Memorandum

To: General Faculty

Date: March 11, 2008

Regarding: Agenda, Faculty Senate Meeting, March 14, 2008 at 3.00 pm in Humanities 1-303

The agenda for the, February 1st Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the February 1, 2008 meeting (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)

Action Items: (See Addendum II)

A) College of Arts and Sciences

1) Department of Anthropology
   a) Anthropology Program – B.A. with a Major in Anthropology
      Request: modify
      Action: approved—with friendly amendment

   b) ANTH 4125
      Request: add
      Action: approved

   c) ANTH 4184
      Request: modify
      Action: approved

2) Department of Biology
   a) BIOL1020L
      Request: delete
      Action: approved

   b) BIOL 2150
      Request: delete
      Action: approved

   c) BIOL 3983
      Request: delete

Action: approved

d) BIOL 4150
Request: delete
Action: approved

e) BIOL 4231
Request: delete
Action: approved

3) Department of English/Philosophy
   a) English Education Track
   Request: modify program
   Action: approved

   b) ENGL 4238
   Request: Course Add
   Action: Approved with friendly amendment to include Teacher Handbook from the College of Education as one of the required text

   c) ENGL 4286
   Request: Course Add
   Action: Approved with friendly amendment to include information from the Teacher Handbook.

   d) Africana Studies Minor
   Request: program modify
   Action: approved—with friendly amendment to include a statement regarding benefits to students who take the program.

   e) Course: ENGL 3350
   Request: add
   Action: approved

4) Department of Foreign Languages and Literatures
   a) Course: GRMN 4260
   Request: add
   Action: approved—with friendly amendment to change course objectives to ones that are measurable.

5) Department of Geosciences
   a) Course: BS Degree in Geosciences
   Request: program modify
   Action: approved—with friendly amendments

   b) Course: GEOG 3800
   Request: Add
   Action: approved—with friendly amendment to change course objectives to ones that are measurable.

   c) Course: GEOL 4063
   Request: modify

Action: approved

6) Department of History
   a) Course: HIST3350
      Request: add
      Action: approved

   b) Course: XIDS3300
      Request: delete
      Action: approved

7) Department of Mathematics
   a) MATH 1112
      Request: delete
      Action: approved

B) College of Education
   1) Department of Special Education and Speech Language Pathology
      a) Speech-Language Pathology
         Request: modify program
         Action: approved—pending TEAC approval

      b) SPED 3715
         Request: modify
         Action: approved

      c) SPLA 4722
         Request: modify
         Action: approved

      d) SPLA 4724
         Request: add
         Action: approved

      e) SPLA 4784
         Request: add
         Action: approved

      f) SPLA 4790
         Request: delete
         Action: approved

      g) SPLA 4791
         Request: delete
         Action: approved

C) Richards College of Business

   1) Department of Economics
      a) ECON 3480
         Request: modify

Action: approved—with friendly amendment to change course objectives to ones that are measurable

2) Department of Management
   a) Management Information Systems
      Request: modify program
      Action: approved

Information Items:

A) College of Arts and Sciences

1) Department of Anthropology
   a) ANTH 2002
      Request: modify
      Action: approved

2) Department of Biology
   a) BIOL 1011
      Request: modify
      Action: approved

   b) BIOL 1012
      Request: modify
      Action: approved

   c) BIOL 1013
      Request: modify
      Action: approved

   d) BIOL 1014
      Request: modify
      Action: approved

   e) BIOL 1107
      Request: modify
      Action: approved

   f) BIOL 2021
      Request: modify
      Action: approved

   g) BIOL 2030
      Request: modify
      Action: approved

   h) BIOL 2983
      Request: modify
      Action: approved

   i) BIOL 3221
      Request: modify

Action: approved

j) BIOL 3223
Request: modify
Action: approved

k) BIOL 3226
Request: modify
Action: approved

l) BIOL 3231
Request: modify
Action: approved

m) BIOL 3232
Request: modify
Action: approved

n) BIOL 3310
Request: modify
Action: approved

o) BIOL 3513
Request: modify
Action: approved

p) BIOL 3526
Request: modify
Action: approved

q) BIOL 3621
Request: modify
Action: approved

r) BIOL 4241
Request: Modify
Action: approved

s) BIOL 4242
Request: modify
Action: approved

t) BIOL 4245
Request: modify
Action: approved

u) BIOL 4440
Request: modify
Action: approved

v) BIOL 4441
Request: modify

Action: approved

w) BIOL 4445
Request: modify
Action: approved

x) BIOL 4450
Request: modify
Action: approved

y) BIOL 4503
Request: modify
Action: approved

z) BIOL 4520
Request: modify
Action: approved

aa) BIOL 4541
Request: modify
Action: approved

bb) BIOL 4732
Request: modify
Action: approved

cc) BIOL 4983
Request: modify
Action: approved

dd) BIOL 4984
Request: modify
Action: approved

3) Department of Foreign Languages and Literature
a) FORL 4501
Request: modify
Action: approved

4) Department of Mathematics
a) MATH 1113
Request: modify
Action: approved

B) College of Education

1) Department of Physical Education and Recreation
a) SPMG 3662
Request: modify
Action: approved

b) SPMG 3663

Request: modify
Action: approved

c) SPMG 3664
Request: modify
Action: approved

d) SPMG 4665
Request: modify
Action: approved

e) SPMG 4667
Request: modify
Action: approved

C) Richards College of Business

1) Department of Accounting and Finance
   a) ACCT 3285
   Request: modify
   Action: approved

2) Department of Management
   a) CISM 3335
   Request: modify
   Action: approved

   b) CISM 3340
   Request: modify
   Action: approved

   c) CISM 4310
   Request: modify
   Action: approved

Committee III: Faculty Administrative Staff Personnel

Information Item:

A) In an effort to better align them with the campus mission statement and with Board of Regents policy changes, FASP presents these draft revisions to the UWG Promotion and Tenure Policies (FH 103.0302).

103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria for tenure are prescribed by Board of Regents Policies, 803.09: superior teaching, demonstrated excellence in instruction; research or academic achievement, as appropriate to the institution; outstanding service to the institution, profession or community; and professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. For employment or promotion to Associate Professor or Professor, one must have demonstrated some achievement in all four areas. For those faculty members whose primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the faculty member's major responsibilities lie (See BOR 803.07).

Personnel holding faculty rank should be aware that "some achievement" is a relative term. Considerable, even noteworthy, achievement in teaching; research or academic achievement; service to the institution, profession or community; and professional growth and development may thus be necessary to be successful in being approved for promotion.

As the institution becomes more diverse in the types of programs offered and clienteles served, it might reasonably have different levels of expectation for faculty in different programs. For faculty members teaching at the graduate level, contributions should include ones that reflect a competitive selection process. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of research and professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a research and professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM requirements by rank for meeting each criterion:

A. To Be Promoted to Senior Lecturer

Noteworthy achievement in areas 1 and 2 is required. There must also be some achievement in areas 3 and 4.

1. **Teaching.** Demonstration of potential for effectiveness in teaching with evidence from student evaluations (See Section 103.06) and from additional sources (See 103.0302,E,1).
2. **Research or Academic Achievement.** Beyond a required graduate degree in the discipline, demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness (See103.0302,E,2) .
3. **Service to the Institution, Profession or Community.** Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees (See 103.0302,E,3) .
4. **Professional Growth and Development**. Demonstration of efforts by the candidate to continually expand knowledge or improve skill sets related to teaching, research or service (See 103.0302,E,4).

B. To Be Promoted to Assistant Professor

Noteworthy achievement in areas 1 and 2 is required. There must also be some achievement in areas 3 and 4.

1. **Teaching.** Demonstration of potential for effectiveness in teaching with evidence from student evaluations (see Section 103.06) and from additional sources (See 103.0302,E,1).
2. **Research or Academic Achievement.** Beyond a terminal degree in the discipline, demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness (See103.0302,E,2). Those holding academic rank in the Library must earn a second graduate degree.
3. **Service to the Institution, Profession or Community.** Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees (See103.0302.E,3).
4. **Professional Growth and Development**. Demonstration of efforts by the candidate to continually expand knowledge or improve skill sets related to teaching, research or service (See 103.0302,E,4).

C. To Be Promoted to Associate Professor

In addition to noteworthy achievement in two areas, some achievement in all four areas is required (See 103.0302.Forward).

1. **Teaching.** Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching with evidence from student evaluations (See Section 103.06) and from additional sources (See 103.0302,E,1).
2. **Research or Academic Achievement**. Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness (See 103.0302,E,2).
3. **Service to the Institution, Profession or Community**. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or systemwide committees (See 103.0302,E,3) .
4. **Professional Growth and Development**. Demonstration of efforts by the candidate to continually expand knowledge or improve skill sets related to teaching, research or service (See 103.0302,E,4).

D. To Be Promoted to Professor

In addition to noteworthy achievement in two areas, some achievement in all four areas is required (See 103.0302.Forward).

1. **Teaching.** Demonstration of a clear and convincing record of a high level of sustained effectiveness with evidence from student evaluations (See Section 103.06) and from additional (See 103.0302,E,1).
2. **Research or Academic Achievement.** Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline (See 103.0302,E,2).
3. **Service to the Institution, Profession or Community.** Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees or service to the profession or community (See 103.0302,E,3).
4. **Professional Growth and Development**. Demonstration of efforts by the candidate to continually expand knowledge or improve

103.0302 E. Evidentiary Sources Relevant to Promotion

1. **Teaching**

   The University of West Georgia values quality teaching. Aligned with the goals established in the university's mission are a number of activities related to teaching in which evidentiary sources can be framed. These include 1) faculty-directed student research and professional activities that complement classroom learning; 2) faculty research, scholarship, and creative endeavors that contribute to quality instruction; 3) systematic investigation of teaching and student learning that fosters innovation in teacher, professional, and pre-professional preparation; and 4) the use and exploration of existing and emerging technologies that improve opportunities for student learning.

