analyze</b> the data you gather from the diagnostic tool(s).</p> <p><b>Plan and teach</b> lessons and/or activities to deepen mathematical knowledge or to address misconceptions.</p>

<p>2. <b>Identify</b> available resource materials for enhancing classroom instruction and use them effectively taking into consideration individual differences in learning</p> <p><i>(INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 6, 9)</i></p>	<p><b>Locate</b> online resources, lesson plans, and manipulatives to use in remediation activities.</p> <p>Critically <b>evaluate</b> resources, lesson plans, and manipulatives for their effectiveness in addressing students' mathematical needs.</p>
<p>3. <b>Acquire knowledge</b> of informal and formal assessment tools, and prescriptive teaching techniques</p> <p><i>(INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5; ACEI 3, 6)</i></p>	<p><b>Describe</b> the difference between formative and summative assessments and <b>determine</b> when the use of each is most appropriate.</p> <p><b>Explain</b> the links between assessment and instruction.</p>
<p>4. <b>Gain knowledge</b> of modifying the mathematics program to meet the needs of students with special needs</p> <p><i>(INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5; ACEI 3, 6, 9)</i></p>	<p><b>Evaluate</b> mathematics curricula in terms of accommodations for students with special needs.</p> <p><b>Modify</b> resources, lesson plans, and/or activities to meet the needs of students with special needs.</p>
<p>5. <b>Apply</b> knowledge during field experience</p> <p><i>(INTASC 5, 6, 7, 8, 9, 10; NCTM 2.1, 2.9, 2.10, 3.1, 3.3; ACEI 1, 7, 8, 9)</i></p>	<p><b>Identify and describe</b> pedagogical moves that you make as you assess, teach, and re-assess mathematical understanding in clinic.</p>

## ✓ Evaluation

**Assignments and core requirements:** Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, single-space format, with Arial font, size 11 and 1-inch margins on all sides unless otherwise indicated.

**Assignments are due by 11:59 p.m. on the designated date.** Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen. *Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment.*

## Criteria

Type	Weight	Topic	Notes
Professionalism and Participation	10%	Course Objectives 1, 2, 3, 4, 5	
Clinic Reflections	15%	Course Objectives 1, 2, 3, 4, 5	
Reading Responses	20%	Course Objectives 1, 2, 3, 4, 5	
Online Modules	20%	Course Objectives 1, 2, 3, 4, 5	
Math Case Study	35%	Course Objectives 1, 2, 3, 4, 5	

## Breakdown

# Schedule

Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
8/12/21	RTI and you: The role of a mathematics interventionist	Not applicable	Not applicable	CCC Orientation in class
8/19/21	Types of mathematical knowledge	RTI Chapter 6: Concrete and Visual Representations	1. Reading Response 2. Syllabus Escape Room	Clinic Tour
8/26/21	Assessment & Instruction Cycles	RTI Chapter 2: Using Assessment to Make Instructional Decisions	1. Reading Response 2. Playposit: Constructivism Review	Co-Teaching Contract
9/2/21	Dismal or useful data?	Dismal Data Article (posted in CourseDen)	1. Reading Response	Client File Review
9/9/21	Motivation, Attention, and Memory	RTI Chapter 4: Setting the Stage- Increasing Motivation	1. Reading Response 2. Playposit: Behaviorism Review	First night of clinic! See CourseDen for details!
9/16/21	Teaching for Remediation: Explicit Instruction	RTI Chapter 5: Explicit Instruction	1. Reading Response 2. Playposit: Intro to Error Patterns	1. Clinic Session Plan #2 2. Reflection: Motivation or Memory
9/23/21	Mathematics Intervention Curricula	RTI Chapter 3: Overview of Evidence-Based Practices for Teaching Mathematics	1. Reading Response 2. Playposit: Place Value Errors	1. Clinic Session Plan #3 2. Reflection: Explicit Instruction
9/30/21	Evaluating Mathematics Tasks for Assessment & Instruction	1. RTI Chapter 7: pp 91-109 2. EMSM Chapter 5	1. Reading Response (on EMSM chapter). 2. Case Study Q1 Draft	1. Clinic Session Plan #4 2. Reflection: CRA repetition
10/7/21	No class-Fall Break			
10/14/21  **All activities are online- we are not meeting for class**	Problem Solving: Teaching the Problem Structures (not key words)	1. RTI Chapter 10: Problem Solving	1. Online Activities: Problem Structures 2. Playposit: Problem Solving	1. No clinic- local schools' fall break

Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
10/21/21	7 Practices for Effective Teaching and Assessment in Mathematics	<ul style="list-style-type: none"> <li>2. RTI Chapter 7 pp 110-123 and</li> <li>3. RTI Chapter 8 pp 158-171</li> </ul>	<ul style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Addition &amp; Subtraction Errors</li> </ul>	<ul style="list-style-type: none"> <li>1. Clinic Session Plan #5</li> <li>2. Reflection: Assessment Methods</li> </ul>
10/28/21	Dr. Edelman's Catch Up Day (for anything we didn't get to up to this point)	<ul style="list-style-type: none"> <li>1. RTI Chapter 7 pp 123-151 and</li> <li>2. RTI Chapter 8 pp 171-183</li> </ul>	<ul style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Multiplication &amp; Division</li> </ul>	<ul style="list-style-type: none"> <li>1. Clinic Session Plan #6</li> <li>2. Reflection: Self-assessment and goal setting</li> </ul>
11/4/21	Continuing Teaching & Learning Through Actionable Feedback	<ul style="list-style-type: none"> <li>1. RTI Chapter 9 pp 184-193</li> <li>2. INFORMative Assessment Chapter (posted in CourseDen)</li> </ul>	<ul style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Playposit: Fractions Week 1</li> </ul>	<ul style="list-style-type: none"> <li>1. Clinic Session #7</li> <li>2. Reflection: Group Choice</li> </ul>
11/11/21	Choosing Rich Math Tasks for Assessment & Instruction	RTI Chapter 9 pp 193-215	<ul style="list-style-type: none"> <li>1. Case Study Q2 draft</li> <li>2. Playposit: Fractions Week 2</li> </ul>	<ul style="list-style-type: none"> <li>1. Clinic Session #8- Progress Assessment</li> <li>2. Reflection: Informative Assessment</li> </ul>
11/18/21	Analyzing Student Work	RTI Chapter 11: Using RTI to Improve Achievement in Mathematics	<ul style="list-style-type: none"> <li>1. Case Study Q3 draft</li> <li>2. Playposit: Decimals</li> </ul>	<ul style="list-style-type: none"> <li>1. Clinic session #9/10 (no session plan due)</li> <li>2. Math Tutoring Summary Report Due</li> <li>3. Client File (done in class)</li> </ul>
11/25/21	No Class-Thanksgiving Break			
12/2/21	Course Review	Assigned Assessment Articles	<ul style="list-style-type: none"> <li>1. Reading Response</li> <li>2. Case Study Complete Draft</li> </ul>	Clean out bins and return materials



Day Class Meets	Class Topic	Read Before Class	Do Before Class	Clinic
			3.	
Professionalism	10			
Clinic Reflections	15			
Reading Responses	20			
Online Modules	20			
Case Study	35			
	100			

## \* Course Policies and Resources

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### Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

### Attendance

You are allowed one "no questions asked" absence in class without penalty. Attendance is calculated as part of your participation and professionalism grade. Arriving 15 minutes or more late or leaving 15 minutes or more early will count as an absence for the day. There are no automatically excused absences for clinic (ECED 4251L); if you need to be absent you should plan on providing documentation of your excuse.

### Extra Credit

Extra credit will not be available in this course. Please do your best work on the assigned activities.

### Late Work

If your assignment is turned in on time (11:59 PM on the due date listed on the course calendar), you will have the opportunity to earn a score of "3-Exemplary" on the rubric. Additionally, on-time submissions will receive detailed comments and feedback and have the opportunity to revise and resubmit as long as a true effort has been made on the assignment. Late submissions that are turned in within one week of the due date will not have the "revise and resubmit" option and are limited to a maximum score of "2-proficient" on the rubric. After one week, late work will not be accepted.

### Professional Conduct

As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. You will demonstrate your professionalism through the following behaviors:

- **Active participation:** To learn anything more deeply, you must actively participate in it. The pedagogy being advocated and modeled through our course is the belief that our students must commit to, and be involved actively in, the problems and situations being posed. Be involved. Developing collegial, supportive relationships is an important aspect of the teaching

profession.

- Food: I recognize that your schedule is very busy on Thursdays and that you may not have time to grab lunch before coming to class. Please understand that we cannot eat or drink during class as that would require us to remove our masks. I will do my best to end class at approximately 4 PM on each day so you have time to eat prior to your 5:00 PM clinic.
- Use of laptops, cell phones, tablets, etc.: Teachers must learn to manage and incorporate technology in their classrooms. We will use laptops, cell phones, and tablets for specific course-related activities (e.g., composing notes, using math applets/excel/or other tools, looking up information as necessary, preparing mini-presentations). In general, you should not engage in web browsing, email, or other questionable unrelated activities during class time. Texting is not a course-related activity unless specified by the instructor. Improper use of laptops, cell phones, tablets, etc., will cause you to lose points for participation and professionalism. **Working on assignments for other classes (or ones in this class that were due last night) during our class meeting does not demonstrate good professional conduct.**

## Communication Rules

Teaching is all about communication. You must be able to communicate effectively with students, families, and other teaching professionals. It is so important that it falls under two InTASC standards (9 & 10). As such, we will practice engaging in effective and professional communication in this course. You should consider communications with your professor and fellow students as professional communications.

Professional communication via email includes:

- A salutation. You should always begin your messages to others with a greeting. This could be something like “good morning” or simply addressing the person by name.
- The correct title of the person to whom you are writing. If you have been invited to call someone by his or her first name, then do so. When in doubt, it is always best to be more formal. Here are some examples (the X stands in for a name; sadly, we are not the X-Men):

Dear X Family

Vice Principal X

Department Chair X

Dr. X

Mr. X

Principal X

Professor X

Mrs. X

- A succinct subject line that describes the content of your message in 5 words or less.
- A signature or closing. In professional communication, you should plan on a generic closing such as:

Sincerely

Best

Thank you

Professional communication via email does not include:

- Casual salutations such as Hey, ‘Sup, Dude, most-awesome-professor-in-the-world.
- The use of text language, emojis, or hashtags (#thatwontendwell4U).
- PLEASE DO NOT USE ALL CAPS!!! ESPECIALLY WHEN COMBINED WITH AN ABNORMAL AMOUNT OF EXCLAMATION POINTS!!!!!!!!!!!! THIS IS YELLING AT THE PERSON YOU ARE WRITING TO!!!!!! A better way to emphasize your words is to underline your words or set them apart from the rest of the text using asterisks (\*).
- If you use a phone or tablet to send email in a professional setting, please remove the phrase, “Sent from my (device)”. While this can explain the brevity of your message and possibly excuse typos (it doesn’t really), it demonstrates that you are either:

- a. Checking your phone and not giving your full attention to the recipient of your message.
- b. Too lazy to take the time to proofread your message.
- c. Available for parents, administrators, professors, and students to demand responses 24/7.

## College/School Policies

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### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

### Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

## Institutional Policies

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### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and

provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information# \(http://www.usg.edu/hb280/additional\\_information\)](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance: [https://www.westga.edu/police/campus-carry.php \(https://www.westga.edu/police/campus-carry.php\)](https://www.westga.edu/police/campus-carry.php)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
  - [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
  - [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)
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# PHED - 2300 - Positive Youth Development in Sport

2022-2023 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/  
Department\*

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing or School of Communication, Film and Media course?  Yes  No

Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

Is the addition/change related to core, honors, or XIDS courses?  Yes  No

## Course Information

Course Prefix\*

PHED

Course Number\* 2300

Course Title\* Positive Youth Development in Sport

Long Course Title Positive Youth Development in Sport

Course Type\*

Physical Education

**Catalog Course Description\*** This course includes an examination of current trends and issues in youth sport, with a focus on local, community, recreational sport programming. Emphasis is placed on developing sport experiences for youth. Identifying characteristics of sport-related programs and how they can have an impact on the overall development of youth will be explored.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 1

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately?  Yes  No

63/276

If yes, indicate maximum number of credit hours n/a

Counting separately toward graduation? \*

or credit hours counted toward graduation. \*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** n/a

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

## Justification and Assessment


**Rationale\*** The required EDUC sequence (2110, 2120, and 2130) for EPP programs has currently been modified by the BOR. EDUC 2110 is no longer a required course. This has created 3 "open" hours in the PHED Area F. The proposed course will meet the need of a current gap in the physical education curriculum. Further, it will expand the options for Coaching Minors and Area F electives for Sport Management students.



**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Describe the nature, current demographics, and societal trends in youth sports programs.
2. Describe the readiness, enjoyment, and motivation among youth for acquiring motor, sport, and competition skills for participation in recreational opportunities in sport.
3. Observe current opportunities for organized youth sport/physical activity experiences.
4. Describe the essential components that create a safe, positive youth sport experience.
5. Identify strategies necessary for communicating with all stakeholders.
6. Explore resources (e.g. National Alliance for Youth Sports, SHAPE America, Children's Healthcare of Atlanta, etc.) related to best practices in youth sport.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

**Fee Justification** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

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# PHED 2300 - Positive Youth Development in Sport

2021 Section College Template 08/01/2021 to 12/31/2021 Modified 08/06/2021

This course includes an examination of current trends and issues in youth sport, with a focus on local, community, recreational sport programming. Emphasis is placed on developing sport experiences for youth. Identifying characteristics of sport-related programs and how they can have an impact on the overall development of youth will be explored.

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## Contact Information

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## Meeting Times

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## Materials

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### Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_purchase\\_a\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_log\\_into\\_your\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

The following students **do not** need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore \(https://bookstore.westga.edu/\)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email [tk20@westga.edu](mailto:tk20@westga.edu) for more information.

For additional guides, access the UWG Tk20 webpage [here \(https://www.westga.edu/academics/education/tk20-system.php\)](https://www.westga.edu/academics/education/tk20-system.php).

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## Outcomes

1. Describe the nature, current demographics, and societal trends in youth sports programs.
2. Describe the readiness, enjoyment, and motivation among youth for acquiring motor, sport, and competition skills

for participation in recreational opportunities in sport.

3. Observe current opportunities for organized youth sport/physical activity experiences.
4. Describe the essential components that create a safe, positive youth sport experience.
5. Identify strategies necessary for communicating with all stakeholders.
6. Explore resources (e.g. National Alliance for Youth Sports, SHAPE America, Children's Healthcare of Atlanta, etc.) related to best practices in youth sport.

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## Evaluation

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### Criteria

## Breakdown

### Assignments

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### Schedule

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### Course Policies and Resources

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#### Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the “Materials” section of the syllabus. Email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

### College/School Policies

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#### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

#### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

#### Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

### Institutional Policies

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#### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The

student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](https://www.westga.edu/student-services/counseling/accessibility-services.php) (<https://www.westga.edu/student-services/counseling/accessibility-services.php>).

**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#) ([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

## Additional Items

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# PHED - 3401 - Integrating Technology into Health and Physical Education

2022-2023 Undergraduate Revise Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**Modifications (Check all that apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Fall

Desired Effective Year \*

2022



## Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Sport Management, Wellness, and Physical Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? \*

Yes  
 No

Is this a College of Education course? \*

Yes  
 No

Is this a Department of Mass Communications course? \*

Yes  
 No

Is the addition/change related to core, honors, or XIDS courses? \*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below \*

Yes  No

## [List of Faculty Senate Action and Information Items](#)

## Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

PHED

Course Number\* 3401

Course Title\* Integrating Technology into Health and Physical Education

Long Course Title Integrating Technology into Health and Physical Education

Course Type - DO NOT EDIT\*

Physical Education

Catalog Course Description\*

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in the Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in the course. Requires a minimum of 9 hours of upper education course work.

Prerequisites Prerequisite: Teacher Education Admission TE

Corequisites

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Undergraduate Standard Letter

Status\*



Active-Visible



Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 2

Lab Hrs\* 0

Credit Hrs\* 2

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

**Rationale\*** In mid-July, the USG Provosts mandated that all teacher education degree programs not exceed 120 hours (excluding Physical Education requirement credits) and not include summer course requirements. To meet this mandate, we are reducing the credit hours for PHED 3401 Integrating Tech Into Health/PE from 3 to 2.

The proposed changes meet the requirements as stated and will not negatively impact program rigor.

75/276

Pre-requisite modification: The old Prerequisites related to a basic computer course are

no longer applicable.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Are you making changes to the special fees or tuition that is required for this course?\***  
 Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** n/a

**Fee Justification\*** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

### Administrative Use Only - DO NOT EDIT

**Course ID\*** 18

**Current****PHED 3401-01: Integrating Technology in HPE, Summer 2021****Instructor Information**

Instructor: Dr. Collin Brooks  
Class Meeting Time & Location: Virtual  
Office Location: Virtual

Telephone (direct): (678) 839-3978  
Online Hours: MW 10-1, or by appointment  
Westga email: cbrooks@westga.edu

**Support for Courses**

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

Call: 678-839-6428 or email:  
[counseling@westga.edu](mailto:counseling@westga.edu)

**College of Education Vision**

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**College of Education Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (SHAPE America, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## Course Information

### Course Description

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in the Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in the course. Requires a minimum of 9 hours of upper education course work.

**Credit Hours: 3**

**Prerequisites:** Prerequisite: Teacher Education Admission TE and (MEDT 2401 Minimum Grade: C or CISM 2201 Minimum Grade: C or CS 1030 Minimum Grade: C or GEOL 2002 Minimum Grade: C or CS 1000 Minimum Grade: C or CS 1020 Minimum Grade: C)

### Texts, Readings, and Instructional Resources

**Text(s)** Jenny, S. E., Krause, J. M., & Armstrong, T. (2020). Technology for Physical Educators, Health Educators, and Coaches: Enhancing Instruction, Assessment, Management, Professional Development, and Advocacy. Human Kinetics Publishers.

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

### Approaches to Instruction

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

## Course Objectives and Learning Outcomes

Students will:

1. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process.  
 (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);  
 (Conceptual Framework: Professional Excellence, Field Based Inquiry, Betterment of Society)
  
2. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management.  
 (Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);  
 (Conceptual Framework: Professional Excellence, Betterment of Society)
  
3. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills.  
 (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);  
 (Conceptual Framework: Professional Excellence, Field Based Inquiry)
  
4. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in health and physical education at the appropriate grade level.  
 (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV, V, VI);  
 (Conceptual Framework: Professional Excellence, Field Based Inquiry)
  
5. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio.  
 (Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);  
 (Conceptual Framework: Professional Excellence, Field Based Inquiry)

6. complete a group project showcasing technology integration in the achievement of curricular objectives.  
(Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and  
(Conceptual Framework: Professional Excellence)
7. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.  
(Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).  
(Conceptual Framework: Professional Excellence, Betterment of Society)

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

### 1. Assignments (70% of final grade)

Each chapter will have an assignment (discussion/reflection/video/movement tracking/etc.) associated with its content. All assignments and associated rubrics will be provided across three modules on CourseDen.

**Course objectives:** 1, 2, 3, 4, 6, 7

### 2. Final Project (30% of final grade)

Students will complete a final project focused on the development of a website portfolio. This website will be used throughout the program and can also be converted into a permanent professional website upon completion of the PHED program Specifics and associated rubrics will be provided on CourseDen.

**Course objectives:** 2, 3

## Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

## Course Policies

### Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. In order to verify attendance, students who do not turn in assignments during module 1, may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring



that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

**Extra Credit:** No extra credit is provided in this course.

**Late Work:** All projects are due on the assigned date at the assigned time. Late assignments will not be accepted unless approved by the instructor.

**Professional Conduct:** The student is expected to demonstrate professional dispositions in all course work and activities Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality.

## UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information (can be a separate document)

Module	Begin Date	End Date	Topic/Activity/Reading Assignment	All Assignment Dates will be shared in CourseDen
1	May 13	May 17	Introduction to Technology in Physical Education, Health Education, and Coaching  Technology for Class and Team Management and Communication	Withdraw date – May 13 <sup>th</sup> @ 11:59 PM
2	May 17	May 27	Technology Communication  Technology for Motivation  Creating Visuals Using Technology <ul style="list-style-type: none"> <li>• GIF Partner Assignment</li> </ul>	
3	May 13	May 28	Creating your Own Website Portfolio	May 28 – Final Day

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

## Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<https://westga.view.usg.edu/d2l/login>
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

## Proposed

### PHED 3401-01: *Integrating Technology in HPE*

#### Instructor Information

Instructor: Dr. Collin Brooks  
 Class Meeting Time & Location: Virtual  
 Office Location: Virtual

Telephone (direct): (678) 839-3978  
 Online Hours: MW 10-1, or by appointment  
 Westga email: [cbrooks@westga.edu](mailto:cbrooks@westga.edu)

#### Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)  
 Call: 678-839-6248 or 1-855-933-8946 or  
 email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)  
 Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

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[Accessibility Services](#)

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#### College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

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Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (SHAPE America, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## Course Information

### Course Description

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in the Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in the course. Requires a minimum of 9 hours of upper education course work.

**Credit Hours:** 2

**Prerequisites:** Teacher Education Admission TE

### Texts, Readings, and Instructional Resources

**Text(s)** Jenny, S. E., Krause, J. M., & Armstrong, T. (2020). Technology for Physical Educators, Health Educators, and Coaches: Enhancing Instruction, Assessment, Management, Professional Development, and Advocacy. Human Kinetics Publishers.

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

### Approaches to Instruction

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

## Course Objectives and Learning Outcomes

Students will:

8. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process.

- (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);  
(Conceptual Framework: Professional Excellence, Field Based Inquiry, Betterment of Society)
9. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management.  
(Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);  
(Conceptual Framework: Professional Excellence, Betterment of Society)
  10. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills.  
(Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);  
(Conceptual Framework: Professional Excellence, Field Based Inquiry)
  11. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in health and physical education at the appropriate grade level.  
(Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV, V, VI);  
(Conceptual Framework: Professional Excellence, Field Based Inquiry)
  12. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio.  
(Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);  
(Conceptual Framework: Professional Excellence, Field Based Inquiry)
  13. complete a group project showcasing technology integration in the achievement of curricular objectives.

(Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and  
(Conceptual Framework: Professional Excellence)

14. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.

(Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

(Conceptual Framework: Professional Excellence, Betterment of Society)

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

### 1. Assignments (70% of final grade)

Each chapter will have an assignment (discussion/reflection/video/movement tracking/etc.) associated with its content. All assignments and associated rubrics will be provided across three modules on CourseDen.

**Course objectives:** 1, 2, 3, 4, 6, 7

### 2. Final Project (30% of final grade)

Students will complete a final project focused on the development of a website portfolio. This website will be used throughout the program and can also be converted into a permanent professional website upon completion of the PHED program Specifics and associated rubrics will be provided on CourseDen.

**Course objectives:** 2, 3

## Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

## Course Policies

### Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. In order to verify attendance, students who do not turn in assignments during module 1, may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

**Extra Credit:** No extra credit is provided in this course.

**Late Work:** All projects are due on the assigned date at the assigned time. Late assignments will not be accepted unless approved by the instructor.

**Professional Conduct:** The student is expected to demonstrate professional dispositions in all course work and activities. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality.

## UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.



## Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information (can be a separate document)

Module	Begin Date	End Date	Topic/Activity/Reading Assignment	All Assignment Dates will be shared in CourseDen
1	May 13	May 17	Introduction to Technology in Physical Education, Health Education, and Coaching  Technology for Class and Team Management and Communication	Withdraw date – May 13 <sup>th</sup> @ 11:59 PM
2	May 17	May 27	Technology Communication  Technology for Motivation  Creating Visuals Using Technology <ul style="list-style-type: none"> <li>• GIF Partner Assignment</li> </ul>	
3	May 13	May 28	Creating your Own Website Portfolio	May 28 – Final Day

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

## Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<https://westga.view.usg.edu/d2l/login>
- **24/7/365 D2L Help Center**  
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- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administrations/vpaa/common-language-course-syllabi.php>
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<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

# PHED - 3671 - Physical Education in Elementary Schools

2022-2023 Undergraduate Revise Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Fall

Desired Effective Year \*

2022

## Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Sport Management, Wellness, and Physical Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? \*

Yes  
 No

Is this a College of Education course? \*

Yes  
 No

Is this a Department of Mass Communications course? \*

Yes  
 No

Is the addition/change related to core, honors, or XIDS courses? \*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below \*

Yes  No

## [List of Faculty Senate Action and Information Items](#)

### Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

PHED

Course Number\* 3671

Course Title\* Physical Education in Elementary Schools

Long Course Title Physical Education in Elementary Schools

Course Type - DO NOT EDIT\*

Physical Education

Catalog Course Description\*

This course develops pedagogical skills and knowledge related to teaching physical education to children (K-5). The course develops an understanding of the characteristics and needs of children, developmentally appropriate curriculum content in elementary school physical education and effective teaching skills for elementary school physical education. The course provides observation experiences in both the classroom and gymnasium and requires students to plan, teach and evaluate physical education lessons.

Prerequisites

Prerequisite: Admission to Teacher Education program and PHED 3670 and College of Education field experience documentation required

Corequisites

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Undergraduate Standard Letter

Status\*



Active-Visible



Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 2

Lab Hrs\* 3

Credit Hrs\* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation.\* N/A


## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format. N/A

**Rationale\*** In mid-July, the USG Provosts mandated that all teacher education degree programs not exceed 120 hours (excluding Physical Education requirement credits) and not include summer course requirements. To meet this mandate, we are reducing credit hours for PHED 3671 Physical Education in Elem Schools from 4 to 3.

The proposed changes meet the requirements as stated and will not negatively impact program rigor.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** N/A

**Fee Justification\*** N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 18

**CURRENT**

**PHED 3671 - 1: Physical Education in Elementary School, Spring 2017**

**\*Instructor Information**

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

**\*Support for Courses**

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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## \*Course Information

### Course Description

This course develops pedagogical skills and knowledge related to teaching physical education to children (K-5). The course develops an understanding of the characteristics and needs of children, developmentally appropriate curriculum content in elementary school physical education and effective teaching skills for elementary school physical education. The course provides observation experiences in both the classroom and gymnasium and requires students to plan, teach and evaluate physical education lessons.

#### Credit Hours: 4

**Prerequisites:** Admission to Teacher Education; PHED 3670; and College of Education field experience documentation required

**Co-requisites:**

### Texts, Readings, and Instructional Resources

#### Required Text(s)

Rink, J. (2010). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

SHAPE America (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Champaign, IL: Human Kinetics.

#### Suggested Text(s)

Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). New York: McGraw-Hill.

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

### Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and 10% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

## \*Course Objectives and Learning Outcomes

Students will:

1. explain, demonstrate, analyze, and evaluate locomotor, manipulative, and non-manipulative skills (*InTASC 1,2,6; National Initial Physical Education Teacher Education Standards 1,2,5*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
2. plan and implement activities to teach skill themes and movement concepts, educational gymnastics, and rhythmical experiences to elementary students (*InTASC 7; National Initial Physical Education Teacher Education Standards 3,4*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
3. develop and apply appropriate instruments to evaluate student performance in all three domains of learning (psychomotor, cognitive, and affective) (*InTASC 4,5; National Initial Physical Education Teacher Education Standards 5*) (Rink, 2014; Silverman & Ennis, 2003)
4. implement strategies for creating a learning environment that recognizes diversity of groups and uniqueness of individuals in elementary settings (*InTASC 2,8; National Initial Physical Education Teacher Education Standards 4*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
5. identify effective classroom management and organizational techniques to enhance learning in elementary settings (*InTASC 8; National Initial Physical Education Teacher Education Standards 3*) (Rink, 2014; Silverman & Ennis, 2003)
6. create and implement developmentally and instructionally appropriate lesson plans for elementary physical education (*InTASC 2,3; National Initial Physical Education Teacher Education Standards 3,4*) (Rink, 2014; Silverman & Ennis, 2003)
7. analyze skill performance and provide appropriate feedback for elementary children (*InTASC 4,5,6,7,8; National Initial Physical Education Teacher Education Standards 5*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014);
8. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers (*InTASC 9,10; National Initial Physical Education Teacher Education Standards 6*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014);
9. reflect on planning and teaching through dialogue with the instructor, self-evaluation, and peer evaluation (*InTASC 9; National Initial Physical Education Teacher Education Standards 3,6*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014).

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

### 1. Exams

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

## 2. Lesson Plans –TK20 ASSESSMENT

Students will complete one lesson plan for each teaching experience with elementary students. Two lesson plans will be graded (one before midterm and one after). Lesson plans are before each teaching. Failure to submit a lesson plan will result in a twenty (20) point deduction from your overall lesson plan grade. The rubric for this project is located in Course Den and TK20. The second lesson plan is turned in through the TK20 Assessment system.

## 3. Reflections and Video Uploads

Students will complete reflections and video uploads, electronically, throughout the semester. Guiding questions for each reflection will be provided to the students before each teach.

## 4. Quizzes

Students will take multiple quizzes throughout the semester related to course readings.

## 5. Systematic Observation

Students will spend a considerable amount of time observing the teaching experiences of themselves and their peers. Specific observations should be completed for each teaching experience.

## 6. Individual Presentation

Students will prepare and deliver an e-presentation related to teaching elementary students in physical education.

## 6. Teaching

Students will teach 12-14 lessons over the course of the semester. One teaching will be graded using the teaching evaluation rubric located in Course Den.

## Evaluation Procedures

Assignment	Category	Assessment Tools	Due Date
1. Quizzes	Quiz	Answer Key	Throughout Semester
2. Exams	Exam	Answer Key	
3. Lesson Plans	Lesson Plans	Rubric	Throughout Semester
4. Teaching(s)	Teaching	Rubric	Throughout Semester
5. Systematic Observations (SO)	SO	Checklist	Throughout Semester
6. Reflections and Video Uploads	Assignment	Rubric	Throughout Semester
7. E-Presentation	Assignment	Rubric	

## Grading Information and Policy

Your course grade will be calculated using the following:

Quizzes	10%
Exams	15%
Lesson Plans	30%
Teaching	10%
Assignments	30%
<u>Systematic Observations</u>	<u>5%</u>
Total	100%

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	less than 60%

\*\*\* Note: A grade of C or better must be earned in this course for continuation in the program

Students will be graded using the following scale:

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17		Finals week	Final exam – date TBA

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[online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
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- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administrations/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>



**PROPOSED****College of Education****PHED 3671 - 1: Physical Education in Elementary School****\*Instructor Information**

Instructor:

Class Meeting Time &amp; Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

**\*Support for Courses**

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

**College of Education Vision**

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

**College of Education Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

## \*Course Information

### Course Description

This course develops pedagogical skills and knowledge related to teaching physical education to children (K-5). The course develops an understanding of the characteristics and needs of children, developmentally appropriate curriculum content in elementary school physical education and effective teaching skills for elementary school physical education. The course provides observation experiences in both the classroom and gymnasium and requires students to plan, teach and evaluate physical education lessons.

### Credit Hours: 3

**Prerequisites:** Admission to Teacher Education; PHED 3670; and College of Education field experience documentation required

**Co-requisites:**

### Texts, Readings, and Instructional Resources

#### Required Text(s)

Rink, J. (2010). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

SHAPE America (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Champaign, IL: Human Kinetics.

#### Suggested Text(s)

Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). New York: McGraw-Hill.

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

### Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and 10% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

## \*Course Objectives and Learning Outcomes

Students will:

10. explain, demonstrate, analyze, and evaluate locomotor, manipulative, and non-manipulative skills (*InTASC 1,2,6; National Initial Physical Education Teacher Education Standards 1,2,5*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
11. plan and implement activities to teach skill themes and movement concepts, educational gymnastics, and rhythmical experiences to elementary students (*InTASC 7; National Initial Physical Education Teacher Education Standards 3,4*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
12. develop and apply appropriate instruments to evaluate student performance in all three domains of learning (psychomotor, cognitive, and affective) (*InTASC 4,5; National Initial Physical Education Teacher Education Standards 5*) (Rink, 2014; Silverman & Ennis, 2003)
13. implement strategies for creating a learning environment that recognizes diversity of groups and uniqueness of individuals in elementary settings (*InTASC 2,8; National Initial Physical Education Teacher Education Standards 4*) (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2014)
14. identify effective classroom management and organizational techniques to enhance learning in elementary settings (*InTASC 8; National Initial Physical Education Teacher Education Standards 3*) (Rink, 2014; Silverman & Ennis, 2003)
15. create and implement developmentally and instructionally appropriate lesson plans for elementary physical education (*InTASC 2,3; National Initial Physical Education Teacher Education Standards 3,4*) (Rink, 2014; Silverman & Ennis, 2003)
16. analyze skill performance and provide appropriate feedback for elementary children (*InTASC 4,5,6,7,8; National Initial Physical Education Teacher Education Standards 5*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014);
17. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers (*InTASC 9,10; National Initial Physical Education Teacher Education Standards 6*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014);
18. reflect on planning and teaching through dialogue with the instructor, self-evaluation, and peer evaluation (*InTASC 9; National Initial Physical Education Teacher Education Standards 3,6*) (Graham, Holt/Hale, Parker, 2007; SHAPE America 2014; Rink, 2014).

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

### 1. Exams

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

## 2. Lesson Plans –TK20 ASSESSMENT

Students will complete one lesson plan for each teaching experience with elementary students. Two lesson plans will be graded (one before midterm and one after). Lesson plans are before each teaching. Failure to submit a lesson plan will result in a twenty (20) point deduction from your overall lesson plan grade. The rubric for this project is located in Course Den and TK20. The second lesson plan is turned in through the TK20 Assessment system.

## 3. Reflections and Video Uploads

Students will complete reflections and video uploads, electronically, throughout the semester. Guiding questions for each reflection will be provided to the students before each teach.

## 4. Quizzes

Students will take multiple quizzes throughout the semester related to course readings.

## 5. Systematic Observation

Students will spend a considerable amount of time observing the teaching experiences of themselves and their peers. Specific observations should be completed for each teaching experience.

## 6. Individual Presentation

Students will prepare and deliver an e-presentation related to teaching elementary students in physical education.

## 7. Teaching

Students will teach 12-14 lessons over the course of the semester. One teaching will be graded using the teaching evaluation rubric located in Course Den.

## Evaluation Procedures

Assignment	Category	Assessment Tools	Due Date
1. Quizzes	Quiz	Answer Key	Throughout Semester
2. Exams	Exam	Answer Key	
3. Lesson Plans	Lesson Plans	Rubric	Throughout Semester
4. Teaching(s)	Teaching	Rubric	Throughout Semester
5. Systematic Observations (SO)	SO	Checklist	Throughout Semester
6. Reflections and Video Uploads	Assignment	Rubric	Throughout Semester
7. E-Presentation	Assignment	Rubric	

## Grading Information and Policy

Your course grade will be calculated using the following:

Quizzes	10%
Exams	15%
Lesson Plans	30%
Teaching	10%
Assignments	30%
<u>Systematic Observations</u>	<u>5%</u>
Total	100%

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	less than 60%

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# PHED - 3675 - Physical Education in Middle and Secondary Schools

2022-2023 Undergraduate Revise Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Fall

Desired Effective Year \*

2022

## Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Sport Management, Wellness, and Physical Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? \*

Yes  
 No

Is this a College of Education course? \*

Yes  
 No

Is this a Department of Mass Communications course? \*

Yes  
 No

Is the addition/change related to core, honors, or XIDS courses? \*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below \*

Yes  No

## [List of Faculty Senate Action and Information Items](#)

## Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

PHED

Course Number\* 3675

Course Title\* Physical Education in Middle and Secondary Schools

Long Course Title Physical Education in Middle and Secondary Schools

Course Type - DO NOT EDIT\*

Physical Education

Catalog Course Description\*

This course develops pedagogical skills and knowledge related to teaching physical education to middle and secondary school students. The course develops an understanding of the characteristics and needs of middle and secondary students, developmentally appropriate curriculum content in middle and secondary school physical education and effective teaching skills for middle and secondary school physical education. The course provides opportunities to observe in the gymnasium and outdoor environments and to plan, teach and evaluate physical education lessons.

Prerequisites

Prerequisite: Admission to Teacher Education program and PHED 3671 and College of Education field experience documentation required.

Corequisites

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Undergraduate Standard Letter

Status\*

Active-Visible  Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 2

Lab Hrs\* 3

Credit Hrs\* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

**Rationale\*** In mid-July, the USG Provosts mandated that all teacher education degree programs not exceed 120 hours (excluding Physical Education requirement credits) and not include summer course requirements. To meet this mandate, we are reducing credit hours for PHED 3675 Physical Educ. in Middle/Sec Schools from 4 to 3.

The proposed changes meet the requirements as stated and will not negatively impact program rigor.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** n/a

**Fee Justification\*** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 18



**CURRENT**

## College of Education

### PHED 3675, 01: Physical Education in Middle and Secondary Schools

#### \*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

#### \*Support for Courses

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## \*Course Information

### Course Description

This course develops pedagogical skills and knowledge related to teaching physical education to middle and secondary school students. The course develops an understanding of the characteristics and needs of middle and secondary students, developmentally appropriate curriculum content in middle and secondary school physical education and effective teaching skills for middle and secondary school physical education. The course provides opportunities to observe in the gymnasium and outdoor environments and to plan, teach and evaluate physical education lessons.

**Credit Hours:** 4.00

**Prerequisites:** Admission to Teacher Education, PHED 3671, and College of Education field experience documentation required

**Co-requisites:**

### Texts, Readings, and Instructional Resources

**Required Text(s)** SHAPE America (2014). *National standards and grade level outcomes for K-12 physical education*. Human Kinetics.

Doan, R., Couturier MacDonald, L., & Chepko, S. (2017). *Lesson Planning for Middle School Physical Education*. Champaign, IL: Human Kinetics.

Additional readings will be assigned.

**Suggested Text(s)**

### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

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### Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and 10% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

## \*Course Objectives and Learning Outcomes

Students will:



1. identify common growth and development characteristics of middle and secondary school students and discuss how these characteristics impact effective teaching (*InTASC 1,2,3; National Initial Physical Education Teacher Education Standards 1*);
2. identify effective management and organizational techniques to enhance learning in middle and secondary physical education (*InTASC 5,7; National Initial Physical Education Teacher Education Standards 3*);
3. apply curricular scope and sequence in effective planning for middle and secondary school physical education (*InTASC 7; National Initial Physical Education Teacher Education Standards 3*);
4. teach lessons incorporating all domains of learning (psychomotor, cognitive, and affective) and provide appropriate feedback to learners (*InTASC 6,8; National Initial Physical Education Teacher Education Standards 4,5*);
5. analyze how social, cultural, economic, and political factors in the community impact the middle and secondary school physical education curriculum (*InTASC 2,3; National Initial Physical Education Teacher Education Standards 1*);
6. analyze the relationship among philosophy, objectives, and the selection of activities for a physical education curriculum as they relate to a diverse group of students with individual needs and interests (*InTASC 2,3; National Initial Physical Education Teacher Education Standards 1*);
7. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers (*InTASC 9,10; National Initial Physical Education Teacher Education Standards 6*); *and*
8. reflect on the effectiveness of lesson plans to accomplish psychomotor, cognitive, and affective objectives with middle and secondary school students (*InTASC 9; National Initial Physical Education Teacher Education Standards 6*).

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

### **1. Reflection Assignment – Key Assessment: Submit via Tk20 (1; 20% of overall grade)**

Near the end of the semester, all students are expected to complete a summative reflection document, evaluating their overall experiences teaching middle and secondary physical education throughout the semester. The reflection must include specific content related to planning, teaching, and assessment in physical education. Reflection prompts will be provided by the instructor. The reflection assignment must be uploaded in Tk20 by the assigned date,

according to the course outline. Students will receive a grade on the reflection related to content and professional writing, based on the reflection rubric provided in class.