   Along with evidence from student evaluations, evidentiary sources for the area of teaching include, but are not limited to, the following:

   a. Honors or special recognitions for teaching accomplishments (e.g., successful teaching in the UWG Honors Program, teaching awards).
   b. Letters from former students attesting to the candidate's instructional abilities.
   c. Successful direction of individual student work (e.g., faculty-directed student research, independent projects, theses, dissertations, artistic projects or performances, exit papers.)
   d. Effectiveness as shown by peer evaluation.
   e. Scholarship related to one's teaching that focuses on student learning and that is well grounded in the sources and resources appropriate to the field.
   f. Successful development of courses.

g. Development of effective curricula and/or instructional methods, including, but not limited to, the examination of existing and emerging technologies for the purpose of improving student learning.

2. **Research or Academic Achievement**

The University of West Georgia values the contributions its faculty makes through research and academic achievement. Aligned with the goals established in the university's mission are activities related to research or academic achievement in which evidentiary sources can be framed. These include the attainment of graduate or terminal degrees in the discipline and faculty research, scholarship, and creative endeavors that 1) promote knowledge, 2) enhance professional development, 3) contribute to quality instruction, and 4) provide for significant student involvement and field-based experience.

Evidentiary sources for the area of research or academic achievement include, but are not limited to, the following:

a Attainment of a graduate degree in the discipline.
b Attainment of a terminal degree in the discipline.
c Presentations before learned societies and professional organizations.
d Scholarly publications.
e Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
f Receipt of competitively awarded grants for teaching, research or creative activity, or service.
g Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
h Successful exhibitions of creative works in which such works are invited or selected after competitive review.
i Development of scholarly applications of technology (e.g., laboratory devices, computer software packages or programs, videotapes).
j Consultation that involves scholarly application of professional expertise.

3. **Service**

The University of West Georgia is committed to service for the public good. Aligned with the goals established in the university's mission are activities related to institutional and public service in which evidentiary sources can be framed. These include 1) a broad range of public service activities and proactive partnerships that: promote effective utilization of human and natural resources; contribute to economic, social, and technical development; improve teaching quality and student learning in P12 schools; and enhance the quality of life within the University's scope of influence; and 2) activities that increase opportunities for students' academic success and personal development or that enhance the climate of campus life.

Evidentiary sources for the area of service include, but are not limited to, the following:

a Successful development of service programs or projects.
b Effective service-related consultation work or technical assistance.
c Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
d Effective advisement of student organizations.
e Successful counseling/advising of students.

f Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
g Honors, awards, and special recognitions for service to the institution or the community.
h Significant contributions to the improvement of student, faculty, or community life.
i Successful mentoring of colleagues.

4. **Professional Growth and Development**

The University is committed to the professional development of its faculty. Opportunities for intellectual and personal development of the faculty are foundational to the University's mission. Therefore, the University recognizes the efforts of the faculty to continually expand their knowledge and improve their skill sets, and it identifies specific evidentiary sources aligned with professional growth and development.
Evidentiary sources for the area of professional growth and development include, but are not limited to, the following:

a Presentations before learned societies and professional organizations.
b Honors and awards for research, scholarship, or other creative activities.
c Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
d Receipt of competitively awarded fellowships, or admission to seminars related to teaching, one's discipline, scholarship, and/or creative activities.
e Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
f Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
g Development of scholarly applications of technology (e.g., laboratory devices, computer software packages or programs, videotapes).
h Consultation that involves scholarly application of professional expertise.
i Participation in on-campus and off-campus workshops, conferences or seminars designed to impart knowledge or skills that enhance teaching, research or service.
j Scholarship related to one's teaching that focuses on student learning and that is well grounded in the sources and resources appropriate to the field.

Committee IV: Learning Resources Committee (Chair, Aran MacKinnon)

Information Item:

A) The committee recommended the following research proposals for the funding indicated.

Name	Amount Awarded
Heidi Banford	$1,500.00
Danilo Bavlen	$1,183.00
Christopher Berg	$1,500.00
Keith Bohannon	$1,383.00
Marty Bray	$1,161.00
David Bush	$1,183.00
Stanley Caress	$1,282.00
Lisa Crafton	$1,170.00
Eilis Crean	$1,500.00

Michael de Nie	$1,500.00
Stuart Douglas	$1,147.00
Julia Farmer	$1,500.00
Megumi Fujita	$1,500.00
Cristine Goldberg	$1,172.00
Jonathan Goldstein	$1,500.00
Daniel Helminiak	$1,034.00
Curtis Hollabaugh	$1,500.00
John Hansen	$1,500.00
Julie Bartley	$1,500.00
Farooq Khan	$1,500.00
Euisuk Kim	$1,183.00
Leos Kral	$1,500.00
Sooho Lee	$1,500.00
Elaine MacKinnon	$1,183.00
David Morgan	$1,183.00
Meg Pearson	$1,383.00
Partha Ray	$1,500.00
Ron Reigner	$1,228.00
Ravic Ringlaben	$1,183.00
Debrah Santini	$1,183.00
Spencer Slattery	$1,383.00
Marjorie Snipes	$1,500.00
Satyanarayanna Swamy-Mruthinti	$1,500.00
Christopher Tabit	$1,218.00
Tim Chowns	$1,500.00
Gary Van Valen	$1,500.00
Mohammad Yazdani	$1,158.00

Committee IX: Graduate Studies (Chair, Skip Clark)

(See Addendum III)

Action Items:

A) College of Arts and Sciences
   1) Department of History
      a) History Department's Graduate Program
         Request: Modify
         Action: approved

   2) Department of Psychology
      b) PSYC 8102
         Request: Add
         Action: approved

      c) PSYC 8103
         Request: Add
         Action: approved

      d) PSYC 8185
         Request: Add

Action: approved

e) PSYC 8260
Request: Add
Action: approved

f) PSYC 8270
Request: Add
Action: approved

g) PSYC 8280
Request: Add
Action: approved

h) PSYC 8290
Request: Add
Action: approved

i) PSYC 8300
Request: Add
Action: approved

j) PSYC 8301
Request: Add
Action: approved

k) PSYC 8581
Request: Add
Action: approved

l) PSYC 8584
Request: Add
Action: approved

m) PSYC 9999
Request: Add
Action: approved

B) College of Education

1) Media and Instructional Technology
   a) Ed. S. in Media (Media Track)
   Request: Modify
   Action: Approved

2) Special Education and Speech Language Pathology
   a) SLPA 6741
   Request: Add
   Action: approved

   b) SLPA 6761
   Request: Add

Action: approved

c) SLPA 6798
Request: Delete
Action: approved

d) SPED 7985
Request: Delete
Action: approved

Information Item:

The following minutes were approved by COGS and may be viewed at http://www.westga.edu/~cogs/minutes/

- December 12, 2007 approved January 16, 2008

Senate Ad-Hoc Rules Committee (Co-Chairs, Dr. Janet Donohoe and Dr. Aran MacKinnon)

Information Item:

The Senate Ad-hoc Rules Committee is currently in the process of drafting recommendations for the consideration of the Faculty Senate and approval by the President of the University of West Georgia. These recommendations may include the following:

- To establish a University Ombudsperson
- To Establish a Salary and Budget Committee
- To establish a faculty member as Executive Secretary to presides over Senate
- To expand Senate to represent the broader and growing membership of faculty in the campus community
- To establish Co-chambers for Staff and Students
- To establish an elected Senate Executive to replace or merge with PAC
- To establish a permanent Rules Committee
- To enhance Faculty roles in governance as direct contributors in decision-making at all levels
- To enhance direct lines of communication between faculty and all levels of administration
- To establish an online information clearing house for all senate committee reports, information and minutes

Further to this process the Ad-hoc Rules Committee plans to hold open 'Town Hall' meetings to facilitate as wide a range of comments and inputs as possible. These will be announced in due course.

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Minutes
February 1, 2008

Date: Feb. 1, 2008

Call to Order: The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. Chair pro-tem Randy Hendricks called the meeting to order at: 3:00 p.m. Chris Huff served as secretary.

Roll Call: Aanstoos, Abbot, Chibbaro, Elman, Fulkerson, (Hazari for Gaytan), Hendricks, Huff, Kirk, Lloyd, MacKinnon, McCord, Moffeit, Murphy, Packhard, Webb

Not in Attendance: Best, Gunnels, Harkins, Mowling, Pencoe, Ramanathan, Smith Snipes, Thomas-Fair

Minutes: The minutes of the December 7, 2007, meeting of the Faculty Senate were approved.

Committee I: Undergraduate Academic Programs
Action Items:
A) College of Arts and Sciences

1) Department of English and Philosophy
   a) ENGL 4238 - Request: Add - Action: Approved
   b) ENGL 4286R - Request: Add - Action: Approved
   c) B.A. in Philosophy: Religion Track - Request: Modify - Action: Approved
   d) PHIL 3220 - Request: Add - Action: Approved
   e) PHIL 3240 - Request: Delete - Action: Approved
2) Department of Mass Communications and Theatre Arts
   a) B.A. Degree with a Major in Theatre - Request: Modify Theatre Major Electives - Action: Approved
   b) BA Degree with a Major in Theatre - Request: Modify Major Requirements - Action: Approved
   c) Minor in Theatre - Request: Modify Minor Requirements - Action: Approved
   d) THEA 1112 - Request: Add - Action: Approved
   e) THEA 2111 - Request: Add - Action: Approved
   f) THEA 2100 - Request: Add - Action: Approved
   g) THEA 2112 - Request: Add - Action: Approved
   h) THEA 3112- Request: Add - Action: Approved

Information Items:
Course modifications presented.

Committee VI: General University Matters
Information Item:
A) Campus Safety Survey – Reminder to complete this survey.

Committee VII: Institutional Studies and Planning
Action Item:

A) Ratify Strategic Planning Process – Motion to ratify approved with further motion approved to charge the planning subcommittees to address sustainability, social responsibility and green consciousness as part of their considerations.

Committee IX: Graduate Studies
Action Items:

A) College of Arts and Sciences
1) Department of Music
   a) MUSC 5240 - Request: Add - Action: Approved
2) Department of Nursing
   a) MSN in Nursing Education - Request: Modify - Action: Approved
   b) MSN in Health Systems Leadership Leader/Manager- -Request: Modify - Action: Approved
   c) MSN Health Systems Leadership Clinical Nurse Leader - Request: Modify - Action: Approved
   d) NURS 6402 - Request: Delete - Action: Approved
   e) NURS 6403 - Request: Add - Action: Approved
   f) NURS 6404 - Request: Add - Action: Approved
   g) NURS 6500 - Request: Add - Action: Approved
3) Psychology Department
   a) PSYC 6085 - Request: Add - Action: Approved

B) College of Education
1) Educational Leadership and Professional Studies
   a) Leadership Certification PL-6 or PL-7 - Request: Add - Action: Approved
   b) Educational Specialist Program in Educational Leadership - Request: Add - Action: Approved
   c) Masters Program in Educational Leadership - Request: Add - Action: Approved
   d) Teacher Leader Endorsement - Request: Add - Action: Approved
   e) EDLE 6313 - Request: Add - Action: Approved
   f) EDLE 6323 - Request: Add - Action: Approved
   g) EDLE 6325 - Request: Add - Action: Approved
   h) EDLE 6327 - Request: Add - Action: Approved
   i) EDLE 6329 - Request: Add - Action: Approved
   j) EDLE 6330 - Request: Add - Action: Approved
   k) EDLE 6331 - Request: Add - Action: Approved
   l) EDLE 6332 - Request: Add - Action: Approved
   m) EDLE 6341 - Request: Add - Action: Approved
   n) EDLE 6342 - Request: Add - Action: Approved
   o) EDRS 6303 - Request: Add - Action: Approved
   p) EDLE 8301 - Request: Add - Action: Approved
   q) EDLE 8302 - Request: Add - Action: Approved
   r) EDLE 8303 - Request: Add - Action: Approved
   s) EDLE 8329 - Request: Add - Action: Approved
2) Physical Education and Recreation
   a) SPMG 6001 - Request: Add - Action: Approved
   b) SPMG 6110 - Request: Add - Action: Approved
   c) SPMG 6102 - Request: Add - Action: Approved

C) Richards College of Business
1) Management
   a) M.Ed. in Business Education (option) - Request: Modify - Action: Approved
   b) M.Ed. in Business Education (Non-Certification) - Request: Modify - Action: Approved

c) Ed.S. Business Education - Request: Modify - Action: Approved

Information Items:
COGS minutes may be viewed at http://www.westga.edu/~cogs/minutes/

New Business:
The senate thanked and applauded Dr. Micheal Crafton for his work on the Stategic Plan.

Announcements:
The Faculty Senate Ad Hoc Rules Committee reports that Dr. Aran MacKinnon and Dr. Janet Donohoe have been selected as chairs. The committee has begun reviewing the Faculty Senate structures and governance.

Meeting Adjourned.

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Anthropology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☐ Course ☑ Program

☑ Modify ☐ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☑ Description
- ☑ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

(see attached)

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

1-7-08
Department Chair Date

Department Chair (if cross listed) Date

1/11/08
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Fulkerson 2-28-08
Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

****Proposed Program Sheet (See Track Changes for difference in credit hours)****

ANTHROPOLOGY MAJOR 2008-09

Pafford 338 – 678-839-6455
http://www.westga.edu/~anth

B.A. DEGREE WITH A MAJOR IN ANTHROPOLOGY		Hours	
Core Areas A through E (see pages 122-28 of Undergraduate Catalog)		42	
Core Area F, Major Specific Courses		18	
ANTH 1102 (*Introduction to Anthropology*)	3		
Choose two: ANTH 2001 (*Case Studies in Archaeology*); ANTH 2002 (*Case Studies in Sociocultural Anthropology*); ANTH 2003 (*Case Studies in Physical Anthropology*)	6		
Foreign Languages 2001, 2002	0-6		
Remaining Hours selected from: 1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH)	3-9		
Requirements for the Major			
Major Courses Required		~~29~~	Deleted: 30
Anthropological Thought (ANTH 4100-*History of Anthropological Thought*)	3		
Archaeology (ANTH 3105-*Archaeology*)	3		
Linguistics (ANTH 4173-*Language and Culture*)	3		
Physical Anthropology (ANTH 3106-*Physical Anthropology*)	3		
Socio-Cultural Anthropology			
Choose 1: (ANTH 3186-*Anthropology of Gender*, ANTH 4144-*Peoples and Cultures of Latin America*, ANTH 4155-*Peoples and Cultures of Sub-Saharan Africa*, or ANTH 4170-*Myth, Magic, and Religion*)	3		
Methods Course			
Choose 1: (ANTH 3188-*Ethnographic Field Methods*, ANTH 4102-*Archaeological Field Research* or ANTH 3250-*Field Methods in Physical Anthropology*)	4		
Senior Seminar (ANTH 4184-*Senior Seminar*)	~~1~~		Deleted: 2
Anthropology Upper Division Electives Numbered 3000 or higher	9		
Minor or Electives (12 of these hours must be at or above the 3000 level)		~~31~~	Deleted: 30
TOTAL → FRIENDLY AMENDMENT - CHANGE TO 10	**120**		

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

Students with majors in other disciplines may complete a Minor in Anthropology. The Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102 (*Introduction to Anthropology);* either ANTH 2001 *(Case Studies in Archaeology)* or 2002 *(Case Studies in Sociocultural Anthropology)* or 2003 *(Case Studies in Physical Anthropology)*; and 12 hours at the 3000-4000 level.

Pafford 338 – 678-839-6455
http://www.westga.edu/~anth

Professors, K. Steinen; **Associate Professors**, L. Gezon (chair), M. Snipes; **Assistant Professor**, J. Wieczkowski

Learning Outcomes

Students completing the B.A. degree with a major in Anthropology should be able

- To utilize the scientific method to reinforce learning and develop critical thinking skills to foster academic independence
- To develop a solid base of anthropological knowledge
- To appreciate the diversity of cultural practices through time and space
- To develop oral and written communications skills
- To apply anthropological knowledge through research in anthropology

B.A. DEGREE WITH A MAJOR IN ANTHROPOLOGY		**Hours**
Core Areas A through E (see pages 122-28 of Undergraduate Catalog)		42
Core Area F, Major Specific Courses		18
ANTH 1102 (*Introduction to Anthropology*)	3	
Choose two: ANTH 2001 (*Case Studies in Archaeology*); ANTH 2002 (*Case Studies in Cultural Anthropology*); ANTH 2003 (*Case Studies in Physical Anthropology*)	6	
Foreign Languages 2001, 2002	0-6	
Remaining Hours selected from: 1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH)	3-9	
Requirements for the Major		
Major Courses Required		29
Anthropological Thought (ANTH 4100-*History of Anthropological Thought*)	3	
Archaeology		
Choose 1: (ANTH 3105 Archaeology	3	
ANTH 3156 Archaeology of Political Organization		
ANTH 3184 Mesoamerican Archaeology		
ANTH 4115 North American Archaeology		
ANTH 4117 Archaeology of Georgia		
ANTH 4160 Contemporary Archaeological Thought)		
Linguistics (ANTH 4173-*Language and Culture*)	3	
Physical Anthropology		
(ANTH 3106-*Physical Anthropology*	3	
ANTH 4125 Forensic Anthropology		
ANTH 4150 Human Evolution		
ANTH 4165 Primatology)		
Cultural Anthropology		
Choose 1: **(ANTH 3180 Environmental Anthropology,** ANTH 3186-*Anthropology of Gender* **ANTH 4134 Animals and Culture** ANTH 4144-*Peoples and Cultures of Latin America,* ANTH 4155-*Peoples and Cultures of Sub-Saharan Africa,* or ANTH 4170-*Myth, Magic, and Religion*)	3	
Methods Course		
Choose 1: (ANTH 3188-*Ethnographic Field Methods,* ANTH 4102-*Archaeological Field Research* or ANTH 3250-*Field Methods in Physical Anthropology*)	4	
Anthropology Capstone (ANTH 4184-*Anthropology Capstone*)	1	
Anthropology Upper Division Electives Numbered 3000 or higher	9	
Minor or Electives (12 of these hours must be at or above the 3000 level)		31
TOTAL	**120**	

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

Students with majors in other disciplines may complete a Minor in Anthropology. Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102 (*Introduction to Anthropology);* either ANTH 2001 *(Case Studies in Archaeology)* or 2002 (*Case Studies in Sociocultural Anthropology)* or 2003 *(Case Studies in Physical Anthropology)*; and 12 hours at the 3000-4000 level.

CHANGES ARE SHOWN IN BOLD PRINT

Department of Anthropology

Modify Program: Update Learning Outcomes

Replace current Learning Outcomes:

Students completing the B.A. degree with a major in Anthropology should be able:

1. to utilize the scientific method to reinforce learning and develop critical thinking skills to foster academic independence;
2. to develop a solid base of anthropological knowledge;
3. to understand the diversity of cultural practices through time and space;
4. to develop oral and written communication skills; and
5. to apply anthropological knowledge through research in anthropology

with

Students completing the B.A. degree with a major in Anthropology should be able:

1. apply critical thinking skills through the use of anthropological methods,
2. demonstrate a broad base of anthropological knowledge,
3. recognize the diversity of cultural practices through time and space,
4. demonstrate oral and written communication skills, and
5. apply anthropological knowledge through research in Anthropology.