## **2. Field Experiences (approximately 18 class days; 20%)**

Students will be required to teach skills and strategies to middle and secondary students on multiple occasions throughout the semester. A specific schedule will be given in class. A lesson plan must be available for review by the instructor prior (same day) to each teach. If observed, the instructor will grade the teaching experience and lesson plan that day, using the appropriate rubrics. Failure to teach or have the lesson plan for any teaching experience will result in a zero on that assignment, unless prior arrangements have been made with the instructor. In the event of an absence, a member from the same peer group (TBA) must teach the lesson. The instructor will be observing and supervising teaching experiences, and grading all students when observed. Students will be assessed as much as possible throughout the semester by the instructor. In addition, group members will be conducting specific observations on their peers which will be submitted to that peer for the written reflection after each teach (TBA). The teacher for the day must give his/her class peers the specific observation instrument(s) (TBA). All teaching experiences must be recorded (video). After each lesson, observation instruments are returned by the class peers to the peer teacher, and the video must be reviewed with an additional (different) observation instrument conducted at that time, by the peer teacher. Health or Health-Related Fitness must be integrated into each physical education lesson. Technology must also be integrated throughout the semester, as it is a required element for Assignment 4. Lesson plans (appropriate template) must be submitted in a folder with the student's name on the outside of the folder.

## **3. Reflections (4 total; 20% of overall grade)**

Students must submit four typed reflections throughout the semester on the dates listed in the course outline. Reflections are to be submitted as *a hard copy to the instructor's box, in a folder with the student's name on the outside of the folder*. The reflections must include several discussion topics as presented in class, accurately represent the strengths and weaknesses of the teaching experiences prior to the reflections, focus on described teaching strategies and systematic observations, and describe methods for improvement in teaching and best practices. Each reflection must be double space typed, 12 point font, and 2-4 pages. Students should continually ask themselves what I did related to planning, teaching, and assessing student learning, why I did what I did, how what I did impacted the learning environment, and what I would modify in future lessons. In addition, each reflection must include the systematic observations from class peers, referenced by the student throughout the reflection. Overall reflections will focus on the following components: a) effective teaching; b) differentiation; and c) impact on student learning.

## **4. Video (1; 20% of overall grade)**

Students must record each teaching experience throughout the semester. It is important that quality video clips are available for the culminating video project. Near the end of the semester, students must submit a teaching video to the instructor, incorporating a variety of best practices and effective teaching behaviors. The video must be hyperlinked appropriately in a power point

presentation and submitted via email ([kthompso@westga.edu](mailto:kthompso@westga.edu)) or on a flash drive (with the student's name on the flash drive), which will be viewed and graded by the instructor, according to a rubric (TBA). The video must be a maximum length of 15 minutes and include five (5) individual segments (less than 3 minutes each) of the following content (choose 5):

*Quality Set induction and Closure (must be connected, same lesson)*

*\*Quality Integration of Technology (\* required)*

*Effective Demonstrations with Cues*

*Instructional Feedback to a Variety of Students*

*Management of Assessment, Showing Impact on Student Learning*

*Effective Class Organization and Management (people, time, space, equipment)*

*Specific Differentiation/Modification for Students with Different Abilities*

*Quality Integration of Health*

### 5. Written Assessments (5 total; 20% of overall grade)

Students will be asked to view/read specific articles/content related to teaching quality physical education. Students must write a one/two page summary related to each article/content viewed. The summary will be graded according to the written assessment rubric.

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via	Due Date
1. TK 20 Reflection	20%	Rubric	TK20	Due by November 29, 8:00 am
2. Field Experience	20%	Planning and Teaching Rubrics	Hard copy lesson plan	8/21/17 – 11/15/17
3. Video	20%	Rubric	Email; Flash drive	Due by November 29, 2017
4. Written Assessments	20%	Rubric	Hard copy	#1 due by 8/23/17 #2 due by 9/13/17 #3 due by 9/27/17 #4 due by 10/11/17 #5 due by 11/1/17
5. Reflections	20%	Rubric	Hard copy	#1 due by 8/16/17 #2 due by 10/4/17 #3 due by 10/25/17 #4 due by 11/15/17

## Grading Information and Policy

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	less than 60%

Note: A grade of "C" or better must be earned in this course for continuation in the program

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

## Course Policies

### Attendance Policy:

Students are expected to be in each class. Ten (10) percentage points will be deducted from your overall grade for each absence that occurs beyond 2 absences. Students are expected to arrive on time to each meeting. Tardiness or leaving early will result in  $\frac{1}{2}$  absence ( $\frac{1}{2}$  absence +  $\frac{1}{2}$  absence = 1 absence). The instructor must be informed prior to ANY absences.

**Extra Credit:** No extra credit is provided in this course.

### Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

### Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

Students are expected to display writing skills indicative of undergraduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during week twelve (12) of fall

and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

## \*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. Students must check their my.westga.edu email account on a daily basis.

I prefer that you communicate with me via text message/call to my cell number if you need an immediate response. **It is a requirement** that you let me, your current cooperating teacher and your peer teachers know by 6:30 a.m. if you are unable to report to a school due to illness. This is for **field placements ONLY**.

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.

- Keep the dialog collegial and professional.

### Expected Response Times

I will make every attempt to return your calls and emails prior to 5:00 p.m. I will also do my very best to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information (can be a separate document)

### COURSE OUTLINE (SECONDARY METHODS + HEALTH METHODS CALENDAR)

Day	Date	Content	Assessment
W		Introduction to Middle and Secondary Methods	
TH		In class experiences on campus	
M		Class visit to middle school	
T		In class experiences on campus	
W		In class experiences on campus	<b>Reflection 1: pre-teaching</b> <b>Completion of MOU in tk20</b>
TH		In class experiences on campus	
M		Field Experiences: Rotation 1 Begins	
T		Field Experiences	
W		Field Experiences	<b>Summary Paper 1: Effective Teaching</b>
TH		Field Experiences	
M		Field Experiences	<b>Graded Teaches Begin</b>
T		Field Experiences	
W		Field Experiences	
TH		Field Experiences: Rotation 1 Ends	
M		<b>Labor Day, Campus Closed</b>	
T		Field Experiences: Rotation 2 Begins	
W		Field Experiences	
TH		Field Experiences	
M		Field Experiences	
T		Field Experiences	
W		Field Experiences	<b>Summary Paper 2: Student Learning</b>

TH	Field Experiences: Rotation 2 Ends	
M	Field Experiences: Rotation 3 Begins	
T	Field Experiences	
W	Field Experiences	
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Summary Paper 3: Content Knowledge</b>
TH	Field Experiences: Rotation 3 Ends	
M	Field Experiences: Rotation 4 Begins	
T	Field Experiences	<b>Reflection 2: Effective Teaching</b>
W	UWG Fall Break HOLIDAY	
M	GAHPERD Convention	
T	GAHPERD Convention	
W	Field Experiences	<b>Summary Paper 4: Educating the Whole Child</b>
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Health Contemporary Issues Paper Due</b>
TH	Field Experiences: Rotation 4 Ends	
M	Field Experiences: Rotation 5 Begins	
T	Field Experiences	
W	Field Experiences	<b>Reflection 3: Differentiation</b>
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Summary Paper 5: Video</b>
TH	Field Experiences: Rotation 5 Ends	

M	Field Experiences: Rotation 6 Begins	
T	Field Experiences	
W	Field Experiences	
TH	Field Experiences	<b>Health Teaching Reflection Due; Prepare for GACE Test on 11/11/17</b>
M	Field Experiences	
T	Field Experiences	
W	Field Experiences: Rotation 6 Ends	<b>Reflection 4: Student Learning Graded Teaches End</b>
TH	CLASS ON CAMPUS TODAY!	
M	<b>Thanksgiving Break, no classes</b>	
T	<b>Thanksgiving Break, no classes</b>	
W	<b>Thanksgiving Break, no classes</b>	
TH	<b>Thanksgiving Break, no classes</b>	
M	CLASS ON CAMPUS TODAY!	
T	CLASS ON CAMPUS TODAY!	
W	CLASS ON CAMPUS TODAY!	<b>Health Teaching Reflection Due Reflection placed in TK20 Video submitted</b>
TH	CLASS ON CAMPUS TODAY!	
Final s Week	Health Final TBA	
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.		

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## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).



## Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

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- **Student Services**  
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- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZnJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>



**PROPOSED**

## College of Education

### PHED 3675, 01: Physical Education in Middle and Secondary Schools

#### \*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

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## \*Course Information

### Course Description

This course develops pedagogical skills and knowledge related to teaching physical education to middle and secondary school students. The course develops an understanding of the characteristics and needs of middle and secondary students, developmentally appropriate curriculum content in middle and secondary school physical education and effective teaching skills for middle and secondary school physical education. The course provides opportunities to observe in the gymnasium and outdoor environments and to plan, teach and evaluate physical education lessons.

### Credit Hours: 3

**Prerequisites:** Admission to Teacher Education, PHED 3671, and College of Education field experience documentation required

**Co-requisites:**

### Texts, Readings, and Instructional Resources

**Required Text(s)** SHAPE America (2014). *National standards and grade level outcomes for K-12 physical education*. Human Kinetics.

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Additional readings will be assigned.

**Suggested Text(s)**

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8. reflect on the effectiveness of lesson plans to accomplish psychomotor, cognitive, and affective objectives with middle and secondary school students (*InTASC 9; National Initial Physical Education Teacher Education Standards 6*).

## Assignments

Always refer to CourseDen for additional assignment details and due dates.

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Near the end of the semester, all students are expected to complete a summative reflection document, evaluating their overall experiences teaching middle and secondary physical education throughout the semester. The reflection must include specific content related to planning, teaching, and assessment in physical education. Reflection prompts will be provided by the instructor. The reflection assignment must be uploaded in Tk20 by the assigned date,

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## **3. Reflections (4 total; 20% of overall grade)**

Students must submit four typed reflections throughout the semester on the dates listed in the course outline. Reflections are to be submitted as *a hard copy to the instructor's box, in a folder with the student's name on the outside of the folder*. The reflections must include several discussion topics as presented in class, accurately represent the strengths and weaknesses of the teaching experiences prior to the reflections, focus on described teaching strategies and systematic observations, and describe methods for improvement in teaching and best practices. Each reflection must be double space typed, 12 point font, and 2-4 pages. Students should continually ask themselves what I did related to planning, teaching, and assessing student learning, why I did what I did, how what I did impacted the learning environment, and what I would modify in future lessons. In addition, each reflection must include the systematic observations from class peers, referenced by the student throughout the reflection. Overall reflections will focus on the following components: a) effective teaching; b) differentiation; and c) impact on student learning.

## **4. Video (1; 20% of overall grade)**

Students must record each teaching experience throughout the semester. It is important that quality video clips are available for the culminating video project. Near the end of the semester, students must submit a teaching video to the instructor, incorporating a variety of best practices and effective teaching behaviors. The video must be hyperlinked appropriately in a power point

presentation and submitted via email ([kthomps@westga.edu](mailto:kthomps@westga.edu)) or on a flash drive (with the student's name on the flash drive), which will be viewed and graded by the instructor, according to a rubric (TBA). The video must be a maximum length of 15 minutes and include five (5) individual segments (less than 3 minutes each) of the following content (choose 5):

*Quality Set induction and Closure (must be connected, same lesson)*

*\*Quality Integration of Technology (\* required)*

*Effective Demonstrations with Cues*

*Instructional Feedback to a Variety of Students*

*Management of Assessment, Showing Impact on Student Learning*

*Effective Class Organization and Management (people, time, space, equipment)*

*Specific Differentiation/Modification for Students with Different Abilities*

*Quality Integration of Health*

### 5. Written Assessments (5 total; 20% of overall grade)

Students will be asked to view/read specific articles/content related to teaching quality physical education. Students must write a one/two page summary related to each article/content viewed. The summary will be graded according to the written assessment rubric.

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via	Due Date
6. TK 20 Reflection	20%	Rubric	TK20	Due by November 29, 8:00 am
7. Field Experience	20%	Planning and Teaching Rubrics	Hard copy lesson plan	8/21/17 – 11/15/17
8. Video	20%	Rubric	Email; Flash drive	Due by November 29, 2017
9. Written Assessments	20%	Rubric	Hard copy	#1 due by 8/23/17 #2 due by 9/13/17 #3 due by 9/27/17 #4 due by 10/11/17 #5 due by 11/1/17
10. Reflections	20%	Rubric	Hard copy	#1 due by 8/16/17 #2 due by 10/4/17 #3 due by 10/25/17 #4 due by 11/15/17

### Grading Information and Policy

A = 90-100%

B = 80-89%

C = 70-79%

Note: A grade of "C" or better must be earned in this course for continuation in the program

D = 60-69%  
F = less than 60%

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

## Course Policies

### Attendance Policy:

Students are expected to be in each class. Ten (10) percentage points will be deducted from your overall grade for each absence that occurs beyond 2 absences. Students are expected to arrive on time to each meeting. Tardiness or leaving early will result in  $\frac{1}{2}$  absence ( $\frac{1}{2}$  absence +  $\frac{1}{2}$  absence = 1 absence). The instructor must be informed prior to ANY absences.

**Extra Credit:** No extra credit is provided in this course.

### Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

### Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

Students are expected to display writing skills indicative of undergraduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during week twelve (12) of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

## \*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost’s website. Students must check their my.westga.edu email account on a daily basis.

I prefer that you communicate with me via text message/call to my cell number if you need an immediate response. **It is a requirement** that you let me, your current cooperating teacher and your peer teachers know by 6:30 a.m. if you are unable to report to a school due to illness. This is for **field placements ONLY**.

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.



### Expected Response Times

I will make every attempt to return your calls and emails prior to 5:00 p.m. I will also do my very best to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

## Class Schedule Information (can be a separate document)

### COURSE OUTLINE (SECONDARY METHODS + HEALTH METHODS CALENDAR)

Day	Date	Content	Assessment
W		Introduction to Middle and Secondary Methods	
TH		In class experiences on campus	
M		Class visit to middle school	
T		In class experiences on campus	
W		In class experiences on campus	<b>Reflection 1: pre-teaching Completion of MOU in tk20</b>
TH		In class experiences on campus	
M		Field Experiences: Rotation 1 Begins	
T		Field Experiences	
W		Field Experiences	<b>Summary Paper 1: Effective Teaching</b>
TH		Field Experiences	
M		Field Experiences	<b>Graded Teaches Begin</b>
T		Field Experiences	
W		Field Experiences	
TH		Field Experiences: Rotation 1 Ends	
M		<b>Labor Day, Campus Closed</b>	
T		Field Experiences: Rotation 2 Begins	
W		Field Experiences	
TH		Field Experiences	
M		Field Experiences	
T		Field Experiences	
W		Field Experiences	<b>Summary Paper 2: Student Learning</b>
TH		Field Experiences: Rotation 2 Ends	
M		Field Experiences: Rotation 3 Begins	

T	Field Experiences	
W	Field Experiences	
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Summary Paper 3: Content Knowledge</b>
TH	Field Experiences: Rotation 3 Ends	
M	Field Experiences: Rotation 4 Begins	
T	Field Experiences	<b>Reflection 2: Effective Teaching</b>
W	UWG Fall Break HOLIDAY	
M	GAHPERD Convention	
T	GAHPERD Convention	
W	Field Experiences	<b>Summary Paper 4: Educating the Whole Child</b>
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Health Contemporary Issues Paper Due</b>
TH	Field Experiences: Rotation 4 Ends	
M	Field Experiences: Rotation 5 Begins	
T	Field Experiences	
W	Field Experiences	<b>Reflection 3: Differentiation</b>
TH	Field Experiences	
M	Field Experiences	
T	Field Experiences	
W	Field Experiences	<b>Summary Paper 5: Video</b>
TH	Field Experiences: Rotation 5 Ends	
M	Field Experiences: Rotation 6 Begins	
T	Field Experiences	
W	Field Experiences	
TH	Field Experiences	<b>Health Teaching Reflection Due;</b>

		<b>Prepare for GACE Test on 11/11/17</b>
M	Field Experiences	
T	Field Experiences	
W	Field Experiences: Rotation 6 Ends	<b>Reflection 4: Student Learning Graded Teaches End</b>
TH	CLASS ON CAMPUS TODAY!	
M	<b>Thanksgiving Break, no classes</b>	
T	<b>Thanksgiving Break, no classes</b>	
W	<b>Thanksgiving Break, no classes</b>	
TH	<b>Thanksgiving Break, no classes</b>	
M	CLASS ON CAMPUS TODAY!	
T	CLASS ON CAMPUS TODAY!	
W	CLASS ON CAMPUS TODAY!	<b>Health Teaching Reflection Due Reflection placed in TK20 Video submitted</b>
TH	CLASS ON CAMPUS TODAY!	
Finals Week	Health Final TBA	
	<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.	

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

### Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work

individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<http://uwgonline.westga.edu/students.php>  
[online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

# PHED - 4686 - Teaching Internship

2022-2023 Undergraduate Revise Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**Modifications (Check all that apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

**If other, please identify.**

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2022

## Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Sport Management, Wellness, and Physical Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? \*

Yes  
 No

Is this a College of Education course? \*

Yes  
 No

Is this a Department of Mass Communications course? \*

Yes  
 No

Is the addition/change related to core, honors, or XIDS courses? \*

Yes  
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below \*

Yes  No

## [List of Faculty Senate Action and Information Items](#)

### Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

PHED

Course Number\* 4686

Course Title\* Teaching Internship

Long Course Title

Course Type - DO NOT EDIT\*

Physical Education

Catalog Course Description\* Practical teaching experience in a public school under the supervision of a qualified teacher. Laboratory experience included in course.

Prerequisites Prerequisite: Admission to Teacher Education program and College of Education field experience documentation required

Corequisites Must be taken concurrently with PHED 4689.

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Satisfactory/Unsatisfactory - No IP

Status\*



Active-Visible



Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 0

Lab Hrs\* 27

Credit Hrs\* 8

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

**Rationale\*** In mid-July, the USG Provosts mandated that all teacher education degree programs not exceed 120 hours (excluding Physical Education requirement credits) and not include summer course requirements. To meet this mandate, we are reducing credit hours for PHED 4686 Teaching Internship from 9 to 8.

The proposed changes meet the requirements as stated and will not negatively impact program rigor.



**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** n/a

**Fee Justification\*** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 18

# Teaching Internship

## PHED-4686

Spring 2021 Section 01 9 Credits 01/09/2021 to 05/11/2021 Modified 01/08/2021

### Description

Practical teaching experience in a public school under the supervision of a qualified teacher. Laboratory experience included in course. Requires completion of all other professional courses with a grade of C or better; must be taken concurrently with PHED 4689.

#### Requisites

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites:

### Contact Information

Instructor: Kim Thompson

Office: Coliseum 2048

Office Phone: 678-839-6072

Email: [kthompso@westga.edu](mailto:kthompso@westga.edu)

### Meeting Times

Class Meeting Times: Daily/M-F

Location: Assigned internship school

### Materials

There are no required texts for this course.

Students must maintain a current notebook containing plans, evaluations and other important documents.

## Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

The following students **do not** need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_purchase\\_a\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>). You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf) ([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_log\\_into\\_your\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)).

## Outcomes

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# Course Objectives and Learning Outcomes

The student will:

1. observe the managerial and instructional phases of classes prior to assuming any teaching responsibilities (Guidelines for student teaching, 1996; Randall, 1992);
2. plan for instruction including formulating daily lesson plans, implementing and evaluating student progress (Dougherty & Bonanno, 1987; Guidelines for student teaching 1996; Harrison, Blakemore, Buck, & Pellet, 1996; Hellison & Templin, 1991; Jewett, Bain, & Ennis, 1995; Randall, 1992);
3. identify instructional resources available at the assigned school (Department of Health, Physical Education and Sport Studies);
4. evaluate each day to plan for the next day (Harrison, Blakemore, Buck, & Pellet, 1996);
5. practice the Code of Professional Ethics as presented in the student teacher handbook (Guidelines for student teaching, 1996);

## Evaluation

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### Grading Information and Policy

Your course grade will be calculated using the following:

S = Satisfactory

U = Unsatisfactory (less than 60%)

#### Criteria

#### Breakdown

## Assignments

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### Assignments

Always refer to CourseDen for additional assignment details and due dates.