Rationale: In response to a program evaluation, we have been asked to develop learning outcomes that use preferred verbs.

Department of Anthropology

Modify Program: (existing version in italics)

1. Replace requirement for:

ANTH 3105 Archaeology

with

Archaeology - Choose 1:

ANTH 3105 Archaeology
ANTH 3156 Archaeology of Political Organization
ANTH 3184 Mesoamerican Archaeology
ANTH 4115 North American Archaeology
ANTH 4117 Archaeology of Georgia
ANTH 4160 Contemporary Archaeological Thought

2. Replace requirement for:

ANTH 3106 Physical Anthropology

with

Physical Anthropology – Choose 1:

ANTH 3106 Physical Anthropology
ANTH 4125 Forensic Anthropology
ANTH 4150 Human Evolution
ANTH 4165 Primatology

3. Change *Socio-Cultural Anthropology* to Cultural Anthropology

4. Add to acceptable list of courses for Cultural Anthropology:

ANTH 3180 Environmental Anthropology
ANTH 4134 Animals and Culture

Rationale: We are proposing this change to strengthen RPG. By allowing students a broader range of courses, they do not have to wait two years for a required course to be offered.

ANTHROPOLOGY MAJOR 2008-09

Pafford 338 – 678-839-6455
http://www.westga.edu/~anth

Professors, R. Crook, K. Steinen; **Associate Professors**, L. Gezon (chair), M. Snipes; **Assistant Professor**, J. Wieczkowski

Learning Outcomes

Students completing the B.A. degree with a major in Anthropology should be able

- To utilize the scientific method to reinforce learning and develop critical thinking skills to foster academic independence
- To develop a solid base of anthropological knowledge
- To appreciate the diversity of cultural practices through time and space
- To develop oral and written communications skills
- To apply anthropological knowledge through research in anthropology

B.A. DEGREE WITH A MAJOR IN ANTHROPOLOGY		**Hours**
Core Areas A through E (see pages 122-28 of Undergraduate Catalog)		42
Core Area F, Major Specific Courses		18
ANTH 1102 (*Introduction to Anthropology*)	3	
Choose two: ANTH 2001 (*Case Studies in Archaeology*); ANTH 2002 (*Case Studies in Sociocultural Anthropology*); ANTH 2003 (*Case Studies in Physical Anthropology*)	6	
Foreign Languages 2001, 2002	0-6	
Remaining Hours selected from: 1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH)	3-9	
Requirements for the Major		
Major Courses Required		29
Anthropological Thought (ANTH 4100-*History of Anthropological Thought*)	3	
Archaeology		
Choose 1: (ANTH 3105 Archaeology ANTH 3156 Archaeology of Political Organization ANTH 3184 Mesoamerican Archaeology ANTH 4115 North American Archaeology ANTH 4117 Archaeology of Georgia ANTH 4160 Contemporary Archaeological Thought)	3	
Linguistics (ANTH 4173-*Language and Culture*)	3	
Physical Anthropology		
(ANTH 3106-*Physical Anthropology* ANTH 4125 Forensic Anthropology ANTH 4150 Human Evolution ANTH 4165 Primatology)	3	
Cultural Anthropology		
Choose 1: **(ANTH 3180 Environmental Anthropology,** ANTH 3186-*Anthropology of Gender* **ANTH 4134 Animals and Culture** ANTH 4144-*Peoples and Cultures of Latin America*, ANTH 4155-*Peoples and Cultures of Sub-Saharan Africa*, or ANTH 4170-*Myth, Magic, and Religion*)	3	
Methods Course		
Choose 1: (ANTH 3188-*Ethnographic Field Methods*, ANTH 4102-*Archaeological Field Research* or ANTH 3250-*Field Methods in Physical Anthropology*)	4	
Senior Seminar (ANTH 4184-*Senior Seminar*)	1	
Anthropology Upper Division Electives Numbered 3000 or higher	9	
Minor or Electives (12 of these hours must be at or above the 3000 level)		31
TOTAL	**120**	

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

Students with majors in other disciplines may complete a Minor in Anthropology. Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102 (*Introduction to Anthropology);* either ANTH 2001 *(Case Studies in Archaeology)* or 2002 *(Case Studies in Sociocultural Anthropology)* or 2003 *(Case Studies in Physical Anthropology)*; and 12 hours at the 3000-4000 level.

CHANGES ARE SHOWN IN BOLD PRINT

Proposed change:

No more than 4 individualized study hours (ANTH 4186 Internship, ANTH 4881 Independent Study, ANTH 4900 Directed Reading) count toward the BA in Anthropology.

Course or Program Addition, Deletion or Modification Request

Department: Anthropology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☑ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Anth	4125	Forensic Anthropology	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will include a detailed study of the human skeleton. Primary focus will be on the methods used to identify human remains within a legal context. Responsibilities and ethics of a forensic anthropologist will be discussed.

Prerequisite(s) ~~Anth 1102 or~~ consent of the instructor or Any Area E4 core course

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 12-5-07 Date — Department Chair (if cross listed) Date

Dean of College 1/11/08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-28-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for addition of ANTH 4125 Forensic Anthropology

This course is designed for anthropology majors, minors, and other students interested in learning about forensic anthropology. It is not a required course for our majors, but will be one of several physical anthropology courses they can take to fulfill the physical anthropology requirement of our curriculum. They can also take it as an upper-level elective. This course will broaden the department's physical anthropology course offerings. It will also draw students majoring in Criminology, as well as others with a general interest.

Anthropology 4885-01 W Special Topics: Forensic Anthropology
CRN 10476

Spring semester 2006 Tuesday, Thursday 3:30-4:45
Pafford 306

Professor: Dr. Julie Wieczkowski
Office: Pafford 332
Office phone: 678-839-6458
Office hours: Tuesday 9-11 am, Wednesday 12-4 pm, Thursday 8:30-9:30 am, and by appointment
E-mail: juliewhiz@yahoo.com

Learning outcomes:

Through successful completion of this course, the student will:

- demonstrate a knowledge of the human skeleton and methods used to identify human remains within a legal context.
- display an understanding of the responsibilities of a forensic anthropologist.
- develop a solid understanding of a forensic anthropology topic.

Course textbooks:

There are two required books for this course.

Byers SN. 2004. *Introduction to Forensic Anthropology: A Textbook*, Second Edition. Boston, MA: Allyn and Bacon. ISBN: 0205435386.

Whitehead PF, Sacco WK, and Hochgraf SB. 2005. *A Photographic Atlas for Physical Anthropology*. Englewood, CO: Morton Publishing Company. ISBN: 0895825724.

Class policies such as food and drink policy, students with disabilities, and a Culture of Honesty removed

Vocabulary list:

Throughout the course of the semester, you will create a vocabulary list based on lecture and textbook material. You can organize this vocabulary list however you wish (e.g., alphabetical, by topic, by date, etc.), but you must add to it regularly. You will turn in the vocabulary list **four** times during the course of the semester (see schedule for dates). I will assign 20 points to your list every time you turn it in based on thoroughness. (NB: You will not be able to make up points by adding missed words to the list the next time you turn it in.) These can be hand-written, but must be legible.

Short-answer exams:

There will be **four** short-answer exams throughout the semester. See the schedule below for dates and topics. Each will be worth 50 points.

Abstracts of primary research articles:

At the beginning of the semester, you will pick a topic relating to forensic anthropology (choice must be accepted by the professor). The choice must be made by Friday, 13 January. You are to find **eight** articles pertaining to your topic from the primary literature. A typed bibliography is due by Thursday, 19 January. You must then meet with me to discuss the bibliography before you can proceed with the project, so the earlier you turn your bibliography in the better. Each week (according to the schedule below), you will turn in an abstract of one article (similar to the author's abstract, but in your own words). These abstracts must be typed, double-spaced, 12-point font, and use regular margins. I will not accept hand-written abstracts. They are to be 1-2 pages. You must turn in the article's abstract (written by the author/s) with your abstract. Each abstract is worth 20 points. I will assign points based on thoroughness, coherency, logical flow, and grammar/spelling. I will accept late papers for 24 hours after the due-date, but your paper will automatically lose 10 points. If your paper is late, you must hand me your paper; papers slid under my door will not be accepted. If I am not in my office, you must hand your paper to Brenda in Pafford 308.

Revised abstracts with a brief introductory essay:

At the end of the semester (due date Tuesday, 25 April), you will turn in your eight abstracts along with a 2-3 page introductory essay. The purpose of this introductory essay is to tie your eight articles together. In addition, if you did not receive full points on any of the abstracts, you can revise them and turn them in again for a possible full points. (You cannot revise for points missed because you turned the paper in late.) You must turn in the introductory essay, your original abstracts and author's abstracts, and any revised abstracts. The introductory essay is worth 50 points and will be graded based on thoroughness, coherency, logical flow, and grammar/spelling. The essay must be typed, double-spaced, 12-point font, and use regular margins.

Final course grade:

Your final course grade will be calculated from your four vocabulary list scores, your four exam grades, your eight abstract (or revised abstract) grades, and your introductory essay grade.

462-510 points = A
411-461 points = B
360-410 points = C
309-359 points = D
0-308 points = F

Syllabus: (intended as a guide and is subject to change)

Date	Topic	Readings
Tues, 10 Jan	Introduction to course and literature search tutorial	
Thurs, 12 Jan	Intro to forensic anthropology and responsibilities of the forensic anthropologist	Chaps 1 and 19
Fri, 13 Jan	**no class, but topics due**	
Date	**Topic**	**Readings**
Tues, 17 Jan	osteology and the skeleton	Chap 2
Thurs, 19 Jan	the skeleton **bibliography of 8 articles due**	Chap 2
Tues, 24 Jan	the skeleton	Chap 2
Thurs, 26 Jan	the skeleton **first article due**	Chap 2
Tues, 31 Jan	the skeleton	Chap 2
Thurs, 2 Feb	the skeleton **second article due**	Chap 2
Tues, 7 Feb	**test** **vocabulary list due**	
Thurs, 9 Feb	the forensic context, recovery, treatment and examination	Chaps 3, 4, and 6
Tues, 14 Feb	the forensic context, recovery, treatment and examination	Chaps 3, 4, and 6
Thurs, 16 Feb	time since death **third article due**	Chap 5
Tues, 21 Feb	assessing ancestry	Chap 7
Thurs, 23 Feb	attribution of sex **fourth article due**	Chap 8
Tues, 28 Feb	attribution of sex	Chap 8
Thurs, 2 March	calculation of stature **fifth article due**	Chap 10
Date	**Topic**	**Readings**

Tues, 7 March	estimation of age at death	Chap 9
Thurs, 9 March	the case of John Doe 1	Chap 9
Tues, 14 March	**test** **vocabulary list due**	
Thurs, 16 March	trauma	Chap 11
Date	**Topic**	**Readings**
Tues, 21 March	Spring Break – no class	
Thurs, 23 March	Spring Break – no class	
Tues, 28 March	projectile trauma	Chap 12
Thurs, 30 March	blunt force trauma **sixth article due**	Chap 13
Tues, 4 April	sharp trauma	Chap 14
Thurs, 6 April	postmortem changes **seventh article due**	Chap 16
Tues, 11 April	**test** **vocabulary test due**	
Thurs, 13 April	antemortem skeletal conditions and identification	Chaps 15 and 18
Tues, 18 April	antemortem skeletal conditions and identification **eighth article due**	Chaps 15 and 18
Thurs, 20 April	additional aspects of individualization	Chap 17
Tues, 25 April	review, wrap-up **final paper due**	
Thurs, 27 April	**test** **vocabulary list due**	
Thurs, 4 May	final exam (2-4pm)	

Course or Program Addition, Deletion or Modification Request

Department: Anthropology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix ANTH Course 4184 Title JUNIOR SEMINAR Hours: Lecture/Lab/Total 2 / 0 / 2

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☑ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☑ Title		
☑ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
ANTH	4184	Anthropology Capstone	1 / 0 / 1

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

(see attached)

Prerequisite(s) At least 60 hours completed (Junior Status)

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date 1-7-08	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date 2-28-08	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

ANTH 4184 Senior Seminar

ABBREVIATED SYLLABUS FOR A ONE CREDIT COURSE

Required Text: Omohundro, John. 2001. *Careers in Anthropology*. London: Mayfield.

Course Objectives: This capstone course for Anthropology majors provides students with a formal opportunity to evaluate their undergraduate education and to define their future career or professional plans.

Learning Outcomes: Students are expected to:

- assess their educational outcomes,
- define their professional goals,
- demonstrate knowledge of what is involved in successful job searches and entry into graduate schools
- demonstrate knowledge of professional ethics of anthropology, whether applied in academia or in non-academic settings.

Weekly Assignments: You are expected to have the assignments completed before class on the day for which they are assigned.

8/20: Introduction: Course Design and Assignments

8/27: What is Anthropology and what can you do with it? Text—Intro, Ch. 1, 2. Type answers to the questions and be prepared to discuss in class.

9/3: Self-Assessment. (5% of your grade) Ch. 4. Exercise 12 due in class. (10%) Introduce Ex. 15.

9/10: "What do Anthropologists Do?" Ch. 3. Due: "Your Profile of an Anthropologist." (10%)

9/17: Graduate School. Ch. 6. Due: "AAA Guide/Internet Graduate School Search." (10%)

9/24: Careers. Ch. 7. Due: Exercise 2—choose a track: academic or career. (10%)

10/1: Skills. Ch. 5. Due: "Anthropology Curriculum Assessment." (10%)

10/8: The Job Search. Ch. 8, 9. Due: Exercise 6 to discuss in class (not to hand in).

10/15: Resume/Curriculum Vitae. Exercise 5 due in class. (the CV itself is NOT due yet). (5%)

10/22: Review CVs. CV due in class. (10%) (reminder: Exercise 15 due in class next week)

10/29: Internet. Exercise 8—find sites in 5 of the categories. Discuss results of *Myers-Briggs Type Indicator* test. Due: Exercise 15: discuss results. (10%)

11/5: Writing I: Due: "Writing Sample and Evaluation" (10%)

11/12: Writing II: Due: "Job letter" or "Graduate School Statement". Read Ex. 14. (10%)

11/19: Due: "Alumni Interview" (10%)

11/26: Ethics: Read AAA Code of Ethics: http://www.aaanet.org/committees/ethics/ethcode.htm
Also, do an internet search to learn more about an ethical issue in anthropology. Present it for discussion as a yes/no question: for example, "should anthropologists do x?". Defend your own answer based on the Code. For ideas, do a general search, or look up the AAA Handbook on Ethics: http://www.aaanet.org/committees/ethics/toc.htm

12/3: Ethics cont. Portfolio due.

Assignments:
1. **Book excercizes**: as indicated in book, unless otherwise specified in syllabus. Be prepared to turn in the results and discuss them in class on the day they are due.
2. **"Your Profile of an Anthropologist"**: Choose an anthropologist who shares your interests. Write a 2-3 page biography, including personal information (i.e. where they grew up, how they got interested in anthropology) as well as intellectual interests. If the person is still living, you may feel free to contact them. Search the web, reference books in the library, etc.
3. **"AAA Guide/Internet Graduate School Search"**: Identify 3-4 graduate programs that match your interests. Identify at least one faculty member you would like to work at each institution with and why. Also make a general statement of why you are interested in that school. Think of things like location, supporting programs (i.e. is there an Asian Studies Center? Do they offer certificates in Gender Studies?), financial support, etc. Identify 1-2 "dream programs" and 1-2 "just in case" programs where you have a good idea you would be happy.
4. **"Anthropology Curriculum Assessment":** Get a copy of your transcript from Banweb and evaluate each of the courses you took in Anthropology. What did you learn? Did you enjoy it at the time? Do you find it useful in retrospect? How well do you feel it prepared you for whatever your next step is? Write a solid paragraph for each course. You may also include courses you took in other programs that you feel prepared you well.
5. **C.V.**—include your education, employment with a description of job duties, scholarships and awards—include amount and time period, memberships (i.e. Anthro Club), paper presentations and conferences attended, languages spoken. (we'll go over it in class)
6. **"Writing Sample and Evaluation":** Include a copy of a term paper you wrote for an anthropology class and write an evaluation of it. Include: 1. the thesis of the paper; 2. evidence; 3. literature you drew on; 4. the paper's strengths; 5. weaknesses; 6. how you would revise it.
7. **"Job letter"** or **"Graduate School Statement"**: For a job letter, identify a job ad (like in Ex. 14) and write a letter of application using the guidelines in Ex. 14. For a Graduate School Statement, write a statement of interest for a graduate school that you specify. Identify your general interests in anthropology, your specific interest in their program, and any other pieces of information you consider important. (I'll try to get better guidelines for this).
8. **"Alumni Interview":** Identify an alum and interview her/him. Ask about their career path, how they felt their anthropological training helped them, their future plans, etc. We can devise additional questions in class.

Current Description: "An examination of anthropology as a profession. Issues such as ethical considerations selection of a graduate school, research, and grant sources will be discussed."

Proposed Description: " In this capstone course for Anthropology majors, students will assess their educational outcomes, define their professional goals, demonstrate knowledge of what is involved in successful job searches and entry into graduate schools, and demonstrate knowledge of professional ethics of anthropology, whether applied in academia or in non-academic settings."

The proposed description more accurately reflects the learning outcomes of the course

Course or Program Addition, Deletion or Modification Request

Department: Biology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix BIOL **Course** 1020L **Title** Biological Applications to Nursing

0 / 2 / 1
Hours: Lecture/Lab/Total

Action
☑ Course ☐ Program

☐ Modify ☐ Add ☑ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / /
Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biology does not plan to teach this course. It has not been taught since Nursing discontinued offering this course as an option in Area D for pre-admission nursing students. As a result this course no longer serves students.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — 1/03/08 — Date
Department Chair (if cross listed) — Date

Dean of College — 2-8-08 — Date
Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Falkenson — 2-27-08
Chair, Undergraduate Academic Programs Committee — Date
Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Course or Program Addition, Deletion or Modification Request

Department: Biology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix BIOL **Course** 2150 **Title** Honors House Seminar **Hours: Lecture/Lab/Total** 1 / 0 / 1

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biology does not plan to teach this course. It has not been taught in many years and is not a requirement in any program.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1/03/08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-27-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Course or Program Addition, Deletion or Modification Request

Department: Biology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix BIOL **Course** 3983 **Title** Junior Biology Research **Hours: Lecture/Lab/Total** / V /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biology retains no memory of the purpose of this course, for which credit may not apply toward biology degree requirements. The course has not been taught in recent years. Registering for this course in error could present a problem for graduation.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1/03/08 — Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 2-27-08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Revised 1/09/02

Course or Program Addition, Deletion or Modification Request

Department: Biology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix BIOL **Course** 4150 **Title** Honors House Seminar **Hours: Lecture/Lab/Total** 1 / 0 / 1

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biology does not plan to teach this course. It has not been taught in many years and is not a requirement in any program.