#### 1. Student Teaching Notebook

Each student must keep a current notebook of all details pertaining to the student teaching experience (duties, calendar, classes taught, lesson plans, lesson plan reflections, cooperating teacher and university supervisor feedback, etc). This notebook is to be made available upon each visit by the university supervisor OR upon request.

#### 2. Lesson Plans

Each student must complete lesson plans for each class taught. (In the event that you are using the cooperating teacher’s plan, it must be included in the notebook). These are to be made available to the cooperating teacher by Thursday of each week to allow the CT to evaluate and make any corrections needed prior to teaching the plan (Course objectives 2, 3, 4).

### 3. Feedback

Each student will receive feedback from the university supervisor following *each* observation. The student teacher must reflect on the lesson and the feedback given prior to submitting a written response to the university supervisor. The response should include (but is not limited to) a plan to improve in the specific areas noted, as well as adjustments that could be made to the plan along with any other necessary information regarding the lesson plan procedures used.

### 3. Interview

A mock interview for a teaching position in health and physical education should be conducted at the school (preferably with an administrator). The student must conduct him/herself in a professional manner throughout the interview process. This includes appearance, speech, and demeanor. A one-page personal evaluation of the interview must be completed by the student and placed in the student teacher’s notebook. (Course objectives 3,5)

## Schedule

### Class Schedule Information

Week	Topic	Assignments
December	Meet with cooperating teacher to discuss expectations for the upcoming semester	
1 (1/11-1/15)	Shadow the cooperating teacher. <b>Complete the Responsibility Plan</b> and place it in your notebook.  Discuss/review expectations for the upcoming semester	Obtain Field Experience Badge for identification in the schools  Complete the MOU in TK20  Assist with any possible task at assigned school
2 (1/19-1/22)	Enjoy MLK Holiday  Begin learning the student’s names by calling roll.	
3 (1/25-1/29)	Begin teaching your first class/es	
4 (2/1-2/5)	Begin teaching Class #2	Begin planning your CSPAP project
5 (2/8-2/12)	Begin teaching Class #3	

6 (2/15-2/19)	Winter Holidays for many school systems; partial - full week; Continue to work on lesson plans; Prepare for Interviews	
7 (2/22-2/26)	Begin teaching Class #4 Prepare for Interviews	
8 (3/1-3/5)	Begin teaching Class #5 (if applicable) Observations; Prepare for Interviews	Complete in school interview by March 30th
9 (3/8-3/12)	Begin teaching Class #6 (if applicable)	
10 (3/15-3/19)	Begin teaching Class #7 (if applicable)	
11 (3/22-3/26)	Begin teaching Class #8 (if applicable)	
12 (3/29-4/2)	Drop teaching Class #1, 2 (if applicable)	Submit Interview reflection via email to kthompso@westga by March 30th/midnight.
<b>SPRING BREAK FOR MOST SCHOOL SYSTEMS (4/5-4/9)</b>		
13 (4/12-4/16)	Drop teaching Class #3,4 (if applicable)	
14 (4/19-4/23)	Drop teaching Class #5,6 (if applicable)	Student Teacher Supervision Survey (on Thompson) to be completed online
15 (4/26 - 4/30)	Drop teaching Class #7,8 (if applicable)	Final Intern Keys (completed by CT and Univ. Supervisor)
16 (5/3 - 5/4)	Last day in the schools is Tuesday, May 4, 2021.	<b>GRADUATION 5/12/21</b>

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Course Policies and Resources

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### Course Policies

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

### Attendance Policy:

Students are expected to attend and fully participate in all classes, arrive on time and remain until the close of the school day for teachers. All absences must be made up prior to graduation and will be reflected in the students' TKES evaluation. **Each time a student has an unexcused absence, he/she must notify the instructor and the cooperating teacher.** In addition, any additional absences (more than 2) will require that student to meet with the PETE faculty and department chair.

### Extra Credit:

Extra Credit: No extra credit is provided in this course.

### Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

### Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of upper level collegiate work. Therefore, all assignments will be graded with spelling and grammar taken into consideration. Assignments not meeting a minimum standard (see COE Writing Rubric in Course Den) may be returned. If an assignment is returned, the student will have one week to resubmit the assignment with credit for the assignment beginning at 80%

### Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

## College/School Policies

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### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from

undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

## Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

## Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

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## Additional Items

# Teaching Internship

## PHED-4686

Spring 2021 Section 01 **8 Credits** 01/09/2021 to 05/11/2021

### Description

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Practical teaching experience in a public school under the supervision of a qualified teacher. Laboratory experience included in course. Requires completion of all other professional courses with a grade of C or better; must be taken concurrently with PHED 4689.

#### Requisites

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FECorequisites:

### Contact Information

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Instructor: Kim Thompson

Office: Coliseum 2048

Office Phone: 678-839-6072 Email:

kthompso@westga.edu

### Meeting Times

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Class Meeting Times: Daily/M-F Location:

Assigned internship school

### Materials

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There are no required texts for this course.

Students must maintain a current notebook containing plans, evaluations and other important documents.

## Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

The following students **do not** need to purchase a TK20 account:

If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.

If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please

email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)  
([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_purchase\\_a\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>). You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)  
([https://www.westga.edu/academics/education/assets/docs/tk20\\_how\\_to\\_pdf/How\\_to\\_log\\_into\\_your\\_tk20\\_account.pdf](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)).

## Outcomes

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# Course Objectives and Learning Outcomes

The student will:

6. observe the managerial and instructional phases of classes prior to assuming any teaching responsibilities (Guidelines for student teaching, 1996; Randall, 1992);
7. plan for instruction including formulating daily lesson plans, implementing and evaluating student progress (Dougherty & Bonanno, 1987; Guidelines for student teaching 1996; Harrison, Blakemore, Buck, & Pellet, 1996; Hellison & Templin, 1991; Jewett, Bain, & Ennis, 1995; Randall, 1992);
8. identify instructional resources available at the assigned school (Department of Health, Physical Education and Sport Studies);
9. evaluate each day to plan for the next day (Harrison, Blakemore, Buck, & Pellet, 1996);
10. practice the Code of Professional Ethics as presented in the student teacher handbook (Guidelines for student teaching, 1996);

## Evaluation

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# Grading Information and Policy

Your course grade will be calculated using the following:

S = Satisfactory

U = Unsatisfactory (less than 60%)

## Criteria

## Breakdown

## Assignments

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# Assignments

Always refer to CourseDen for additional assignment details and due dates.

### 4. Student Teaching Notebook

Each student must keep a current notebook of all details pertaining to the student teaching experience (duties, calendar, classes taught, lesson plans, lesson plan reflections, cooperating teacher and university supervisor feedback, etc). This notebook is to be made available upon each visit by the university supervisor OR upon request.

### 5. Lesson Plans

Each student must complete lesson plans for each class taught. (In the event that you are using the cooperating teacher’s plan, it must be included in the notebook). These are to be made available to the cooperating teacher by Thursday of each week to allow the CT to evaluate and make any corrections needed prior to teaching the plan (Course objectives 2, 3, 4).

### 6. Feedback

Each student will receive feedback from the university supervisor following *each* observation. The student teacher must reflect on the lesson and the feedback given prior to submitting a written response to the university supervisor. The response should include (but is not limited to) a plan to improve in the specific areas noted, as well as adjustments that could be made to the plan along with any other necessary information regarding the lesson plan procedures used.

### 3. Interview

A mock interview for a teaching position in health and physical education should be conducted at the school (preferably with an administrator). The student must conduct him/herself in a professional manner throughout the interview process. This includes appearance, speech, and demeanor. A one-page personal evaluation of the interview must be completed by the student and placed in the student teacher’s notebook. (Course objectives 3,5)

## Schedule

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# Class Schedule Information

Week	Topic	Assignments
December	Meet with cooperating teacher to discuss expectations for the upcoming semester	
1 (1/11-1/15)	Shadow the cooperating teacher. <b>Complete the Responsibility Plan</b> and place it in your notebook.  Discuss/review expectations for the upcoming semester	Obtain Field Experience Badge for identification in the schools  Complete the MOU in TK20  Assist with any possible task at assigned school
2 (1/19-1/22)	Enjoy MLK Holiday  Begin learning the student’s names by calling roll.	
3 (1/25-1/29)	Begin teaching your first class/es	
4 (2/1-2/5)	Begin teaching Class #2	Begin planning your CSPAP project
5 (2/8-2/12)	Begin teaching Class #3	

6 (2/15-2/19)	Winter Holidays for many school systems; partial - full week; Continue to work on lesson plans; Prepare for Interviews	
7 (2/22-2/26)	Begin teaching Class #4 Prepare for Interviews	
8 (3/1-3/5)	Begin teaching Class #5 (if applicable) Observations; Prepare for Interviews	Complete in school interview by March 30th
9 (3/8-3/12)	Begin teaching Class #6 (if applicable)	
10 (3/15-3/19)	Begin teaching Class #7 (if applicable)	
11 (3/22-3/26)	Begin teaching Class #8 (if applicable)	
12 (3/29-4/2)	Drop teaching Class #1, 2 (if applicable)	Submit Interview reflection via email to kthompso@westga by March 30th/midnight.
<b>SPRING BREAK FOR MOST SCHOOL SYSTEMS (4/5-4/9)</b>		
13 (4/12-4/16)	Drop teaching Class #3,4 (if applicable)	
14 (4/19-4/23)	Drop teaching Class #5,6 (if applicable)	Student Teacher Supervision Survey (on Thompson) to be completed online
15 (4/26 - 4/30)	Drop teaching Class #7,8 (if applicable)	Final Intern Keys (completed by CT and Univ. Supervisor)
16 (5/3 - 5/4)	Last day in the schools is Tuesday, May 4, 2021.	<b>GRADUATION 5/12/21</b>

**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Course Policies and Resources

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### Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

### Attendance Policy:

Students are expected to attend and fully participate in all classes, arrive on time and remain until the close of the school day for teachers. All absences must be made up prior to graduation and will be reflected in the students' TKES evaluation. **Each time a student has an unexcused absence, he/she must notify the instructor and the cooperating teacher.** In addition, any additional absences (more than 2) will require that student to meet with the PETE faculty and department chair.

### Extra Credit:

Extra Credit: No extra credit is provided in this course.

### Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

### Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of upper level collegiate work. Therefore, all assignments will be graded with spelling and grammar taken into consideration. Assignments not meeting a minimum standard (see COE Writing Rubric in Course Den) may be returned. If an assignment is returned, the student will have one week to resubmit the assignment with credit for the assignment beginning at 80%

### Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email [tk20@westga.edu](mailto:tk20@westga.edu) (<mailto:tk20@westga.edu>) for more information.

## College/School Policies

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### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from

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## Additional Items

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# Physical Education, B.S.Ed.

## Y2021-2022 Undergraduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2022

### Routing Information

# Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

**School/  
Department\***

Department of Sport Management, Wellness, and Physical Education

**Is this a School of  
Nursing Program?\***  Yes  No

**Is this a College of  
Education Program?\***  Yes  No

**Is this a Department  
of Mass  
Communications  
course?\***  Yes  No

**Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\***  Yes  No

**Is this a Senate  
ACTION or  
INFORMATION item?\***  Yes  No  
Please refer to the  
link below.\*

## [List of Faculty Senate Action and Information Items](#)

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

**Type of Program\***  Program  Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Physical Education, B.S.Ed.

**Program ID - DO** 17  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Bachelor

**Degree Type\***

Bachelor of Science in Education

**Program Description\***

The Bachelor of Science in Education (B.S.Ed.) with a major in Physical Education prepares candidates for initial teacher certification in the field of health and physical education at the elementary, middle, and high school levels. Our emphasis on content and skill development across a range of sports and activities ensures that candidates have the knowledge, skills, and dispositions to help their P-12 students learn and develop physically active and healthy lifestyles.

**Status\***

Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

## **Requirement**

### **Core Areas A, B, C, D, E: 42 Hours**

**Core Curriculum**

### **Core Area F: 18 Hours (a)**

**PHED 2100 Introduction to Sports,  
Coaching, Fitness, and Recreation**

**PHED 2602 Introduction to Teaching Health  
and Physical Education**

**PHED 2605 Functional Anatomy**

**PHED 2628 First Aid and CPR for Education  
Majors**

**PHED 2300 Positive Youth Development in  
Sport**

**EDUC 2120 Exploring Sociocultural  
Perspectives on Diversity in Educational  
Contexts**

**[Right] (b)**

**EDUC 2130 Exploring Learning and Teaching**

**[Right] (b)**

### **Physical Education Requirement: 3 Hours**

**PWLA 1600 Personal Wellness**

**[After] PWLA (Any one hour activity course) 1**

### **Professional Courses Required for the Degree: 60 Hours (c)**

### **Foundations Block (Fall Junior Year): 16 Hours**

**PHED 3501 Skills and Strategies in Strength and Conditioning**

**[After] OR**

**PHED 3502 Skills and Strategies in Target and Outdoor Activities**

**PHED 3503 Skills and Strategies in Net and Wall Games**

**[After] OR**

**PHED 3504 Skills and Strategies in Invasion Games**

**PHED 3725 Human Movement Studies**

**[After] OR**

**PHED 3730 Current Issues in Health and Physical Education**

**PHED 3670 Instructional Strategies of Health and Physical Education**

**PHED 4501 Contemporary Health Issues**

**CEPD 4101 Educational Psychology**

### **Elementary Block (Spring Junior Year): 15 Hours**

**PHED 3500 Educational Games, Gymnastics, and Dance**

**PHED 3671 Physical Education in Elementary Schools**

**PHED 4630 Foundations and Principles of Coaching**

**PHED 4603 Advanced Concepts of Personal Training**

**PHED 3720 Adapted Physical Education Field Experience**

**SPED 3715 The Inclusive Classroom: Differentiating Instruction**

### **Secondary Block (Fall Senior Year): 16 Hours**

**PHED 3501 Skills and Strategies in Strength and Conditioning**

**[After] OR**

**PHED 3502 Skills and Strategies in Target and Outdoor Activities**

**PHED 3503 Skills and Strategies in Net and Wall Games**

**[After] OR**

**PHED 3504 Skills and Strategies in Invasion Games**

**PHED 3710 Assessing Performance in Health and Physical Education**

**PHED 3675 Physical Education in Middle and Secondary Schools**

**PHED 4502 School Health Education**  
**PHED 3725 Human Movement Studies**  
**[After] OR**  
**PHED 3730 Current Issues in Health and**  
**Physical Education**

### **Internship Block (Spring Senior Year): 13 Hours**

**PHED 4686 Teaching Internship**  
**PHED 4689 Teaching Internship Seminar**  
**PHED 3401 Integrating Technology into**  
**Health and Physical Education**  
**[After] OR**  
**MEDT 3402 Integrating Technology into the**  
**Classroom**

### **Total: 120 Hours**

**(a) Grade of "C" or better required (b) 2.5 GPA required (c) Requires admission to Teacher Education and a grade of "C" or better**



## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.


This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program


In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

### Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** In mid-July, the USG Provosts mandated that all teacher education degree programs not exceed 120 hours (excluding Physical Education requirement credits) and not include summer course requirements. We are meeting this mandate through the following modifications to the B.S.Ed. with a major in Physical Education: Reducing credit hours for PHED 3671 Physical Education in Elem Schools from 4 to 3; reducing credit hours for PHED 3675 Physical Educ. in Middle/Sec Schools from 4 to 3; reducing credit hours for PHED 3401 Integrating Tech Into Health/PE from 3 to 2; reducing credit hours for PHED 4686 Teaching Internship from 9 to 8; and moving PHED 3401 Integrating Tech into Health/PE from Summer semester to the Internship Block and adding MEDT 3402 Integrating Tech into the Classroom as an alternative choice for this course requirement. In addition, we are removing EDUC 2110 Investigating Critical & Contemporary Issues in Education from Area F and replacing it with a new course PHED 2300 Positive Youth Development in Sport; removing the prerequisite of a basic computer course from PHED 3401 Integrating Tech into Health/PE; and changing course sequencing.

The proposed changes meet the requirements as stated and will not negatively impact program rigor.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** N/A

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments** N/A

## REQUIRED ATTACHMENTS

**ATTACH** the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.


### 2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

**Program Map\***  I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

**LAUNCH** proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**CURRENT****Advising Sheet for the B.S. in Education Program in Physical Education.**

**BACHELOR OF SCIENCE IN EDUCATION  
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION  
PHYSICAL EDUCATION MAJOR**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

<b>CORE CURRICULUM</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>	<b>PROFESSIONAL**</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>
<b>A. Essential Skills</b>	<b>9</b>			<b>Foundations Block (Fall Junior Year)</b>	<b>16</b>		
1. ENGL 1101	3			PHED 3501 Skills & Strategies in Strength/Cond <b>OR</b> PHED 3502 Skills & Strategies Target/Out Activities	2		
2. ENGL 1102	3			PHED 3503 Skills & Strategies Net/Wall Games <b>OR</b> PHED 3504 Skills & Strategies Invasion Games	2		
3. MATH 1111 (Recommended)	3			PHED 3725 Human Movement Studies <b>OR</b> PHED 3730 Current Issues in Health/PE	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
<b>C. Humanities/Arts</b>	<b>6</b>			<b>Elementary Block (Spring Junior Year)</b>	<b>16</b>		
1. XIDS 2100 (Recommended)	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	4		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			PHED 4630 Foundations & Principles of Coaching	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Advanced Concepts of Personal Training	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
<b>E. Social Sciences</b>	<b>12</b>			<b>Summer Senior Year</b>	<b>3</b>		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE	3		
2. HIST 2111 or 2112	3			<b>Secondary Block (Fall Senior Year)</b>	<b>17</b>		
3. POLS 1101	3			PHED 3501 Skills & Strategies in Strength/Cond <b>OR</b> PHED 3502 Skills & Strategies Target/Out Activities	2		
4. Elective course in E.	3			PHED 3503 Skills & Strategies Net/Wall Games <b>OR</b> PHED 3504 Skills & Strategies Invasion Games	2		
<b>F. Program Related Courses</b>	<b>18</b>			PHED 3710 Assessing Performance in Health/PE	3		
1. * PHED 2100 Intro to Sports, Coaching, Fitness, and Recreation	3			PHED 3675 Physical Educ. in Middle/Sec Schools	4		
2. * PHED 2602 Intro Teach Health/PE	2			PHED 4502 School Health Education	3		
3. *PHED 2605 Functional Anatomy	3			PHED 3725 Human Movement Studies <b>OR</b> PHED 3730 Current Issues in Health/PE	3		
4. *PHED 2628 First Aid/CPR	1			<b>Internship Block (Spring Senior Year)</b>	<b>12</b>		
5. ^*EDUC 2110 Investigating Critical & Contemporary Issues in Education	3			PHED 4686 Teaching Internship	9		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3						
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Prof Education</b>	<b>64</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>124</b>		

\*\* Requires Admission to Teacher Education and Grade of C or better in each course