Prerequisite(s)

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1/08/08 — Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 2-27-08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Revised 1/09/02

Course or Program Addition, Deletion or Modification Request

Department: Biology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix BIOL **Course** 4231 **Title** Eucaryotic Molecular Biology **Hours: Lecture/Lab/Total** 3 / 3 / 4

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biology does not plan to teach this course. It has not been taught in many years and is not a requirement in any program.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 1/03/08

Department Chair (if cross listed) — Date

Dean of College — Date 2-8-08

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date 2-27-08

Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Course or Program Addition, Deletion or Modification Request

Department: English (Education Track) **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☐ Course ☑ Program

☑ Modify ☐ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached for full explanation and rationale for program changes.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☑ Other

Approval:

Department Chair — Date 10/30/07

Department Chair (if cross listed) — Date

Dean of College — Date 11/9/07

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date 12/10/07

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date 2-29-08

Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Programmatic Changes for Secondary Education in English: Rationale

In a recent *New York Times* editorial, Bob Herbert assesses the current state of public education in America. He refers to his discussion with Harvard education professor Thomas Kane and contends that educational sea change requires "new forms of identifying good teachers and weeding out poor ones [. . .] before any transformation of American schools can occur." He further states that "studies have clearly shown that the good teachers and the not-so-good ones can usually be identified, if they are carefully observed in their first two or three years on the job."[1] Such an evaluation process of our nation's educators seems sensible and fair and could certainly prove valuable for them as they fashion teaching selves. But what of the teacher training *before* such a test?

Long before "their first two or three years on the job," teachers-in-training must receive instruction that highlights broad-based educational theories and then emphasizes content-specific coursework. Working in conjunction with the COE, the English department seeks to assume a larger responsibility for its secondary Education (SEED) students' educational experience in the content-specific courses each must take to fulfill degree requirements.

The program revisions summarized here will transform the English SEED student's experience in the English classroom. Students will, in accordance with our plan, begin to cultivate a learning community environment in an education-steered ENGL 2300 course. This already-compulsory course introduces them to literary criticism and focuses on writing about literature as well as research in the field. Creating education-specific sections permits instructors to center on endemic issues in the teaching of literature. Later in their course of study, students will take ENGL 3400, a brand-new Pedagogy and Writing course which surveys major foundational philosophies and subsequent practices in the instruction of writing. In this course, students will be introduced to field work, as they must observe in both the University Writing Center and in university writing classrooms. Such courses provide these future instructors with sound pedagogical means to reach educational ends.

Our plan also proposes the Methods for Teaching Secondary English (ENGL 4238) and Teaching Internship (ENGL 4286) courses, which will be taught and administered by English faculty. These two classes will refine skills introduced in ENGL 2300 and 3400 and will require extensive field work. We designed both to equip students for the professional sphere and to enable them to deploy acquired methods as they enter various classroom situations. The Teaching Internship, with its required seminar component, will encourage a practicum environment where student-teachers may assess and discuss their progress as they compile capstone portfolios that reflect synthesis between their work in the field and in the classroom.

These program modifications demonstrate our strong commitment to train teachers in content-specific areas well *before* the professional tests they will encounter in our educational system.

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[1] Bob Herbert, "Our Schools Must Do Better," *New York Times*. 2 Oct. 2007.

Programmatic Changes for Secondary Education in English: Proposal

- **Current Requirements:**

Area F (courses related to the major)
ENGL 2300: Practical Criticism (required)

Area C (upper-level division ENGL courses)
ENGL 4300: Studies in the English Language (required)
ENGL 3400 (Advanced Composition: Creative Non-Fiction) *or* ENGL 3405 (Professional and Technical Writing)

Area F (upper-level division courses for certification)
SEED 4238: Instructional Strategies for Teaching English
SEED 4286: Teaching Internship
SEED 4289: Teaching Internship Seminar

- **Proposed Changes to the Requirements:**

Area F (courses related to the major)
ENGL 2300 (ENGL ED-specific section[s])

Area C (upper-level division ENGL courses)
ENGL 4300: Studies in the English Language (required)
ENGL 3400: Pedagogy and Writing (required)

Area F (upper-level division courses for certification)
ENGL 4238: Methods for Teaching Secondary English
ENGL 4286: Teaching Internship with added seminar component

- **Rationale:**

1. Creating a learning community environment in ENGL 2300 will promote programmatic coherence early on in our students' ENGL ED experience and enable instructors of said sections to target the learning needs of teachers in training.
2. The addition of a required course in Pedagogy and Writing, ENGL 3400, will ensure content-specific transferable understanding of foundational theories, trends, and practices in current writing instruction.
3. Moving SEED 4238 into our department allows for advanced refinement of the skills learned in ENGL 2300 and ENGL 3400 and provides program coherence through recursive study of content-specific material directly related to future English instructors' needs in the classroom environment.
4. Acquiring SEED 4286 enables us to have a significant role in placing teachers-in-training in classroom environments where their content-specific learning will be put to the test effectively.

5. The three-hour SEED 4289 course's needs can be addressed in a practicum component built into ENGL 4286 and reinforced for assessment purposes in an ENGL ED steered ENGL 4384 (Senior Seminar) section as students prepare their final portfolios.

- **Further Stipulations:**

1. ENGL proposes that the COE retain the three hours previously dedicated to SEED 4289 as they make curricular changes in their vital program (see attachment for their changes).
2. ENGL would like to assume responsibility for the field work portion of SEED 4238 and the observation portion of SEED 4286 and will conduct these activities in accordance with current regulations that maintain accreditation.

COE'S OLD CURRICULUM FOR SEED in ENGL
SEED 2271 (3 hours)
CEPD 2102 (2 hours)
SPED 3175 (3 hours)
MEDT 3401 (3 hours)*

SEED 4271 (3 hours)
SEED 4238 (4 hours)
CEPD 4101 (3 hours)
SEED 4286 (9 hours)
SEED 4289 (3 hours)

30 total hours

*our students do not take MEDT

COE'S NEW CURRICULUM for SEED in ENGL (as of next semester):
EDUC 2110 (3 hours)
EDUC 2130 (3 hours)
EDUC 2120 (3 hours)
SPED 3715 (3 hours)
MEDT 3401(3 hours)*

SEED 4271 (3 hours)
SEED 4238 (4 hours)
CEPD 4101 (3 hours)
SEED 4286 (9 hours)
SEED 4289 (3 hours)

37 total hours

*our students do not take MEDT

Our Proposed Model for SEED in ENGL:

EDUC 2110 (3 hours)
EDUC 2130 (3 hours)
EDUC 2120 (3 hours)
SPED 3715 (3 hours)

SEED 4271 (3 hours)
SEED 4238 (4 hours)
CEPD 4101 (3 hours)
SEED 4286 (9 hours)

31 total hours

Objectives Connected to Programmatic Standards Set Down by Various Agencies
(Re: Program Modifications)

ENGL 4286 (internship/practicum) Objectives	CF	INTASC	NCTE	TRG Principles	UWG SP
Students will deploy sustained, pedagogical practices under the tutelage of a professional in the field.	Decision Makers, Adaptive, Knowledgeable, Empathetic, Culturally Sensitive	1, 3, 4, 5, 7, 8	1-6, 8, 9, 10	1, 2, 3, 4, 7, 8, 10	3, 4
Students will become familiar with and discuss negotiation within existing frameworks in particular professional environments.	Adaptive, Knowledgeable, Empathetic, Culturally Sensitive	3, 7, 8, 9	1-6, 8, 9, 10	3, 4, 5, 7, 10	4
Students' field experiences will build toward major synthesis between their educational and practical training.	Reflective, Knowledgeable, Lifelong Learners, Culturally Sensitive	7, 8, 9	11, 12	3, 4, 5, 8	3, 4
Students will, in weekly practicum, discuss issues in the field with classmates and guiding professor and will write reflectively and analytically about their ongoing internships.	Empathetic, Reflective, Collaborative, Knowledgeable, Adaptive, Culturally Sensitive	3, 8, 9	11, 12	1, 2, 3, 4, 7, 8	4
Students will share "best practice" scenarios from their internship experiences and engage in case study scenarios to find solutions for encountered issues.	Decision Makers, Reflective, Collaborative, Knowledgeable, Adaptive, Proactive, Culturally Sensitive	8, 9	7, 11	2, 3, 4, 5, 7	4
Students will practice self and peer assessment during weekly seminars.	Reflective, Collaborative, Knowledgeable	8, 9	7, 11, 12	3, 6	4, 6
Students will compile work from weekly seminars and previous courses in portfolios that work as recursive self and programmatic assessment tools.	Reflective, Knowledgeable, Collaborative, Proactive	8, 9	7, 11, 12	1, 3, 4, 6, 10	4, 6
Students will, after having completed most mandatory coursework, begin fashioning teaching selves ready to enter the school system upon graduation.	Reflective, Collaborative, Knowledgeable, Lifelong Learners, Leaders, Proactive	9	7, 11, 12	1, 2, 3, 5, 8	3, 4

Objectives Connected to Programmatic Standards Set Down by Various Agencies
(Re: Program Modifications)

ENGL 4238 (Methods) Objectives	CF	INTASC	NCTE	TRG Principles	UWG SP
Students will increase their ability to formulate and state goals for the teaching of English in accordance with standards set down in their respective professional environments.	Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable	1, 2, 3, 5, 6	1-10	1, 2, 3, 7, 9, 10,	3, 4
Students will learn to promote rigorously analytical and critical thinking in the classroom environment within frameworks that may define their respective professional environments.	Decision Makers, Leaders, Adaptive, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable	1, 2, 3, 5, 6	1-10	1, 2, 3, 4, 7, 9, 10	3, 4
Students will gain knowledge of specific pedagogical tools used in the teaching of English.	Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable	1, 2, 3, 4, 5, 6, 7	1-10	3, 6, 7, 9, 10	3
Students will practice creating curriculum units and micro-lessons within those units.	Decision Makers, Adaptive, Lifelong Learners, Collaborative, Knowledgeable	1, 2, 3, 4, 5, 6, 7,	1-10	5, 6, 7, 9, 10	3
Students will write reflectively about their readings, class discussion, and field experiences.	Lifelong Learners, Culturally Sensitive, Empathetic, Reflective	9, 10	7, 11, 12	3, 5, 6, 7, 9, 10	4
Students will conduct concerted, scholarly research in the field and apply their findings to a primary text of their choosing as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment, and generate a plan of action for its instruction.	Decision Makers, Leaders, Knowledgeable, Reflective,	1, 2, 4, 5, 6, 7, 8	7, 11, 12	3, 5, 6, 7, 9, 10	3
Students will study various assessment models and learn to apply them to student writing.	Decision Makers, Leaders, Adaptive, Culturally Sensitive, Knowledgeable, Reflective	1, 2, 5, 8,	7, 10	6, 7, 9, 10	3, 4, 6
Students will regularly observe and practice in the field.	Collaborative, Knowledgeable, Reflective, Proactive	6, 7, 9, 10	7, 11 , 12	1, 4, 6, 7, 9,	4
Students will move towards fashioning teaching selves ready to enact specific ethics of care in the English classroom.	Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective, Proactive	1, 2, 9, 10	11, 12	4, 5, 7, 9,	3, 4

ENGL ED Track Courses: Overviews of Approved Courses Connected to Programmatic Standards Set Down by Various Agencies

Pertinent and/or Proposed ENGL ED Courses/Brief Overview	CF	INTASC	NCTE	TRG Principles	UWG SP
ENGL 3400: Pedagogy and Writing—Discipline-specific study for teaching of writing/literature, required on-campus observation and collaboration with observing professor, teaching philosophy formulation, technology in the writing classroom, scholarly research and presentation, pedagogy project (integrating lesson plans and assessment)	**Knowledgeable**, Collaborative, **Decision Makers**, **Culturally Sensitive**, **Reflective**,	**1-7** (discipline specificity/research/lesson planning), **9** (scholarly research and presentation, reflective and analytical writing; formulation of a philosophical stance on teaching of writing)	1-10, 11	2, 3, 7, 10	4
ENGL 4295: YA Literature—Discipline-specific genre study (practice and study of primary and secondary canonical and non-canonical texts (emphasis on race, gender, ethnicity, and varying artistic mediums), scholarly research and presentation, formulation of lesson plans for chosen texts, comprehensive testing and analytical and reflective writing, technology in the classroom	**Knowledgeable**, Collaborative, Decision Makers, **Culturally Sensitive**, **Lifelong Learners**, Adaptive, **Reflective**,	**1-7** (discipline specificity/research/lesson planning) **9** (scholarly research and presentation, reflective writing about pedagogical choices/practices)	1-9, 11	3, 7, 10	3, 4
ENGL 4238: Methods—Discipline-specific study of the teaching of English, scholarly research and presentation, required and sustained field observation, professional development, technology, comprehensive testing, analytical writing and reflective writing	**Knowledgeable**, Collaborative, **Decision Makers**, **Culturally Sensitive**, **Adaptive**, **Reflective**, Lifelong Learners, Empathetic	**1-7** (discipline specificity/research/lesson planning), **8** (assessment models), **9, 10** (scholarly research, reflective and analytical writing, sustained field work, observations and debriefings)	1-12	1, 2, 3, 4, 5, 6, 7, 10	3, 4
ENGL 4286: Internship and Practicum—Sustained field work in the discipline, observation and debriefing afterward, analytical and reflective writing for the capstone portfolio (self and program assessment) required weekly practicum, research and presentation, teaching philosophy presentation, case study work, professional development	**Knowledgeable**, **Collaborative**, Leaders, **Decision Makers**, **Culturally Sensitive**, **Reflective**, Lifelong Learners, **Proactive**, Empathetic	**1-7** (putting discipline-specific theories into practice), **8** (assessment models in action) **9, 10** (field work, observations, resulting debriefings, analytical and reflective portfolio writing that puts forth teaching philosophy and writing that measures the effect of instruction on student learning)	1-12	1, 2, 3, 4, 5, 6, 7, 10	3, 4, 6

*Detailed syllabi for ENGL 3400, ENGL 4238, and ENGL 4286 (the proposed courses that fit into the overall program) all found in the supporting documents files provided to the committee in December.

Friendly Amendment and Final Proposal

After reviewing the document provided at the TEAC meeting on December 10, 2007, ENGL has decided to defer to the COE's expertise and include MEDT 3401 in the Professional Sequence requirements for ENGL ED students' certification.

The proposal for the changes, including the friendly amendment to include MEDT 3401, is summarized below.

PROPOSED ENGL ED PROFESSIONAL SEQUENCE

EDUC 2110 (3)
EDUC 2120 (3)
EDUC 2130 (3)
SPED 3715 (3)
MEDT 3401 (3)
CEPD 4101 (3)
SEED 4271 (3)
ENGL 4238 (4)
ENGL 4286 (9)
Total: 34 hours

University of West Georgia Department of English: English Major/Secondary Education Track

Core Curriculum	Hrs. Req.	GR	Hours Earned	Major and Minor and/or General Electives	Hrs. Req.	GR	Hours Earned
A. Essential Skills **Note: ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above**	**9**			**Upper Division Courses in English** **Notes: 1. A grade of C or higher is required for all major courses. 2. Courses marked with an asterisk will count in an area based on specific course content.**	30		
1. ENGL 1101	3			**A. Literary History (Four courses)** Note: One ENGL 4188 course required in this area.	**12**		
2. ENGL 1102	3			1. British Literature I: ENGL 4110. 4115, 4120, 4130, 4180*, 4188*, or 4385*	3		
3. MATH 1001, 1101 or 1111, 1113, 1634	3			2. British Literature II: ENGL 4135, 4145, 4155, 4165, 4108* , 4180*, 4185*, 4188*, or 4385*	3		
B. Institutional Priorities	**5**			3. American Literature I: ENGL 4125, 4140, 4150, 4108* , 4180*, 4185*, 4188*, or 4385*	3		
1. ART 2000, COMM 1110, ENGL 2000 or 2050, THEA 2050, PHIL 2110, XIDS 1004	3			4. American Literature II: ENGL 4160, 4165, 4108*, 4170, 4180*, 4185*, 4188*, or 4385*	3		
2. ANTH 1100, BUSA 1900, CS1000*, CS 1020, LIBR 1101, MUSC 1110, XIDS 2001* or 2002 (* = 1 credit hour)	2			**B. Genre and Theory (Two courses)**	**6**		
C. Humanities and Fine Arts	**6**			1. ENGL 4295	3		
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100	3			2. ENGL 4106, 4109, 4295, 4310, or 4385*	3		
2. Elective (Rec. ENGL 2110, 2120 or 2130 or FORL 1002, 2001 or 2002)	3			**C. Writing and Language** ENGL 3400, ENGL 4300	**6**		
D. Science, Math, Technology **No more than two courses from the same discipline.**	**10**			**D. ENGL Major Electives** Notes: 1. ENGL ED students must take ENGL 3400 and 4300 if not taken in C above; 2. No more than one independent-study or internship may count toward the major; 3. No more than two 3000-level courses may count toward the major.	**6**		
1. Lab Science (ASTR 2313, BIOL 1010, 1015, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1						
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			1. ENGL	3		
				2. ENGL	3		
3. Non-Lab (Additional course above OR CS 1030, 1301, 1302, 2000, MATH 1111, 1112, 1413, 1634, 2063, 2644, or 2703)	3			**E. ENGL 4384 (Senior Seminar)** Notes: 1. Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher; 2. No course may be substituted for the Senior Seminar and it cannot be taken as an independent study.	**3**		
E. Social Sciences	**12**			**Minor and/or General Electives for Secondary Ed. Certification in ENGL** EDUC 2110 MEDT 3401 SEED 4271 EDUC 2120 CEPD 4101 ENGL 4286 EDUC 2130 SPED 3715 ENGL 4238 (see chart below for recording purposes)	**34**		
1. HIST 1111 or 1112 2. HIST 2112 or 2112 3. POLS 4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3 3 3 3			**Writing Across the Curriculum Requirement** **Note: Two 3/4000-level "W" designated courses are required in the above categories. At least one course (3 hours) must be from the major above.** 1. ENGL _____ 2. _____	**6**		
F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F.	**18**			**Total Core** **Total Major** **Total Professional Sequence** **Total Program (ENGL Major/Sec. Ed. Track)**	**60** **30** **34** **124**		
1. ENGL 2110 (World Literature)	0-3						
2. ENGL 2120 (British Literature)	0-3						
3. ENGL 2130 (American Literature)	0-3						
4. ENGL 2300 (Practical Criticism) Note: No substitutes for this course.	3						
5. FORL 1002, 2001 and 2002 Note: FORL 2002	6-9						

is required for all B.A. degrees in Arts and Sciences							

Professional Sequence: Education Track

Course	Credit Hours/ Hours Required	GR	Hours Earned
EDUC 2110	3 hours		
EDUC 2120	3 hours		
EDUC 2130	3 hours		
SPED 3715	3 hours		
CEPD 4101	3 hours		
SEED 4271	3 hours		
ENGL 4238	4 hours		
ENGL 4286	9 hours		
	Total: 34 hours		

Course or Program Addition, Deletion or Modification Request

Department: English **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Engl	4238	Methods for Teaching Secondary English	3 / 1 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This compulsory course, taught by English Department faculty, unites theory and practice to produce sound pedagogical strategies for the teaching of English. In it, teachers-in-training will learn refined instructional strategies and deepen their understanding of the foundation from which such approaches develop. As a result, they will begin to fashion teaching selves through recursive discussion, concentrated research, analytical writing, repreated field observation, and practical implimentation.