\* Grade of C or better required

^ 2.5 GPA required

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**PROPOSED**

**Advising Sheet for the B.S. in Education Program in Physical Education.**

**BACHELOR OF SCIENCE IN EDUCATION  
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION  
PHYSICAL EDUCATION MAJOR**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
<b>A. Essential Skills</b>	<b>9</b>			<b>Foundations Block (Fall Junior Year)</b>	<b>16</b>		
1. ENGL 1101	3			PHED 3501 Skills & Strategies in Strength/Cond <b>OR</b> PHED 3502 Skills & Strategies Target/Out Activities	2		
2. ENGL 1102	3			PHED 3503 Skills & Strategies Net/Wall Games <b>OR</b> PHED 3504 Skills & Strategies Invasion Games	2		
3. MATH 1111 (Recommended)	3			PHED 3725 Human Movement Studies <b>OR</b> PHED 3730 Current Issues in Health/PE	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
<b>C. Humanities/Arts</b>	<b>6</b>			<b>Elementary Block (Spring Junior Year)</b>	<b>15</b>		
1. XIDS 2100 (Recommended)	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	3		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			PHED 4630 Foundations & Principles of Coaching	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Advanced Concepts of Personal Training	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
<b>E. Social Sciences</b>	<b>12</b>						
1. HIST 1111 or 1112	3			<b>Secondary Block (Fall Senior Year)</b>	<b>16</b>		
2. HIST 2111 or 2112	3			PHED 3501 Skills & Strategies in Strength/Cond <b>OR</b> PHED 3502 Skills & Strategies Target/Out Activities	2		
3. POLS 1101	3			PHED 3503 Skills & Strategies Net/Wall Games <b>OR</b> PHED 3504 Skills & Strategies Invasion Games	2		
4. Elective course in E.	3			PHED 3710 Assessing Performance in Health/PE	3		
<b>F. Program Related Courses</b>	<b>18</b>			PHED 3675 Physical Educ. in Middle/Sec Schools	<b>3</b>		
1. * PHED 2100 Intro to Sports, Coaching, Fitness, and Recreation	3			PHED 4502 School Health Education	3		
2. * PHED 2602 Intro Teach Health/PE	2			PHED 3725 Human Movement Studies <b>OR</b> PHED 3730 Current Issues in Health/PE	3		
3. *PHED 2605 Functional Anatomy	3						
4. *PHED 2628 First Aid/CPR	1			<b>Internship Block (Spring Senior Year)</b>	<b>13</b>		
5.* PHED 2300 Positive Youth Dev in Sport	3			PHED 4686 Teaching Internship	8		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3			PHED 3401 Integrating Tech Into Health/PE <b>OR</b> MEDT 3402 Integrating Tech into the Curriculum	2		
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Prof Education</b>	<b>60</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>120</b>		

\*\* Requires Admission to Teacher Education and Grade of C or better in each course

\* Grade of C or better required

^ 2.5 GPA required

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

College of Education

SWP November 2021

# XIDS - 2300 - Frida Kahlo's World

## Area E4: XIDS New Course Topic

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

### Contact Information

Primary Contact Name\* Colleen Vasconcellos

Email\* [cvasconc@westga.edu](mailto:cvasconc@westga.edu)

College\*

University College

Center for Interdisciplinary Studies

### Course Information

Course Prefix\*

XIDS

Course Number\* 2300

Proposed Course Frida Kahlo's World

**The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:\***

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology
- Other

**Your proposal will need to address the following issues:**

**Describe, holistically, the theme of the course.\***

Frida Kahlo has become one of the most recognizable artists in the world. Yet, her impact and influence stretch far beyond canvas. While most know her through her bold self-portraits, she is a celebrated activist and feminist icon as well. Her life history and lived experiences as an artist, activist, and bisexual give us a unique opportunity to learn about the social, cultural, and political revolutions of the early 20th Century through a variety of interdisciplinary lenses. In doing so, we see her impact on a booming period of creativity in the arts, radical expansion of educational and political agendas, as well as a redefinition of women's identity, sexuality, Mexicanidad, and Latinidad. Lastly, "Fridamania" and the popular celebrity she has gained in the late 20th and early 21st centuries give us insight into how new generations see her work and significance, despite the fact that her modern celebrity status within popular culture and the commodification of her image would be something that she would have abhorred.

**Describe the contribution of each of the disciplines.\***

Frida's life, impact, and significance intersect with a variety of disciplines. Through her artwork, we open a window into Mexico's cultural and political life, as well as a national agenda that sought to redefine Mexico's identity through the integration of their indigenous and people's heritage. We can use that as a springboard into these themes as they stretched across Latin America and the Caribbean, and even into America by looking at her travels in North America and Europe. Kahlo's life as a socialist and communist led to life-long activism for workers' rights while her relationship with Leon Trotsky gives us insight into Soviet politics. Her self-portraiture as well as her personal relationships at home and in Europe challenged ideas of women's identity, sexuality, and family. And, her life as an artist allows us to explore her impact on an intensely creative social circle that included Mexican muralists, prominent photographers, and important musicians. Her legacy within popular culture and as a feminist icon open windows into the changing nature of art, politics, and gender throughout the 20th century and even today. Finally, we will explore Kahlo's modern celebrity and the commodification of her work and image from an economic and political perspective.

**How does the text bring these perspectives together so that a true interdisciplinary focus is achieved?\***

Like any interdisciplinary class, you are hard-pressed to find one single text that will effectively accommodate each theme in one binding. Therefore, I will draw from multiple sources to achieve that true interdisciplinary focus. Primary and Secondary Sources focused on Kahlo's life and work will come from periodicals, texts, scholarly and popular articles, documentaries, podcasts, and online exhibits. Assignments will engage students with these themes in multiple ways through in-class discussions, creative writing, primary source analyses, and think pieces. I like to have students not just think critically about the course materials, but also engage with them creatively through various experiential learning exercises.

**Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn?\***

Students will engage with each unit's themes through class discussions and course materials, as well as through the submission of a photo, piece of artwork, or lithograph that connects in some way. Students will look at the catalog of her work and complete a brief annotated bibliography of that catalog by thinking critically about a select number of pieces and how they intersect with the themes of the course, the various disciplines discussed, and Kahlo's lived experiences. Students will complete a short 5pg paper that discusses and examines Kahlo's impact through a disciplinary lens of their choosing. Finally, as this is a class about an artist who painted self-portraits, I will ask students to create their own self-portrait catalog through the Selfie Project that asks students to create art that engages with course themes as well as their own identities in relation to those themes. This should not be difficult given the fact that Kahlo's self-portraiture should resonate with the selfie generation.

**What, specifically, are the attainable and measurable learning outcomes for each student?**

At the end of this course, students will be expected to:

- Identify the political, social, and cultural dimensions of Frida Kahlo's influence and significance
- Contextualize Frida Kahlo's life, art, sexuality, and activism in a historical context
- Summarize a variety of texts, films, and cultural artifacts that provide insight into Frida Kahlo's impact and significance.
- Demonstrate the ability to effectively communicate interdisciplinary interpretations and arguments both orally and in writing

**Describe any other requirements or conditions for the course.\***

There are no other requirements or conditions.

**Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.\***

Portrait Study 20%

Frida Kahlo said that while some would call her a surrealist, she merely painted her own reality. For this assignment, students will examine 7 of her works, one per unit, with the themes of this course in mind. Each analysis should be 150-200 words.

The Selfie Project 20%

While Kahlo's art documented her life through self-portraiture, this assignment asks students to document their own life over the course of the semester through their own selfies. This assignment will include a written self-reflection of at least 1000 words that should integrate what they have learned about Frida's life and historical context with their own life experiences.

Design Your Own Exhibit 25%

Rather than assign a formal research paper, students will design, organize, and curate their own exhibit that focuses on Frida Kahlo's art, life, and impact through a particular theme. Students will then submit an exhibit report that describes the theme of the exhibit, the pieces and artifacts included, how those pieces connect to that theme, the location of the exhibit, a mock press release, and a description of opening night. This assignment will be due at the end of the semester.

Class Participation 35%

Class participation is not attendance but class discussion based on that unit's course material.



**Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.\***


Course Materials will include:

- excerpts of Devouring Frida, a book on her popular celebrity today
- excerpts of The Diary of Frida Kahlo: An Intimate Self Portrait
- film: Frida with Salma Hayek
- excerpts of The Two Fridas
- a wide variety of journal articles, periodicals, songs, literature, and sources from various disciplines

**Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.**

See attached syllabus

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## XIDS 2300: Frida Kahlo's World

Dr. Colleen A. Vasconcellos Office: TLC 3208 Phone: 678-839-6032 (email preferred) Email: <a href="mailto:cvasconc@westga.edu">cvasconc@westga.edu</a>	Office Hours: ❖ See CourseDen for specific Times
---	---

*"Pain, pleasure, and death are no more than a process for existence. The revolutionary struggle in this process is a doorway open to intelligence." — Frida Kahlo*

### Course Objectives

Frida Kahlo has become one of the most recognizable artists in the world. Yet, her impact and influence stretch far beyond canvas. While most know her through her bold self-portraits, she is a celebrated activist and feminist icon as well. This course explores her life history and lived experiences as an artist, activist, and bisexual as a window into the social, cultural, and political revolutions of the early 20th Century. By employing a variety of interdisciplinary lenses, we see her impact on a booming period of creativity in the arts, radical expansion of educational and political agendas, as well as a redefinition of women's identity, sexuality, Mexicanidad, and Latinidad. Lastly, we will explore "Fridamania" and the popular celebrity she has gained in the late 20th and early 21st centuries, which give us insight into how new generations see and commodify her work and significance as a modern celebrity within popular culture.

### Learning Outcomes

At the end of this course, students will be expected to:

- ❖ Identify the political, social, and cultural dimensions of Frida Kahlo's influence and significance.
- ❖ Contextualize Frida Kahlo's life, art, sexuality, and activism in a historical context.
- ❖ Summarize a variety of texts, films, and cultural artifacts that provide insight into Frida Kahlo's impact and significance on the world around her.
- ❖ Demonstrate the ability to effectively communicate interdisciplinary interpretations and arguments both orally and in writing.

Course Readings: Everything you need is provided for you in CourseDen.

Special Note: Students, [please carefully review the following information at this link](#). This link contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Accessibility: Please submit any SAR documentation to me within the first week of class, or once received if the semester is already in progress. I will make every effort to accommodate your needs as outlined in your paperwork. Please do not hesitate to ask if you need further assistance.

## ATTENDANCE VERIFICATION

Please note that students who do not actively participate in the class within the first two weeks will be withdrawn by the course at the deadline set by the university. In this class, we will have two mandatory attendance checkpoints during the first week of class: complete the introduction assignment and make your first post in the Unit 1 Discussion by the deadline outlined in the Syllabus in order to stay enrolled in the class.

Students who do not fulfill these requirements will be dropped for non-participation. If you are unable to complete these assignments in the allotted time-frame and have documentation to that effect, you should contact me as soon as possible to avoid being dropped after the deadline. Please note UWG's policy on attendance verification as outlined in Section 204 of the UWG Faculty Handbook: "In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to login to the online course-delivery system by a specific date, or to take other specified steps at the beginning of the session." If you are dropped and do not have sufficient documentation as to why you were unable to complete the attendance assignments as outlined here, that decision is final and you will not be reinstated in the course.

### COMPUTER ACCESS

It is highly recommended that you have regular (daily) computer access with broadband Internet access. All course requirements remain the same whether your computer access is public or private (home).

### TECHNICAL SKILL REQUIREMENTS

You should be comfortable with using both WORD and PDF documents, have a working knowledge of CourseDen, and feel comfortable navigating the internet and using email for communication.

**UWG | Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248**

**Email: [online@westga.edu](mailto:online@westga.edu)**

**24/7 HelpDesk <https://D2LHelp.view.usg.edu>**

## COURSE EVALUATION AND GRADE DISTRIBUTION

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades.

Grade calculations are as follows:

- ❖ Portrait Study 20%
- ❖ The Selfie Project 20%
- ❖ Design Your Own Exhibit 25%
- ❖ Class Participation 35%

Late assignments submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse.

#### Portrait Study 20%

Frida Kahlo said that while some would call her a surrealist, she merely painted her own reality. For this assignment, I'd like you to take a look at her portfolio and **examine 7 of her works, one per unit, with the themes of this course in mind. Each analysis should be 150-200 words.** Please see CourseDen for additional details.

#### The Selfie Project 20%

While Kahlo's art documented her life through self-portraiture, this assignment asks you to document your own life over the course of the semester through your own selfies. **You'll be expected to record at least three selfies per unit that will coincide with a written self-reflection of 1000 words to accompany your collection.** Your self-reflection should integrate what you have learned about Frida's life and historical context with your own life experiences. Please see CourseDen for additional details.

#### Design Your Own Exhibit 25%

Rather than assign a formal research paper, **students will design, organize, and curate their own exhibit that focuses on Frida Kahlo's art, life, and impact through a particular theme.** Students will then submit an exhibit report that describes the theme of the exhibit, the pieces and artifacts included, how those pieces connect to that theme, the location of the exhibit, a mock press release, and a description of opening night. This assignment will be due at the end of the semester. Please see CourseDen for additional details.

#### Class Participation 35%

Class participation is not attendance but class discussion based on that unit's course material. See the Course Overview Module for more information on Class Participation Guidelines and Grading.

**ASSIGNMENT FORMAT:** All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) or (Author, pg) are required for all paraphrased or directly quoted information. The usage of any source outside of CourseDen is prohibited, and assignments containing information taken from outside sources will be graded accordingly. Essays that do not contain in text citations will also be graded accordingly.

**THE RETURN OF GRADED WORK:** Assignments and discussions will be graded within the week.

## IN THE EVENT OF TECHNICAL DIFFICULTIES

It is **your responsibility** to see that your assignments have posted to CourseDen properly. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox. **It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox.**

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. **Technical problems related to computer connections, equipment, or submitting an incomplete or incorrect assignment cannot be used as an excuse for failure to complete assignments or to participate online.**

Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.**

## A NOTE ABOUT ACADEMIC HONESTY

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and my policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. This includes paraphrasing, which is not necessarily taking a passage word for word, but certainly does not give credit to ideas and/or information. **All assignments will be monitored by Turnitin.**

Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. Every UWG student agrees upon their admission to the university to uphold the UWG Honor Code, which states: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” UWG students further agree that they will “refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.”

In short, don't do it. **Plagiarizers will automatically fail this course.** I will also recommend that UWG administration take action. You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Content Module. Also, the mandatory plagiarism quiz will help you with this as well.

Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is “when in doubt, cite.”

### **Tentative Course Outline**

#### August 12-28—Unit 1: Becoming Frida Kahlo

- Your Unit 1 Portrait Study is due by 11:59 PM, Friday, August 28

#### August 31-September 11—Unit 2: Latinidad and Frida’s Mexico

- Your Unit 2 Portrait Study is due by 11:59 PM, Friday, September 11

#### September 14-25—Unit 3: Marxist, Nationalist, Feminist: The Politics of Frida Kahlo

- Your Unit 3 Portrait Study is due by 11:59 PM, Friday, September 25

#### September 28-October 9—Unit 4: Fragile Like a Bomb: La Activista

- Your Unit 4 Portrait Study is due by 11:59 PM, Friday, October 9

#### October 12-23—Unit 5: Gender, Sexuality, and Identity in Kahlo’s World

- Your Unit 5 Portrait Study is due by 11:59 PM, Friday, October 23

#### October 26-November 6—Unit 6: Frida Kahlo’s Self-Fashioning in Art and Life

- Your Unit 6 Portrait Study is due by 11:59 PM, Friday, November 6

#### November 9-20—Unit 7: The Commodification of Frida Kahlo

- Your Unit 7 Portrait Study is due by 11:59 PM, Friday, November 20

#### Other Important Deadlines:

- ❖ Your Selfie Project is due Wednesday, November 25
- ❖ Your Exhibit Design is due Wednesday, December 2
- ❖ Grades are Due to the Registrar no later than 12PM on Monday, December 7

## **Addendum II**

# CS - 6986 - Internship

2022-2023 Graduate New Course Request

## General Information

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Computing and Mathematics



Is this a School of Nursing or School of Communication, Film and Media course? \*  Yes  No

Is this a College of Education course? \*  Yes  No

## Course Information

Course Prefix \*

CS

Course Number \* 6986

Course Title \* Internship

Course Type \*

Computer Science

**Catalog Course Description \*** A hands-on, supervised field experience in Computer Science. Students will create and present a comprehensive portfolio documenting the field experience.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? \*  Yes  No

Lec Hrs \* 0-0

Lab Hrs \* 0-0

Credit Hrs \* 3-6

Can a student take this course multiple times, each attempt counting separately toward graduation? \*  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation. \* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

## Cross-listing

**Restrictions** 30 Graduate Hours completed or permission of the department.

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online


## Justification and Assessment

**What is the rationale for adding this course?\*** This is a new course in support of the face-to-face, Applied Computer Science Master's Degree. By offering this Program face-to-face, we intend to attract international students, who will benefit from work experience in the field. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in related areas of Computer Science.

**Student Learning Outcomes\***

1. Apply what is learned in classes to real-world problems.
2. Explore career alternatives prior to graduation.
3. Develop good work habits and attitudes necessary for career success.
4. Develop communication, interpersonal, and other critical skills.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

Library Resources


- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** N/A

**Fee Justification** N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Course Number:** COMP 6986

**Course Title:** Internship

**Credit Hours:** 0/0/3, 0/0/6

### **Requisites**

- Prerequisites: 30 graduate hours or permission of the department
- Corequisites: none

### **Course Description**

A hands-on supervised field experience in computing. Students will create and present a comprehensive portfolio documenting the field experience.

### **Instructor Contact Information**

TBD

### **Student Learning Outcomes**

1. Apply what is learned in classes to real-world problems.
2. Explore career alternatives prior to graduation.
3. Develop good work habits and attitudes necessary for career success.
4. Develop communication, interpersonal and other critical skills.

### **Materials**

None

### **Schedule**

Will be set by the student's supervisor.

### **Evaluation**

- Work attendance: Satisfactory/Unsatisfactory
- Student portfolio and report: Satisfactory/Unsatisfactory

### **Grading scale**

S: attendance and portfolio are both Satisfactory

U: either attendance or portfolio is Unsatisfactory

### **Institutional Policies**

See the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

# Applied Computer Science, M.S.

## 2022-2023 Graduate Revise Program Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**If other, please identify.**

We would like to begin offering the courses in this degree as traditional, face-to-face courses. (We intend to continue offering the Applied Masters of Computer Science online as well)

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2022

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Computing and Mathematics

Is this a School of Nursing or School of Communication, Film and Media course? \*

Yes  No

Is this a College of Education Program? \*

Yes  No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. \*

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*

Program  
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

**Program Name\*** Applied Computer Science, M.S.

**Program ID - DO** 19  
**NOT EDIT\***

**Program Code - DO** 19  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The M.S. in Applied Computer Science degree is a professional program, requiring 36 hours of graduate study, that provides individuals holding an undergraduate degree in any discipline the knowledge and skills needed to pursue a career in the exciting and dynamic field of computer science and information technology. The program focuses on computer science fundamentals and the craft and practice of software design and development.

Students may only enter the program at designated cohort entry points and will take the courses in the designated sequence. Students are expected to have basic knowledge and proficiency in using computers. Students will be expected to have reliable Internet access and their own personal computer capable of running a variety of software tools used in the program. Additional details on computing needs are available from the Computing program website

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## **Program Requirements**

### **Required Courses**

**CS 6231 Database Systems I**  
**CS 6232 Database Systems II**  
**CS 6241 Software Development I**  
**CS 6242 Software Development II**  
**CS 6251 Web Technologies I**  
**CS 6252 Web Technologies II**  
**CS 6261 Advanced Tools and Techniques**  
**CS 6311 Program Construction I**  
**CS 6312 Program Construction II**  
**CS 6910 Project I**

### **Required for students enrolled face-to-face**

**CS 6986 Internship**

### **Required for students enrolled fully online**

**CS 6920 Project II**  
**[After] OR**  
**CS 6986 Internship**

### **Total Program: 36 Hours**

**Additional Program Requirements** Students are allowed only one grade of "C" in all courses applying toward the degree. Students must satisfactorily complete CS 6910 - Project I by earning a grade of "S" in order to remain in the program. Students must satisfactorily complete CS 6920 - Project II by earning a grade of "S" and participate in an exit interview with computer science graduate faculty. Additional program requirements are found on the Program of Computer Science website at <https://www.westga.edu/cs/graduate-program.php>.



## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.**

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** In an effort to attract more students, specifically international students, to the Applied Computer Science Masters Program, we are planning to offer the Program in a face-to-face modality, in addition to the existing online offering.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

N/A

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

**Please select all that apply.\***


- This change affects 25-49% of the program's curriculum content.
- This change affects 25-49% of the program's length/credit hours.
- This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- This change affects 50% or more of the program's curriculum content.
- This change affects 50% or more of the program's length/credit hours.
- This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- None of these apply

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments**

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***  I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE							
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Computing and Mathematics							
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)	PROGRAM:	Masters of Applied Computer Science	COURSES	Effectively function as a member of a team engaged in the process of modeling, designing, and implementing computer-based systems of varied complexity utilizing multiple technologies.	Recognize and analyze social, professional, and ethical issues and responsibilities they may face as computing professionals.	Prepare and give effective technical presentations using appropriate technologies.	Write clear and accurate technical documents.		
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)								
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.  In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			1	CS6251 - Web I					
			2	CS6252 - Web II	I				
			3	CS6311 - PC I		I			
			4	CS6312 - PC II				I	
			5	CS6261 - Tools					
			6	CS6910 - Project I		R	I	R	
			7	CS6231 - Database I					
			8	CS6232 - Database II					
			9	CS6241 - Software I	R				
			10	CS6242 - Software II	R			R	
			11	CS6290 - Project II	M, A	M, A	M, A	M, A	
			12	CS6986 - Internship	M, A	M, A	M, A	M, A	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			13						
			14						
			15						
			16						
			17						
			18						
			19						
			20						
			21						
			22						

2021-22			
Program Map			
Existing Online			
Applied Computer Science, MS			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS6251 – Web Development I	3	CS6252 – Web Development II	3
CS6311 – Program Construction I	3	CS6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
SUMMER 1			
Course			Credits
CS6261 – Adv. Tools & Techniques			3
CS6910 – Project I			3
SEMESTER TOTAL			6
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS6232 – Database Systems II	3	CS6232 – Database Systems II	3
CS6242 – Software Development II	3	CS6242 – Software Development II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
SUMMER 1			
Course			Credits
CS6920 – Project II			6
SEMESTER TOTAL			6

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

**2022-23**  
**Program Map**  
**New Face-to-Face Offering**  
**Applied Computer Science, MS**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Session 1 (8 weeks)		Session 1 (8 weeks)	
CS6251 – Web Development I	3	CS6261 – Adv. Tools & Techniques	3
CS6311 – Program Construction I	3	CS6910 – Project I	3
Session 2 (8 weeks)		Session 2 (8 weeks)	
CS6252 – Web Development II	3	CS6231 – Database Systems I	3
CS6312 – Program Construction II	3	CS6241 – Software Development I	3
SEMESTER TOTAL	12	SEMESTER TOTAL	12
YEAR 2			
TERM 1			
Course	Credits		
Session 1 (8 weeks)			
CS6232 – Database Systems II	3		
CS6242 – Software Development II	3		
Session 2 (8 weeks)			
<b>CS6986 - Internship</b>	6		
SEMESTER TOTAL	12		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

2021-22 Program Map Online - Modification Applied Computer Science, MS			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS6251 – Web Development I	3	CS6252 – Web Development II	3
CS6311 – Program Construction I	3	CS6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
SUMMER 1			
Course			Credits
CS6261 – Adv. Tools & Techniques			3
CS6910 – Project I			3
SEMESTER TOTAL			6
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS6232 – Database Systems II	3	CS6232 – Database Systems II	3
CS6242 – Software Development II	3	CS6242 – Software Development II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
SUMMER 1			
Course			Credits
CS6920 – Project II <b>*or* CS6986 – Internship</b>			6
SEMESTER TOTAL			6

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

# Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

2022-2023 Graduate Revise Program Request

## Introduction

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**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

- Modifications (Check all that apply)\***
- Program Name
  - Track/Concentration
  - Catalog Description
  - Degree Name
  - Program Learning Outcomes
  - Program Curriculum
  - Other

**If other, please identify.**

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2022



## Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Early Childhood through Secondary Education

Is this a School of Nursing or School of Communication, Film and Media course? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. \*  Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*  Program  Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

**Program ID - DO** 19  
**NOT EDIT\***

**Program Code - DO** 19  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. The MAT in Teacher Education is delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades 6-12. The program is a good fit for those who are career changers, provisionally-certified teachers, or recent college graduates. Refer to the College of Education Department of Early Childhood through Secondary Education website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education.

For admission, students must have an approved undergraduate degree with a 2.7 GPA; must complete the required Georgia Educator Ethics Assessment, must pass the required GACE Basic Skills/Program Admission Assessment; and must pass the GACE Content Assessment in their selected teaching field. No GRE required. There are field experiences required in select courses and one full semester of student teaching is required.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## **Professional Education Foundation: 15 Hours**

**SPED 6706 Special Education in the Regular  
Classroom**

**[Right] +**

**CEPD 6101 Psychology of Classroom  
Learning**

**[Right] +**

**SEED 6111 Introduction to the Secondary  
School Field Experience**

**SEED 7291 Classroom Instruction and  
Management**

**[Right] +**

**SEED 7291L Classroom Instruction and  
Management Lab**

**MEDT 6401 Instructional Technology**

**[Right] +**

**EDRS 6342 School and Classroom  
Assessment**

**[Right] +**

## **Pedagogical Content Courses: 9 Hours**

**SEED 6261 Instructional Strategies for  
English Education in Secondary Schools**

**[Right] \***

**[Right] or**

**SEED 6262 Instructional Strategies for  
Social Studies Education in Secondary  
Schools**

**[Right] \***

**[Right] or**

**SEED 6263 Instructional Strategies for  
Science Education in Secondary Schools**

**[Right] \***

**[Right] or**

**SEED 6264 Instructional Strategies for Math  
Education in Secondary Schools**

**[Right] \***

**[Right] or**

**SEED 6265 Instructional Strategies for  
Business Education in Secondary Schools**

**[Right] \***

**[Right] or**

**[Before] Another approved graduate course in  
content field instructional strategies\* and**

**SEED 6260 Instructional Strategies in  
Secondary Schools Laboratory**

[Right] and

**MEDT 7461 Instructional Technology, Media,  
& Design**

[Right] +

[Right] or

**CURR 6575 Curriculum Trends and Issues**

[Right] +

[Right] or

**ECSE 7500 Diverse Classrooms in Global  
Society**

[Right] +

[Right] or

**ECSE 7560 Contemporary Issues in  
Education**

[Right] +

[Right] or

**ECSE 7564 Content Area Literacy Instruct**

[Right] +

[Right] or

**ECSE 7566 Advanced Instructional  
Strategies for 21st Century**

[Right] +

[Right] and

[After] Graduate Course in content area or content  
pedagogy (may take ECSE 7564 or ECSE  
7566 if not taken above) 3

### **Internship: 6 Hours**

**SEED 7288 Teaching Internship**

**SEED 7289 Teaching Internship Seminar**

[Right] +

### **Comprehensive Examination: 0 Hours**

**SEED 6200 Comprehensive Exam for the  
Master of Education**

### **Total Professional Education Courses: 30 Hours**

+These courses are taught 95-100% online. \* Strategies course must match primary content area. Program Notes All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111. Students are required to purchase a TK20 account, where all

relevant course and program assessment information will be stored. Upon completion of 15 credit hours in the MAT program, or during the semester of

enrollment in the strategies course and SEED 6260, candidates will be required to schedule an on-campus dispositional review conference with the SEED program coordinator, a SEED faculty member, and a representative from the Office of Field Experiences. Available time slots for the SEED MAT Review Conference will be posted in advance and filled on a first-come basis. This benchmark must be successfully cleared prior to enrollment in subsequent semesters; an unsatisfactory review may result in a Professional Growth Plan or termination from the program. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291 and 7291-L, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the student teaching internship courses. Six hours of content has to match the GACE content area exam. Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement. Students must maintain a cumulative 3.0 GPA in graduate coursework. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Early Childhood Through Secondary Education. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200. It is the candidate's responsibility to apply for graduation in a timely manner. Advising Notes  
English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified. History Note: The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** To help address the teacher shortage in Georgia and to make our program more competitive, we are reducing the number of credit hours required to complete this program. Candidates in this program enter with an undergraduate degree in their content field, so removing one content/content pedagogy course will not negatively impact program rigor or teacher preparation. We are also adding one additional course option under Pedagogical Content Courses.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

No changes to SLOs are needed.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

**Please select all that apply.\***


- This change affects 25-49% of the program's curriculum content.
- This change affects 25-49% of the program's length/credit hours.
- This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- This change affects 50% or more of the program's curriculum content.
- This change affects 50% or more of the program's length/credit hours.
- This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- None of these apply

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***  I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



**Master of Arts in Teaching  
Secondary Education  
Plan of Study**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Courses	Credits	Semester Planned	Grade
<b>Professional Education Foundation</b>	<b>15</b>		
1. SPED 6706 Special Education in the Regular Classroom <sup>+</sup>	3		
2. CEPD 6101 Psychology of Classroom Learning <sup>+</sup>	3		
3. SEED 6111 Introduction to the Secondary School Field Experience	0		
4. SEED 7291 Instruction and Management in the Classroom <sup>+</sup>	2		
5. SEED 7291L Instruction and Management in the Classroom Lab	1		
6. MEDT 6401 Instructional Technology <sup>+</sup>	3		
7. EDRS 6342 School and Classroom Assessment <sup>+</sup>	3		
<b>Pedagogical Content Courses</b>	<b>9</b>		
8. SEED 6261 & 6260 Instructional Strategies for English Ed* <sup>+</sup> & Lab, or SEED 6262 & 6260 Instructional Strategies for Social Studies Ed* <sup>+</sup> & Lab, or SEED 6263 & 6260 Instructional Strategies for Science Ed* <sup>+</sup> & Lab, or SEED 6264 & 6260 Instructional Strategies for Mathematics Ed* <sup>+</sup> & Lab, or SEED 6265 & 6260 Instructional Strategies for Business Ed* <sup>+</sup> & Lab, or Another approved graduate course in content field instructional strategies*	3		
9. MEDT 7461 Instructional Design <sup>+</sup> , or CURR 6575 Curriculum Trends and Issues <sup>+</sup> , or ECSE 7500 Diverse Classrooms in a Global Society <sup>+</sup> , or ECSE 7560 Contemporary Issues in Education <sup>+</sup> , ECSE 7564 Content Area Literacy Instruction <sup>+</sup> , or ECSE 7566 Advanced Instructional Strategies for the 21 <sup>st</sup> Century Classroom <sup>+</sup>	3		
10. Graduate course in content area or content pedagogy (may take ECSE 7564 or ECSE 7566 if not taken for #9)	3		
<b>Internship</b>	<b>6</b>		
12. SEED 7288 Teaching Internship	3		
13. SEED 7289 Teaching Internship Seminar <sup>+</sup>	3		
<b>Comprehensive Examination</b>	<b>0</b>		
14. SEED 6200 Comprehensive Exam for the MAT Program	0		
<b>Total Professional Education Courses</b>	<b>30</b>		
<b>Courses recommended by advisor as graduation requirements</b>	<b>Credits</b>	<b>Semester Planned</b>	

+ These courses are taught 95-100% online.  
\* Strategies course must match primary content area.

**SEE PROGRAM NOTES ON REVERSE SIDE.**

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Master of Arts in Teaching  
Secondary Education  
Advisement Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Advisor: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Work/Campus Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Undergraduate Degree/Major: \_\_\_\_\_

Colleges and Dates Previously Attended: \_\_\_\_\_

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**Program Notes**

1. All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.
2. Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.
3. Upon completion of 15 credit hours in the MAT program, or during the semester of enrollment in the strategies course and SEED 6260, candidates will be required to schedule an on-campus dispositional review conference with the SEED program coordinator, a SEED faculty member, and a representative from the Office of Field-Based Preparation. Available time slots for the SEED MAT Review Conference will be posted in advance and filled on a first-come basis. This benchmark must be successfully cleared prior to enrollment in subsequent semesters; an unsatisfactory review may result in a Professional Growth Plan or termination from the program.
4. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291 and 7291-L, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the student teaching internship courses.
5. Six hours of content has to match the GACE content area exam.
6. Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
7. Students must maintain a cumulative 3.0 GPA in graduate coursework.
8. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
9. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200.
10. It is the candidate's responsibility to apply for graduation in a timely manner.

**Advising Notes**

**English Note:** The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

**History Note:** The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

# Educational Leadership Tier 1 Certification Program

2022-2023 Graduate New Program Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

## Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/  
Department\***

Department of Leadership, Research, and School Improvement

**Is this a School of  
Nursing or School of  
Communication,  
Film and Media  
course?\***

Yes  No

**Is this a College of  
Education Program?\***

Yes  No

### Program Information

**Program Name\*** Educational Leadership Tier 1 Certification Program

**Degree Type\***

Certificate

**Program  
Description\***

The Educational Leadership Tier I Certification Program is a certification-only program that may be added to an existing master's degree (or specialist and doctoral degree). The Tier I certification is considered entry-level that prepares candidates for P-12 school-level positions below the principal and for district-level positions that do not supervise principals. In part, the program consists of several key assessments that are clinically-based and will allow candidates to synthesize and apply knowledge while practicing and developing leadership skills identified by leadership standards.

**Program Location\***

Online

**Status\***

Active-Visible  Inactive-Hidden

**How will the  
proposed program  
be delivered?\***

- Face-to-Face  
 Online Only  
 Hybrid

## Curriculum Information

Select *Program* below, unless creating an *Acalog Shared Core*.

**Type of Program\***  Program  
 Shared Core


### PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

#### Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

#### Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

## **Admission Requirements**

To be considered for admission to the Educational Leadership Tier I Certification Program, the following are required: a 3.0 graduate GPA, a master's degree (or higher degree) from an accredited institution, copies of official transcripts from each university attended, T5 or S5 professional teaching certificate, passing score on Georgia Ethics for Educational Leadership Assessment (Test 380), and a completed application for admission.

## **Required Courses**

**EDLE 6312 Principles of Instructional Leadership**

**EDLE 6316 School Law, Policy, and Ethics**

**EDLE 6327 Leadership for Student Learning**

**EDLE 6329 School Operations for Student Learning**

**EDLE 6341 Using Data to Improve the School**

**EDLE 7312 Schools and Community Engagement**

**[After] PROGRAM NOTE: Candidates completing the program are required to take and pass the GACE Content Assessment in Educational Leadership.**

## **Justification and Assessment**

**Rationale\*** Students who currently take these courses as non-degree seeking students are only recognized externally by the Georgia Professional Standards Commission. Formalizing these courses as a UWG stand-alone certificate benefits the institution by being able to count these students as program completers. Students also have the benefit of having an official UWG certificate and become financial aid eligible.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu).

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

**SACSCOC Comments**

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment


Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***  I have attached the Program Map.

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A - Assessment Plan is not required (minor is a part of an existing major).

**Curriculum Map Assessment\***  I have attached the Curriculum Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.



**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

<b>Assessment Plan</b>	
College	<b>College of Educa</b>
Degree	<b>Certificate</b>
Program	<b>Tier I - Education</b>
<b>Candidates implement learning opportunities for all students.</b>	<b>Strategic Plan Connection</b>
1. Candidates demonstrate the ability to build a collective vision of student academic success and well-being.	
2. Candidates demonstrate the ability to champion and support instruction and assessment that maximizes student learning and achievement.	
3. Candidates demonstrate the ability to manage and develop staff members professional skills and practices in order to drive student learning and achievement.	
4. Candidates demonstrate the ability to cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student.	

<p>5. Candidates demonstrate the ability to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff</p>	
<p>6. Candidates demonstrate ability to engage families and the outside community to promote and support student success</p>	
<p>7. Candidates demonstrate the ability to administer and manage operations efficiently and effectively.</p>	

tion

## nal Leadership

### Measure/Method

**How data will be collected through the Key Assessments included in [EDLE 6312 Principals of Instructional Leadership](#) .** The Key Assessment [Learning](#) expects candidates to demonstrate their knowledge as they work with teachers and leaders to determine the instructional strengths. Candidates observe classroom instruction and provide feedback, conduct interviews, complete a program analysis and conduct research. The

**How will data be collected: [EDLE 6327 \(Leadership for Student Learning\)](#)** The various assessments included in EDLE 6327 address this learning. Assessing the PLC Journey, and Determining your Role in the PLC Journey. However, the key assessment, [Collective Efficacy Action Plan](#), for through the collective efforts of the school staff. This collective effort requires a common vision, mission, and values for student success. This examine the current reality of the culture of the school. A 4 pts scale rubric is used to determine student success. The rubric includes a 4 pts (e (developing), and 1 (not evident).

**How data will be collected through the Key Assessments, Part 1 & 2 included in [EDLE 6341: Using Data to Improve Schools](#)** In [EDLE 6341](#), c achievement, process, and perception data for their school and/or district. The longitudinal data is presented, along with an analysis of stren [Key Assessment: The Comprehensive Data Profile](#). The second key assessment in EDLE 6341 is to share the Comprehensive Data Profile with meeting where the candidate facilitates the analysis of the data and a root cause analysis. This work is presented in the form of a narrative e: Key Assessment. Success criterion is determined by the course instructor using a 4 pt rubric with a 4 being exemplary. The rubrics measure sp collection and analysis, identification of strengths and areas for improvement, and application of research. All candidates in the program are r identified key assessments. Tier 1 candidates are also required to take the GaPSC GACE assessment in Educational Leadership. The GACE is a Leadership Standards (GELS) and UWG professors have aligned all classes to the GELS.

**How data will be collected through the Key Assessments included in [EDLE 6312 Principals of Instructional Leadership](#) .** The Key Assessment [Learning](#) includes the following components: Classroom Observations with Feedback, Interviews with Teachers and the School Leader, Anal Research on Best Practices. These components are presented in the format of a table outlining the various information and data collected con discusses what was done, discovered, and steps for improvement. The assessment is scored by the course instructor on a 4 pt rubric where 4 improvement, and 1 is not evident.

**How will data be collected: [EDLE 6327: Leadership for Student Learning](#)** The [Collective Efficacy Action Plan](#) key assessment considers the v between the experience of students in order to create a school that produces equitable outcomes. The assessment asks candidates to answer want students to learn? 2. How will we know if they have learned it? 3. What will we do if they have not learned it and how will we provide ex students who are highly proficient? 4. How will we increase our instructional competence to ensure an effective teacher in every classroom? support the collective efficacy process? Candidates analyze the focus on learning by examining leader engagement in facilitating teams and p of High Reliability Schools (Marzano, Dufour, Dufour, and Eaker), candidates product a presentation that is a research-based action plan that collective efficacy. Success criterion is determined by the course instructor using a 4 pt rubric with a 4 being exemplary. The rubrics measure s analysis, identification inequities, and application of best practices. All candidates in the program are required to complete this course and the

**How will data be collected: [ELDE 6341 Using Data to Improve Schools](#)** A course assignment in EDLE 6341 is the analysis of state data on teaching in field. [The Equity Data Analysis /Discussion](#) assignment expects small groups of candidates assume the role of a leader in a district candidates discuss the data, identify the inequities, and consider possible next steps to address the identified inequities. Success criterion is d 4 pt rubric with a 4 being exemplary. The rubrics measure specific areas or elements such as data analysis, identification inequities, and applic the program are required to complete this course and the identified key assessments.

**How will data be collected: EDLE 6327 Leadership for Student Learning** The success criterion for this assignment is the percentage of students graded using a 4-point rubric by the professor teaching the course. A score of 4 represents exemplary work, a 3 represents proficient work, a 2 represents acceptable work, a 1 represents emerging work, and a 0 represents unacceptable work. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are also required to complete a standardized assessment (GACE) for Educational Leaders created by ETS near the completion of their program.

**How will data be collected with the Key Assessments in EDLE 6329 School Operations for Learning** The key assessment, [Core Operational Plan](#), assesses candidates' ability to assess the school facilities, through a school audit report. With this assignment, candidates collect data (both qualitative and quantitative) to develop a 5-year plan for facilities. Students conduct a policy overview, interview personnel associated with technology, facilities, and maintenance, review various components of the facilities plan, and make commendations/recommendations on their findings. The success criterion for this assignment is the percentage of candidates (mean) who met exemplary rating; graded using a 4-point rubric by the professor teaching the course. A score of 4 represents exemplary work, a 3 represents proficient work, a 2 represents emerging work, and a 1 represents unacceptable work. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are also required to complete a standardized assessment (GACE) for Educational Leaders created by ETS near the completion of their program.

**How will data be collected: EDLE 7312 (Schools and Community Engagement)** Candidates complete several assignments in EDLE 7312 that assess their ability to work with stakeholders and recognize communication strengths and areas for improvement. Assignments include: [Communications Audit, Principal and District Office Interviews, Teacher Focus Group discussion, Student Surveys, and School Audit](#). The key assessment, the Communication Audit, is presented to a group of stakeholders in the school/district. The presentations serve as evidence of students' ability to work with stakeholders and recognize communication strengths and areas for improvement. Rubrics are used to rate the presentations on a 4 pt. scale, where 4 is exemplary. The rubrics have specific areas or elements that are assessed. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are required to complete a standardized assessment (GACE/PASL) for Educational Leaders created by ETS near the completion of their programs. Departmental faculty link each GACE element or strand results to one or more of the program standards/learning outcomes.

**How will data be collected: EDLE 6329 School Operations for Learning** [The Core Processes and Appraisal Report Key Assessment \(EDLE 6329\)](#) assesses candidates' ability to analyze a facilities plan and determine areas for improvement. Students collect information through interviews, by reviewing the plan, and looking for gaps across the various sources. A narrative essay introduces the school and district, reviews the findings, and presents next steps. The professor assesses the student work. A score of 4 represents exemplary work, a 3 represents proficient work, a 2 represents emerging work, and a 1 represents unacceptable work. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are also required to complete a standardized assessment (GACE) for Educational Leaders created by ETS sometime near the completion of their programs.

**Success Criterion**

Students score a minimum of 3 on a 4-point rubric. Students successfully pass the GACE

Students score a minimum of 3 on a 4-point rubric. Students successfully pass the GACE assessment in Educational Leadership

Students select a rating of 4 or above for each program sub-standard. Students successfully pass the GACE assessment in Educational Leadership

Students select a rating of 4 or above for each program sub-standard.

Students score a minimum of 3 on a 4-point rubric. Students successfully pass the GACE assessment in Educational Leadership

Students select a rating of 4 or above for each program sub-standard. Students successfully pass the GACE assessment in Educational Leadership

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Students select a rating of 4 or above for each program sub-standard Students successfully pass the GACE assessment in Educational Leadership

Students select a rating of 4 or above for each program sub-standard. Students successfully pass the GACE assessment in Educational Leadership


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AY

AY



**Interpretation & Use of Results**

**Improvement Plan**

**CURRICULUM MAPPING TEMPLATE**

INSTRUCTIONS	DEPARTMENT:	LEADERSHIP, RESEARCH, AND SCHOOL IMPROVEMENT	GEORGIA EDUCATIONAL LEADERSHIP STANDARDS (GELS) / STUDENT LEARNING OBJECTIVES (SLO)		GELS 1/ SLO 1	GELS 2/ SLO 2	GELS 3/ SLO 3	GELS 4/ SLO 4	GELS 5/ SLO 5	GELS 6/ SLO 6	GELS 7/ SLO 7	
	PROGRAM:		COURSES	MISSION, VISION, AND CORE VALUES: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	CURRICULUM, INSTRUCTION, AND ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being	PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being	PROFESSIONAL COMMUNITY FOR TEACHERS AND STUDENTS: Effective educational leaders foster a professional community of teachers and other professional staff to ensure equitable opportunity and cultural responsiveness to promote each student's academic success and well-being.	RESOURCES TO SUPPORT STUDENT SUCCESS: Effective educational leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff	MEANINGFUL ENGAGEMENT OF FAMILIES & COMMUNITY: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being	SCHOOL OPERATIONS AND MANAGEMENT: Effective educational leaders administer and manage operations efficiently and effectively to support student learning success.		
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	Leadership, Research, and School Improvement	Tier 1 Certification	COURSES									
	1	EDLE 6312			I, R, M, A		I	I, R,				
	<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	2	EDLE 6316			I, R		I, R	I, R, M			
		3	EDLE 6341		R, M	I, R, M		I, R, M, A				
		4	EDLE 6329			I		I, R	I, R, M, A		I, R, M, A	
		5	EDLE 6327			R, M	R, M, A	R, M	R, M		R, M	
		6	EDLE 7312		R, M, A						I, R, M, A	
	<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	7										
		8										
		9										
		10										
		11										
	<b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	12										
		13										
		14										
		15										
		16										
		17										
		18										
		19										
		20										
		21										
	22											



# UNIVERSITY OF WEST GEORGIA

## Educational Leadership Program Sheet Tier One Certificate-Only

Name: \_\_\_\_\_ Student # \_\_\_\_\_

Home Address: \_\_\_\_\_

District/Agency: \_\_\_\_\_ E-mail: \_\_\_\_\_

School/Department: \_\_\_\_\_

Present Certification (Field and Level): \_\_\_\_\_

Mentor: \_\_\_\_\_ Mentor Certificate Number: \_\_\_\_\_

PLAN OF STUDY	Hrs	Grade	Semester Planned (You must take the courses in the order they are listed)
<b>Required Courses</b>			
EDLE 6312 Principles of Instructional Leadership	3		
EDLE 6316 School Law and Ethics	3		
EDLE 6341 Using Data to Improve Schools	3		
EDLE 6329 School Operations for Learning	3		
EDLE 6327 Leadership for Student Learning	3		
EDLE 7312 Schools and Community Engagement	3		
<b>Total Program</b>	<b>18</b>		

### PROGRAM NOTES

1. Admission requires a Master's degree and T5 or S5 certificate.
2. The Georgia Ethics for Educational Leadership assessment shall be passed at program entry.
3. Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership to achieve state certification.
4. Candidates must achieve a GPA of 3.0 or higher by the end of the program to be recommended for certification.

STUDENT SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

DEPARTMENT CHAIR SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

# Educational Leadership Tier 2 Certification Program

2022-2023 Graduate New Program Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

## Routing Information



## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department\*** Department of Leadership, Research, and School Improvement

**Is this a School of Nursing or School of Communication, Film and Media course?\***  Yes  No

**Is this a College of Education Program?\***  Yes  No

### Program Information

**Program Name\*** Educational Leadership Tier 2 Certification Program

**Degree Type\*** Certificate

**Program Description\*** This program is for individuals who already hold an Ed.S. or Ed.D. degree in leadership, but are seeking a Georgia performance-based certificate in Educational Leadership. The program affords candidates advanced preparation in Educational Leadership for both school level and system level leadership positions and will result in a Tier II certificate in Educational Leadership.

**Program Location\*** Online

**Status\***  Active-Visible  Inactive-Hidden

**How will the proposed program be delivered?\***  Face-to-Face  Online Only  Hybrid

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core


## PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

### Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

## Admission Requirements

- An Ed.S. or an Ed.D. degree from a nationally or regionally accredited institution
- Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.
- Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.
- Must have “Tier I”, “L”, or “PL” certification
- Must pass the Georgia Ethics for Educational Leadership Assessment (Test 380)

## Required Courses

**[Before] Performance-Based Residency Lab: 9 hours**

**EDLE 8301 Educational Leadership  
Residency Lab I**

**EDLE 8302 Educational Leadership  
Residency Lab II**

**EDLE 8303 Educational Leadership  
Residency Lab III**

**[Before] Performance-Based Residency Courses: 12  
Hours**

**EDLE 8304 Leadership for Organizational  
Change and Improvement**

**EDLE 8305 Effective Management to  
Promote Student Learning**

**EDLE 8306 Instructional Leadership for  
Improving**

**EDLE 8329 Leadership for Equity and  
Excellence**

**[After] PROGRAM NOTES: 1. Regular admission requires Tier I Certification (or a Ga PSC issued Professional L or PL Certificate in Educational Leadership). 2. Candidates must be employed in a leadership position as defined by the Ga PSC. As defined in 505-3-.77, the term leadership position refers to those positions requiring leadership certification as determined by the Ga PSC for placement on the state salary schedule. 3. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence. 4. Candidates must pass the Georgia Educational Leadership Performance Assessment to be eligible for certification. 5. Application for certification should be submitted at the completion of the program to the Ga PSC. 6. Candidates must achieve a GPA of 3.0 or higher by the end of the program to be recommended for certification.**

## Justification and Assessment

**Rationale\*** Students who currently take these courses as non-degree seeking students are only recognized externally by the Georgia Professional Standards Commission. Formalizing these courses as a UWG stand-alone certificate benefits the institution by being able to count these students as program completers. Students also have the benefit of having an official UWG certificate and become financial aid eligible. Three residency courses (EDLE 8301, 8302, and 8303) meet on the Newnan campus three times a semester. The remainder of the courses are offered fully online.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu).

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment


Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***  I have attached the Program Map.

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A - Assessment Plan is not required (minor is a part of an existing major).

**Curriculum Map Assessment\***  I have attached the Curriculum Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

<b>Assessment Plan</b>	
College	<b>College of Educa</b>
Degree	<b>Certificate</b>
Program	<b>Tier II - Educatio</b>
<b>Candidates implement learning opportunities for all students.</b>	<b>Strategic Plan Connection</b>
1. Candidates demonstrate the ability to build a collective vision of student academic success and well-being.	
2. Candidates demonstrate the ability to champion and support instruction and assessment that maximizes student learning and achievement.	

<p>3. Candidates demonstrate the ability to manage and develop staff members professional skills and practices in order to drive student learning and achievement.</p>	
<p>4. Candidates demonstrate the ability to cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student.</p>	



<p>5. Candidates demonstrate the ability to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff</p>	
<p>6. Candidates demonstrate ability to engage families and the outside community to promote and support student success</p>	
<p>7. Candidates demonstrate the ability to administer and manage operations efficiently and effectively.</p>	

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## onal Leadership

### Measure/Method

**How will data be collected: Vision Assignments associated with EDLE 8301** Data will be collected through tasks and assessments associated with the first of three semesters that make up the program internship/residency. The three courses EDLE 8301, 8302, and 8303 build on each other. In preparation for eventually implementing a targeted improvement plan, ILA, with a Professional Learning Community (PLC) group of educators within their school/district, candidates in EDLE 8301 complete four tasks related to visioning: attend an instructional session, develop a shared vision, examine their school/district vision against a set of research-based criteria, and apply their leadership vision to a school scenario. In Task 1, candidates attend a session on visions. This lesson addresses the purpose and rationale supporting visions, an examination of the components of personal and leadership visions. During this class, students examine various scenarios, a vision protocol, and research on the purpose of visioning. The second task has candidates examine personal and leadership visions using a variety of tools and research to first identify their beliefs and values. Candidates produce an essay explaining their values supporting the visions, and provide evidence for this task. Task 3 has candidates analyzing the effectiveness of their school's shared vision against the criteria for an effective shared vision, develop a rubric based on that research, then apply the rubric to the shared vision for their school or district stakeholders, research the process used to develop the vision, and rate the shared vision on the rubric developed. A reflection on the analysis completed student-developed rubric, provides evidence of task completion. The final task (#4) for visioning, has students assuming the role of a school leader in a scenario, the candidate uses their leadership vision to establish the processes, procedures, and expectations for the upcoming school year. A shared vision statement is developed. The timeline includes an explanation of the methods used to communicate the leadership vision, steps for working with a PLC, and the connection of the activity to the leader's leadership vision. The focus on visioning in EDLE 8301 forms the basis for the work with a PLC later in the program. In the last course of the internship, candidates will be leading and working with a PLC group on the implementation of the ILA, and it will be important to have a PLC group. Candidates will complete a discussion that identified their PLC group members, how/why they were selected, and reviews the process used to work with this group (establishing a vision, norms, roles, agendas, and minutes). The visioning tasks are aligned to the real work of a school/district leader. Tier 2 program are working professionals leading schools. Candidates are required to complete a standardized assessment, Performance Assessment for Educational Leaders (PAEL) sometime near the completion of their programs. The PASL assessment is aligned to the Performance Standards for Educational Leaders (PSEL) standards. The Georgia Professional Standards Commission (GaPSC) has adopted the PSEL standards and aligned the Georgia Educational Leadership Standards (GELS) components. The PSEL and GELS standards and elements have been aligned to the Tier 2 courses and program. PSEL Standard 1 addresses n

**How data will be collected: Professional Learning Plan (EDLE 8306)** In EDLE 8306, candidates examine curriculum, assessment, and instructional practices as an educational leader. Instructional practices are analyzed, along with outcome data, to identify curricular areas for improvement. The instructional practices are analyzed in classrooms, PLC groups, and Professional Learning Communities (PLC) groups within the school. In addition to the data collection and analysis, candidates conduct classroom observations using an observation tool developed by the student based on researched best practices. Using the collected data and information, candidates then develop a Professional Learning Plan (PLP) to address the identified need. The PL plan requires candidates to construct a data-informed, school-based plan for professional learning that builds on the instructional needs of students, to include students with disabilities, homeless students, limited or non-English proficient students, and others who are marginalized in the school environment. The candidate's success in meeting this SLO is evaluated with the Professional Learning Plan Key Assessment. The assessment includes elements on data analysis, identified learning needs, classroom observations, research to support the assessment task, as well as on the effectiveness and sustainability. The assignment is completed as part of the course and program requirements and the rubric is scored by the instructor. The exemplary percentage for the assignment is 73.43%. Educational leaders are expected to recognize effective instruction and implementation of PLCs. During clinical supervision cycles, candidates in EDLE 8306 work closely with a classroom teacher on improving an instructional skill or strategy. The clinical supervision cycle includes a meeting with the classroom teacher to collaboratively determine a focus and the observational tools for future classroom visits where data is collected. These classroom observations and data analysis sessions are followed with additional meetings and planning with the classroom teacher. Evidence of learning is collected at the end of the first cycle and then again at the end of the second clinical supervision cycle. Students are evaluated on the summary and reflection of the entire cycle. The reflection includes the work with the teacher, the classroom observation, the feedback provided to the classroom teacher, and the analysis of the overall process (e.g., what you did well on and how you would improve it).

**How will data be collected: LKES Self Assessment Plan, Reflection, and Videos (EDLE 8303)** Candidates in EDLE 8303, Leadership Residency leadership skills and competencies using an assessment tool aligned with the Leader Key Effectiveness System (LKES). LKES is used as an evaluation tool for educational leaders in Georgia. This instrument considers eight (8) performance standards/areas of leadership: Instructional Leadership, School Management, Organizational Management, Human Resources Management, Teacher and Staff Evaluation, Professionalism, and Communication/Community. LKES was first used as a preassessment in EDLE 8301, Leadership Residency Lab I, when students and their mentor completed the form based on their observations at the beginning of the EDLE Residency program for Tier 2. Along with rating the candidate on the LKES assessment tool, candidates and mentors identify areas for growth, and collaboratively write a plan for the candidate's self-improvement. A video of the meeting between the candidate and mentor, along with the sheets and the self-improvement plan, serve as evidence of task completion. Throughout the three-course residency, candidates implement strategies from the EDLE 8303 course, candidates and mentors meet again for another videotaped meeting to discuss the LKES rubric and the improvement plan based on the level of growth. Candidates also complete a reflective essay on their individual growth as a leader. Both the video and the reflective essay are due at course completion. All assessments related to the LKES analysis from both EDLE 8301 and 8303 are scored by the course instructor on a 4 pt.

**How will data be collected: Equity Leadership Project (EDLE 8329)** Tier 2 candidates consider inclusive leadership in numerous discussions, readings, and activities in the EDLE program. In EDLE 8329, Leadership for Equity and Excellence, candidates spend a semester completing a deep analysis of equity in education through the Equity Leadership Project (ELP). This assessment is a comprehensive assignment designed to give educational leadership candidates the opportunity to identify structures, processes, and practices that may contribute to creating inequities in a school/district. The assignment collects and analyzes data on students by ethnicity, disability, language, economic status, homelessness, gender, and other subgroups of students. In addition to the equity analysis, candidates are required to review to identify potential strategies and actions to address any identified inequities. These assignments provide candidates an opportunity to demonstrate their understanding of inclusive school community. Success criterion is determined by the course instructor using a 4 pt rubric with a 4 being exemplary. The rubrics measure specific areas or elements such as data collection and analysis, identification of strengths and areas for improvement. Candidates in the program are required to complete this course and the identified key assessments.

**How will data be collected: Increased Learning for All Plan (EDLE 8301, 8302, 8303) and Professional Learning Plan (EDLE 8306)** ELDE candidates complete assignments that focus on understanding, supporting, and improving instructional capacity. During the residency courses (EDLE 8301, 8302, 8303), candidates work in a school improvement cycle working toward the completion of their Increased Learning for All plan (ILA). In EDLE 8301, candidates analyze current data in an instructional area for improvement and write a SMART goal for the ILA. In EDLE 8302, candidates turn SMART goals into research questions and identify effective instructional strategies/practices to address the SMART goal and to answer the research questions. Candidates use information obtained from the literature review to write the ILA, an improvement plan for Increased Learning for All (ILA) students. The literature review is a thorough analysis of the literature related to the problem addressed. It is a synthesis of research involving studies that have been done on the targeted initiative and describes what candidates have learned from previous works. The primary purpose of the literature review is to increase the candidate's understanding of the instructional topic and to identify viable instructional practices within a framework of previous research. The review should provide strong evidence that the relevant literature in the field has been carefully researched and analyzed to determine effective instructional strategies. The literature review provides information the candidate needs regarding building the instructional improvement plan. The literature review assignment, part of EDLE 8302, is used to determine the success criterion of exemplary for this task. The assignment is assessed using a 4-point rubric by the course instructor. The 4 pt scale includes the categories of unacceptable, needs improvement, proficient, and exemplary. Candidates also facilitate a Learning Community (PLC), using their vision for leadership, to implement the ILA and to collect evidence of implementation during EDLE 8303. Candidates collect evidence of PLC implementation (e.g., agenda, minutes, data, student work samples). In addition, a video of the PLC members discussing the implementation progress, and next steps) is collected, along with a participant survey of the effectiveness of the PLC meetings, facilitation, and work. There is a final assessment outcome of the ILA implementation and the instructional capacity of teachers, as candidates are challenged throughout three semesters to research best practices, and work with teachers to build skills through learning communities. This assignment is completed as a part of the comprehensive assessment. The success criterion for this assignment is the percentage of students (mean) who met exemplary rating; graded using a 4-point rubric by the professor teaching the course. A 4 represents exemplary work, a 3 represents proficient work, a 2 represents emerging work, and a 1 represents unacceptable work. Rubrics have been developed and assessed. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are required to complete a standardized assessment (GACE/PASL) for Educational Leaders created by ETS near the completion of their program. Departmental faculty link each GACE element or strand to program standards/learning outcomes. --EDLE Leadership Candidates also address the instructional capacity of teachers in EDLE 8306, Leadership. The assessment for this course is the development of an effective Professional Learning (PL) Plan. The plan is developed based on the needs of the school. Candidates analyze assessment/learning data by students, classrooms, and grade levels. Observations of classroom instruction and PLC effectiveness are used in the development of the PL Plan. Along with determining teacher professional learning needs, candidates research adult learning theory and apply it to the identified instructional need. The PL plan is written to include detailed steps for the teacher learning experience and ways to increase the likelihood of success. The assessment/success criterion for EDLE 8306 is scored by the course instructor on a 4 pt rubric, where 4 is exemplary

**How will data be collected: Equity Leadership Project (EDLE 8329)** Candidate in EDLE 8329 complete the comprehensive assessment, The Equity Leadership Project. The assessment is designed to give educational leadership candidates the opportunity to practice conducting an Equity Audit to identify structures and practices that contribute to creating inequities for various diverse groups of students. The results of the audit identify potential opportunities for candidates to address with stakeholders. By using a systematic process to uncover these opportunities, candidates are in a better position to know areas, where families need increased support, engagement, and interaction with the school. The success criterion is the mean percentage of candidates who met 4.0 on a 4-point rubric by the professor teaching the course. A score of 4 represents exemplary work, a 3 represents proficient work, a 2 represents emerging work, and a 1 represents unacceptable work. Rubrics have specific areas or elements that are assessed. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are required to complete a standardized assessment (GACE/PASL) for Educational Leaders created by ETS sometime during the program. Departmental faculty link each GACE element or strand results to one or more of the program standards/learning outcomes

**How will data be collected: Talent Management Report (EDLE 8305)** Candidates focus on the multiple tasks associated with operational leadership. Candidates examine protocols for managing meetings, small groups, and disruptive events. School safety processes, emergency management, hiring new staff, and best practices are also included in EDLE 8305. For the comprehensive assessment in EDLE 8305, Talent Management Report, candidates collect data on current talent management practices, teacher recruitment strategies, teacher hiring procedures, teacher induction practices, and teacher retention rates. Using the collected data, candidates analyze the data, make commendations, and make recommendations regarding talent management in their current work setting. Research is strong on the connection between effective talent management and student learning; thus, hiring and retaining quality faculty and staff is imperative for a school leader. Due to the importance of human resource management, assessing this specific management criterion best fits the learning outcome. Percentage in AY columns mean the percentage of candidates who met the success criterion on a 4-point rubric by the professor teaching the course. A score of 4 represents exemplary work, a 3 represents proficient work, a 2 represents emerging work, and a 1 represents unacceptable work. Rubrics have specific areas or elements that are assessed. All candidates in the program are required to complete these courses and the identified key assessments. Candidates are required to complete a standardized assessment (GACE/PASL) for Educational Leaders created by ETS sometime during the program.


<b>Success Criterion</b>
--------------------------

Students score a minimum of 3 on a 4-point rubric.
--

Students select a rating of 4 or above for each program sub-standard.
---

Students score a minimum of 3 on a 4-point rubric.

Students select a rating of 4 or above for each program sub-standard.

Students score a minimum of 3 on a 4-point rubric.

Students select a rating of 4 or above for each program sub-standard.

AY



AY

AY

**Interpretation & Use of Results**

**Improvement Plan**

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Large empty light blue rectangular area for content.

**CURRICULUM MAPPING TEMPLATE**

INSTRUCTIONS	DEPARTMENT:	LEADERSHIP, RESEARCH, AND SCHOOL IMPROVEMENT	GEORGIA EDUCATIONAL LEADERSHIP STANDARDS (GELS) / STUDENT LEARNING OBJECTIVES (SLO)		GELS 1/ SLO 1	GELS 2/ SLO 2	GELS 3/ SLO 3	GELS 4/ SLO 4	GELS 5/ SLO 5	GELS 6/ SLO 6	GELS 7/ SLO 7
	PROGRAM:	Tier 2 Certification	COURSES		MISSION, VISION, AND CORE VALUES: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	CURRICULUM, INSTRUCTION, AND ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being	PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being	PROFESSIONAL COMMUNITY FOR TEACHERS AND STUDENTS: Effective educational leaders foster a professional community of teachers and other professional staff to ensure equitable opportunity and cultural responsiveness to promote each student's academic success and well-being.	RESOURCES TO SUPPORT STUDENT SUCCESS: Effective educational leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff	MEANINGFUL ENGAGEMENT OF FAMILIES & COMMUNITY: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being	SCHOOL OPERATIONS AND MANAGEMENT: Effective educational leaders administer and manage operations efficiently and effectively to support student learning success.
<p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>			1	EDLE 8301	I, R, M, A	I, R	I				
				2	EDLE 8302		I, R	I, R, M, A	I, R		
				3	EDLE 8303	M	I, R, M, A	R, M			
				4	EDLE 8304	R, M			I, R	I, R, M, A	
				5	EDLE 8305					R, M	R, M, A
				6	EDLE 8306	I	I, R, M, A	R, M			
				7	EDLE 8329	R		R, M	R, M, A	I, R	I, R
				8							
				9							
				10							
				11							
				12							
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				20							
				21							
				22							



# UNIVERSITY OF WEST GEORGIA

## Certification Only –Tier II Educational Leadership Program Sheet

Name: \_\_\_\_\_ Student # \_\_\_\_\_

Home Address: \_\_\_\_\_

District/Agency: \_\_\_\_\_ E-mail: \_\_\_\_\_

School/Department: \_\_\_\_\_

Supervising Administrator Name and Certificate Number: \_\_\_\_\_

Present Certification (Field and Level): \_\_\_\_\_

PLAN OF STUDY	Hours	Gr	Semester Planned (Utilize the <a href="#">Course Projection</a> to create plan of study)
<b>I. Performance-Based Residency Lab</b>	<b>9</b>		
EDLE 8301 Leadership Residency Lab I	3		
EDLE 8302 Leadership Residency Lab II	3		
EDLE 8303 Leadership Residency Lab III	3		
<b>II. Performance-Based Residency Courses</b>	<b>12</b>		
EDLE 8304 Leadership for Organizational Change and Improvement	3		
EDLE 8305 Effective Management to Promote Student Learning	3		
EDLE 8306 Instructional Leadership for Improving Schools	3		
EDLE 8329 Leadership for Equity and Excellence	3		
<b>Total Program</b>	<b>21</b>		

### PROGRAM NOTES

1. Regular admission requires Tier I Certification (or a Ga PSC issued Professional L or PL Certificate in Educational Leadership).
2. Candidates must be employed in a leadership position as defined by the Ga PSC. As defined in 505-3-.77, the term leadership position refers to those positions requiring leadership certification as determined by the Ga PSC for placement on the state salary schedule.
3. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence.
4. Candidates must pass the Georgia Educational Leadership Performance Assessment to be eligible for certification.
5. Application for certification should be submitted at the completion of the program to the Ga PSC.
6. Candidates must achieve a GPA of 3.0 or higher by the end of the program to be recommended for certification.

CANDIDATE SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

DEPARTMENT CHAIR SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

# School Improvement, Ed.D.

## 2022-2023 Graduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**If other, please identify.** Change in admissions requirements

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2022

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Leadership, Research, and School Improvement

Is this a School of Nursing or School of Communication, Film and Media course? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. \*  Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*  Program  Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description



**Program Name\*** School Improvement, Ed.D.

**Program ID - DO** 19  
**NOT EDIT\***

**Program Code - DO** 19  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The mission of the Doctor of Education in School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## **Program Overview**

The mission of the Doctor of Education in School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools. It is the goal of our program and its faculty that our graduates: Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research. Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement. Conduct research that can be applied to initiate and sustain PK - 12 school improvement. Lead evidence-based research efforts to promote and increase equitable student learning and development for all students. The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study.

## **Application Process**

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered. Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee. All applicants must have earned a Master's degree from a regionally or nationally accredited institution. A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work. Three letters of Recommendation: At least one letter must be from a current or past supervisor. (these forms are available, once you apply online) Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active email address. Official Transcripts: Request official transcripts from institutions that you have attended (must include undergraduate and graduate) even if only for transfer credit. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to [graduate@westga.edu](mailto:graduate@westga.edu). Essay: Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional practice or otherwise influenced you. (Include appropriate APA citations) Writing Sample: Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports. International

applicants must follow procedures and timelines of the UWG International

Student Admissions and Programs Office (ISAP). Finalists will be selected for a telephone or virtual interview.

## **Transfer of Credits**

In this 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 12 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions: work must have been completed within seven years of the date of admission to the Ed.D. degree program; work must have been applicable toward a graduate degree at the institution where the credit was earned; the coursework must be approved by the Ed.D. Director. courses must have been taken post Master's degree; (normally 7000 level courses or above) the courses must meet the thematic requirements for the AoC; and a grade of B or higher must have been earned in the coursework.

## **AoC (Area of Concentration)**

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include: English to Speakers of Other Languages (ESOL) Elementary Education Educational Leadership Instructional Technology K-12 Online Learning Media Specialist Reading School Counseling Special Education (General Curriculum)

## **For Georgia Students only**

The Doctor of Education in School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Elementary Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum. The following conditions/restrictions apply: The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field, The student must select the applicable, qualifying certification area as their minimum 15-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement. the hours must be taken at UWG as a part of this

... completing the hours must be taken as a part of the degree program, Educational Leadership students must meet the specific position requirements, and The program does not lead to initial certification. It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

## **General Academic Standards**

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences. A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours, or a combination of a C in coursework and a U in dissertation hours.

## **Academic Standing**

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program. Each student is reviewed regularly regarding the following: Academic progress and standards, Ethical, legal, and professional standards and performance in the program, and Progress on major program assessments. Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

## **Program of Study**

### **Core Content School Improvement (18 hours):**

**EDSI 9923 The Culturally Proficient Leader:  
Building Inclusive Environments**

**EDSI 9925 Policy Analysis for School  
Improvement**

**EDSI 9933 Leadership for Change**

**EDSI 9941 Organizational Theories and  
School Improvement**

260/276

**EDSI 9942 Advanced Instructional Practices**

**to Improve Schools**

**EDSI 9943 Advanced Principles of School Improvement**

**Elective (Select any one) (3 hours):**

**EDLE 8304 Leadership for Organizational Change and Improvement**

**EDLE 8305 Effective Management to Promote Student Learning**

**EDLE 8306 Instructional Leadership for Improving**

**EDLE 8312 School Finance and Resource Management**

**EDLE 8324 Ethical Leadership in Education**

**EDLE 8329 Leadership for Equity and Excellence**

**CEPD 8102 Lifespan Human Development**

**MEDT 8461 Diffusion of Innovations**

**MEDT 8463 Issues in Instructional Technology**

**MEDT 8465 Human Performance Improvement**

**ECSE 7560 Contemporary Issues in Education**

**ECED 7273 Family/Community Involvement for School Improvement**

**CEPD 8194 Research: Mixed Methods Analysis**

**[After] Or any other approved 7000 or above course**

**Research (12 hours):**

**EDSI 9960 Research Design**

**EDSI 9961 Quantitative Research Methods**

**EDSI 9962 Qualitative Research Methods**

**EDSI 9171 Program Evaluation**

**Doctoral Seminar (3 hours):**

**EDSI 9901 Doctoral Seminar**

**Dissertation (9 hours):**

**EDSI 9998 Research for Doctoral  
Dissertation**

**Area of Concentration (AoC) (15 hours)**

**Total Program: 60 hours**

**Program Notes: 1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies. 2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor. 3. Additional program policies are outlined on the School Improvement Doctoral Program website.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** The GRE no longer serves as an important predictor in doctoral student success. Previous leadership experience is a stronger predictor for our students. Therefore, the program would like to remove the GRE admissions requirement and focus on updating the writing sample and essay requirements that applicants submit, along with the interviews that are conducted with finalist applicants about their leadership experience and attributes.

Removing the GRE also makes this doctoral program consistent with the other two doctoral programs in the College of Education that no longer require it for admission.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

**Please select all that apply.\***

- This change affects 25-49% of the program's curriculum content.
- This change affects 25-49% of the program's length/credit hours.
- This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- This change affects 50% or more of the program's curriculum content.
- This change affects 50% or more of the program's length/credit hours.
- This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- None of these apply


**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments



## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment


Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***

- I have attached the Program Map/Sheet.  
 N/A - I am not making changes to the program curriculum.

**Assessment Plan\***

- I have attached the Assessment Plan.  
 N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## **Addendum III**

## **UWG Graduate Faculty**

The Graduate Faculty shall consist of faculty and others recommended for appointment by their department/program heads or academic deans and approved by the Dean of the respective college/school. Individuals may be appointed to the graduate faculty as a tenure-track, associate, or adjunct member.

**Requisites for appointment shall normally be as follows:**

### **Tenure-Track Graduate Faculty**

- Full-time tenured/tenure-track faculty status with a rank of at least assistant professor
- Earned doctorate or equivalent (terminal degree in the field)
- Published works and/or recognized accomplishments in research and/or teaching
- Recommendation for appointment by the appropriate department/program head or academic dean
- Approval of *Graduate Faculty* appointment is given by the Dean of the respective college/school with final approval given by the Provost and Vice President of Academic Affairs

### **Associate Graduate Faculty**

- Full-time faculty with rank of at least clinical assistant professor, lecturer, visiting assistant professor, or equivalent status as designed by each college.
- Earned doctorate in the discipline/field or equivalent (terminal degree in the a closely-related discipline from an accredited institution with exceptions for specialized expertise needed)
- Published works and/or recognized accomplishments in research and/or teaching
- Recommendation for appointment by the appropriate department/program head or academic dean
- Approval of *Graduate Faculty* appointment is given by the Dean of the respective college/school with final approval given by the Provost and Vice President of Academic Affairs
- Statement describing the special expertise that the faculty member brings to the graduate program and the faculty members qualifications that contribute to the work and progress of graduate students

### **Adjunct Member of Graduate Faculty**

- Part-time and adjunct graduate faculty are primarily responsible for teaching class(es) and additional responsibilities may be assigned by the respective dean of each college. Emerita or affiliate faculty may also be approved for adjunct member status.
- Earned doctorate or equivalent (terminal degree in a closely-related discipline from an accredited institution with exceptions for specialized expertise needed).
- Recommendation for appointment by the appropriate department/program head or academic dean
- Approval of *Graduate Faculty* appointment is given by the Dean of the respective

college/school with final approval given by the Provost and Vice President of Academic Affairs

- Statement describing the special expertise that the faculty member brings to the graduate program and the faculty members qualifications that contribute to the work and progress of graduate students.
- In-lieu-of a terminal degree the candidate must demonstrate 1) exceptional scholarly activity or professional experience, 2) experience teaching graduate level classes, or 3) high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity or professional experience in a particular area related to the course or other assignment.

## Process

### 1. Timeline

- A request for Tenure or Tenure-track Graduate Faculty status is submitted with appointment, and renewal is automatic upon award of tenure or successful completion of post-tenure review.
  - A request for Associate Graduate Faculty status is submitted with appointment and renewed at least every three years.
  - A request for Adjunct Graduate Faculty status is submitted with appointment and renewed every year.
  - Upon recommendation from the department/program head or academic dean, the Dean of the college/school holds authority to rescind graduate faculty status as appropriate.
2. A department/program head recommending a faculty member for any graduate faculty status must complete the standardized Request for Appointment to the Graduate Faculty form and supply appropriate supportive documents, including:
- Current/Up-to-Date curriculum vitae
  - Justification of special expertise or qualifications as indicated
  - Other information as requested above
3. The department/program head or academic dean forwards the request form and supporting documentation to the Dean of the appropriate college/school
4. Upon recommendation of the department/program head or academic dean, the Dean of the College/School considers each faculty member's materials and renders a decision for approval or disapproval for *Tenure or Tenure-track, Associate, or Adjunct graduate faculty status*. Final approval is given by the Provost and Vice President of Academic Affairs.
5. A faculty member wishing to appeal a decision for any level of graduate faculty status pursuant to these guidelines must notify the Dean or Department Chair of the college/school in writing with the submission of relevant information in support of their appeal within 10 working days. Upon receipt of the Dean or Department Chair 's response, both the faculty member's request for reconsideration and the Dean or Department Chair's response written information are to be sent to the Provost & Vice President of Academic Affairs with a copy sent to the Dean of the Graduate School. The final determination is made by the Provost &

Vice President of Academic Affairs and sent in writing to the faculty member within 10 working days with all others copied on this decision. If denied, the decision can include recommendations on how to remedy identified deficiencies, but is not a guarantee of acceptance.

## **Addendum IV**

Catalog Changes for 2022-23  
Graduate School

1. Clarification of transfer credit policy for graduate students.

Current Policy (p. 54):

A maximum of 6 semester credit hours of graduate credit, unless otherwise allowed, may be transferred from another accredited institution, subject to the following conditions:

- Work applied to a completed degree cannot be accepted (except when approved for the Ed.D. in School Improvement program).
- Work must have been completed within the six to eight-year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information.
- Work must have been applicable toward a graduate degree at the institution where the credit was earned.
- Only grades of B or better may be transferred.
- Work offered for transfer must be approved by the College/School Director of Graduate Studies, Graduate Program Director, and the Academic Advisor.
- Once approved, a completed Request for Graduate Transfer of Credit form should be sent to the Graduate School for processing.

Proposed Policy:

A maximum of 6 semester credit hours of graduate credit, unless otherwise allowed, may be transferred from another accredited institution, subject to the following conditions:

- Work applied to a completed degree cannot be accepted (except when approved for the Ed.D. in School Improvement program).
- Work must have been completed within the six to eight-year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information. **The period for transfer credit will be calculated from the first day of the first semester of the degree program at UWG.**
- Work must have been applicable toward a graduate degree at the institution where the credit was earned.
- Only grades of B or better may be transferred.
- Work offered for transfer must be approved by the College/School Director of Graduate Studies, Graduate Program Director, and the Academic Advisor.
- Once approved, a completed Request for Graduate Transfer of Credit form should be sent to the Graduate School for processing.

2. Policy for completing the grade of Incomplete

Current Policy (p. 48):

Grading System for Graduate Students

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An "I" must be removed by the completion of work within one calendar year or the "I" will become an "F". The F grade will be calculated into the grade point average.

Proposed Change:

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An "I" must be removed by the completion of work **within the time frame set by the professor, not to exceed** one calendar year **from the last day of classes**, or the "I" will become an "F". The F grade will be calculated into the grade point average.

### 3. Admission Policy regarding Transcripts

Current Policy (p. 21)

How to Apply

The Graduate School admissions office receives all documents in the admissions process. This includes the online application, standardized test scores (e.g., GRE, GMAT), all official transcripts, citizen or immigration documents, letters of recommendation, personal statements, essays, or any other documents that are a part of the admission process for any graduate program. A degree from a regionally accredited institution is required.

Proposed Change:

How to Apply

The Graduate School admissions office receives all documents in the admissions process. This includes the online application, standardized test scores (e.g., GRE, GMAT), all official transcripts, citizen or immigration documents, letters of recommendation, personal statements, essays, or any other documents that are a part of the admission process for any graduate program. A degree from a regionally accredited institution is required.

**Students applying for a post-master's degree (i.e. Ed.S., Ed.D. or Ph.D.) or post-master's certification only need to submit transcripts from degree-granting institutions.**



# Addendum V

**PROPOSED MODIFIED VERSION**

- A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Meetings may be held virtually if it is determined by the Senate that the virtual modality is the best venue for accomplishing the work assigned to the Senate and its committees. If a Senate member is unable to attend a Senate Meeting, a faculty proxy may be appointed by the Senator to attend the meeting as a voting member in his or her place. If a proxy is attending in the place of a Senator, then the Senator must notify the Executive Secretary that a proxy will be attending the scheduled Senate meeting. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

**PROPOSED REVISED VERSION**

- A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Meetings may be held virtually if it is determined that modality to be the best venue for accomplishing the work assigned to the Senate and its committees. If a Senate member is unable to attend a Senate Meeting, a faculty proxy may be appointed by the Senator to attend the meeting as a voting member in his or her place. If a proxy is attending in the place of a Senator, then the Senator must notify the Executive Secretary that a proxy will be attending the scheduled Senate meeting. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

## **Addendum VI**

Rules Committee Information Item

*UWG Policies and Procedures Manual*

Article III. By-Laws of the Faculties and Faculty Senate

Discussion of possible modification of Section F: Quorum

- F. QUORUM. A quorum for the Senate and its committees shall be fifty (50) percent of the membership of the respective bodies.