Prerequisite(s) Engl 1101, 1102, and 2300.

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Jane Hill 10/30/07
Department Chair Date

Department Chair (if cross listed) Date

Dean 11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Falkenson 11/15/07
Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

ENGL 4238: Methods for Teaching Secondary English
Prototypical Syllabus

Finding the Corners and Turning the Corner: Methods for Teaching Secondary English

"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."
--Confucius

Course Objectives:

- Students will increase their ability to formulate and state goals for the teaching of English in accordance with standards set down in their respective professional environments.
- Students will learn to promote rigorously analytical and critical thinking in the classroom environment within frameworks that may define their respective professional environments.
- Students will gain knowledge of specific pedagogical tools used in the teaching of English.
- Students will practice creating curriculum units and micro-lessons within those units.
- Students will write reflectively about their readings, class discussion, and field experiences.
- Students will conduct concerted, scholarly research in the field and apply their findings to a primary text of their choosing as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment, and generate a plan of action for its instruction.
- Students will study various assessment models and learn to apply them to student writing.
- Students will regularly observe and practice in the field.
- Students will move towards fashioning teaching selves ready to enact specific ethics of care in the English classroom.

Course Description:

This course, taught by English Department faculty, is compulsory for English Education students. It unites theory and practice to produce sound pedagogical strategies for the teaching of English (Language Arts). In it, teachers-in-training will learn refined instructional strategies and deepen their understanding of the foundations from which such approaches develop. As a result, students will begin to fashion teaching selves through recursive discussion, concentrated research, analytical writing, repeated field observation, and practical implementation.

Required Texts:

- ***Why we Teach:***

The English Teacher's Companion, Third Edition: A Complete Guide to Classroom, Curriculum, and the Profession. Jim Burke. 2007.
Speak. Laurie Halse-Anderson. 2001.

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Beyond Standards: Excellence in the High School English Classroom. Carol Jago. 2001.

- ***How we Teach (an electronic course pack will be developed using select chapters/excerpts from the following texts):***

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Deborah Appleman. 2000.

Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone. Nancy Dean. 2000.

Papers, Papers, Papers: An English Teacher's Survival Guide. Carol Jago. 2005.

Major Assignments:

Reading and Field Journal:

Each student will write two to three pages per week about his/her experiences in the field and the assigned readings. The writing is reflective in nature.

Field Work:

Students will be sent into the field to observe and practice teaching twice per week. In class, students will engage in "Outfield/Infield" discussions that focus on their ongoing field experiences.

Unit Plan:

Students will create a specific and detailed unit plan for a class primary text. They will also create micro-lessons within this unit plan to evidence their understanding of emphasizing specific skill sets.

Final Project:

The tripartite Final Project requires students to choose a primary text and perform a critical reading of it in Part One. In Part Two, students will offer up a clear argument for teaching the text that outlines its pedagogical import in a particular classroom setting. Thirdly, teachers-in-training will create a practical lesson plan that incorporates the critical reading and pedagogical position. Essentially, then, the ten to twelve page project requires that students **theorize** about the text, **argue** for its implementation in a specific learning environment, and put forth a detailed **plan** of action. A proposal (text choice, rationale, and working bibliography) for the Final Project is due around mid-semester.

Final Portfolio:

Students will compile their work in this and other pertinent classes into a final portfolio to be turned in at the end of the semester. They will be asked to write a brief introduction to that portfolio that evidences synthesis between class study and field observation. Such an assignment works as both a self and programmatic assessment tool.

Weekly Syllabus:

Weeks One through Three

- ✓ Classwork:

Why We Teach (essays and discussion from Jago and Burke)

- ✓ Homework:

Read and annotate
Begin journal
Various practice exercises and personal teaching inventory work (what matters; why it matters to us)

Weeks Four and Five

- ✓ Classwork:

How We Teach: Literacy and Literature; Models for Writing (essays and discussion from Appleton and Jago)
Outfield/Infield: Discuss Ongoing Field Work

- ✓ Homework:

Read and annotate
Continued journal writing (turn in first five weeks' entries for comments/assessment)
Begin reading *Speak* for weeks Eight and Nine

Weeks Six and Seven

- ✓ Classwork:

How We Teach: Says/Does, Concrete/Abstract, What/How and Why; Critical Departures (essays and discussion from Appleton, Dean, and Jago)
Outfield/Infield: Discuss Ongoing Field Work

- ✓ Homework:

Read and annotate
Continued journal writing
Finish *Speak* for weeks Eight and Nine

Weeks Eight and Nine

- ✓ Classwork:

How We Teach: Text, Context, and Subtext (essays and discussion from Appleton, Dean, and Jago)
Speak, by Laurie Halse-Anderson (discussion)
Various collaborative practice exercises and in-class presentation of those exercises, all related to *Speak*

- ✓ Homework:

Read and annotate
Turn in Unit Plan for *Speak*
Continued journal writing

Week Ten

- ✓ Classwork:

Library day
Project Work: one-one-one conferences and proposals for Final Project

- ✓ Homework:

Continue journal writing
Turn in proposal for Final Project

Weeks Eleven and Twelve

- ✓ Classwork:

How we Teach: The Level of the Line—Grammar Convention; Testing (essays and discussion from Burke, Dean, and Jago)
Teaching Grammar (models and micros)

- ✓ Homework:

Read and annotate
Continue journal writing
Grammar convention micros

Week Thirteen

- ✓ Classwork:

How we Teach: Assessing Student Work—"Grammar Counts, but How Much?" (hierarchies of need, rubrics, standards, etc.) (essays and discussion from Burke, Dean, and Jago, and some brief supplemental readings from the text *Grammar Alive!*)

- ✓ Homework:

Read and annotate
Continued journal writing
"Grading the Grader" work
Research, plan, and write Final Project

Week Fourteen

- ✓ Classwork:

Project Work: one-on-one conferences and research
Outfield/Infield: Discuss Field Work
Self-assessment and the representative Final Portfolio

- ✓ Homework:

Finish journal writing
Compile Portfolios
Research, plan, and write Final Project

Week Fifteen

- ✓ Classwork:

Project Work: Peer Review
Self-assessment and the representative Final Portfolio

- ✓ Homework:

Journals Due
Work on Final Projects
Compile Portfolios
Research, plan, and write Final Project

Week Sixteen

- ✓ Classwork:

Self-assessment and the representative Final Portfolio
Turning the Corner: Your Teaching Self

Course Evaluations

- ✓ Homework:

Final Projects Due

Final Portfolios Due

Course or Program Addition, Deletion or Modification Request

Department: English **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Engl	4286	Teaching Internship	9 / 0 / 9

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course involves teaching one semester in the public schools at the secondary level in English under the supervision of an experienced, qualified English teacher. Seminars in English secondary education are scheduled as an integral part of the student teaching experience and will provide students with numerous and varied opportunities to plan, deliver, evaluate, and revise secondary English educational strategies. Such a learning environment, based on developing best practices and sound pedagogical modeling in the field, serve as part of an ongoing and comprehensive portfolio assessment process.

Prerequisite(s) Engl 1101, 1102, and 2300; Admission to the TEP and application for internship.

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☑ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

ENGL 4286: Teaching Internship

Prerequisites: Admission to Teacher Education Program; application for field experience required prior to enrollment.

Course Description:
The course involves teaching one semester in the public schools at the secondary level in English under the supervision of an experienced, qualified English teacher. Seminars in English secondary education are scheduled as an integral part of the student teaching experience and will provide students with numerous and varied opportunities to plan, deliver, evaluate, and revise secondary English educational strategies. Such a learning environment, based on developing best practices and sound pedagogical modeling in the field, serve as part of an ongoing and comprehensive portfolio assessment process.

Course Objectives/Learning Outcomes:

- Students will deploy pedagogical practices under the tutelage of a professional in the field.
- Students will become familiar with and discuss negotiation within existing frameworks in particular professional environments.
- Students' field experiences will build toward major synthesis between their college coursework and internship experience.
- Students will, in weekly practica, discuss issues in the field with classmates and guiding professor and will write reflectively and analytically about their ongoing internships.
- Students will share "best practice" scenarios from their internship experiences and engage in case study work to find solutions for encountered issues.
- Students will practice self and peer assessment during weekly seminars.
- Students will compile work from weekly seminars and other courses in portfolios that work as both self and programmatic assessment tools.
- Students will, after having completed most mandatory coursework, begin fashioning teaching selves ready to enter the public school system upon graduation.

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Course or Program Addition, Deletion or Modification Request

Department: English/History **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
- ☐ Course ☑ Program
- ☑ Modify ☐ Add ☐ Delete
  - ☑ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☑ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) None

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1/18/08 Date — Department Chair (if cross listed) 01/10/08 Date

Dean of College 2/8/08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-29-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Africana Studies Minor Program Modifications Rationale:

The following modifications reflect the need to revitalize and make more accessible this program that speaks so directly to the plan/mission/goals/vision of the institution and the University System of Georgia. Global awareness is a part of both the University's mission statement and the University System of Georgia's values. - friendly amendment to include a statement on how program benefits students.

The current catalog requirements are attached.

1. Replace XIDS 3300 with ENGL/HIST 3350

The gateway course for the Africana Studies minor is currently an XIDS course. Changing the required course for the minor to HIST/ENGL3350 will give it a broader student pool from which to recruit. Since the co-coordinators of the minor are in the English and History departments, it will also make it easier for those departments to schedule the course on a regular basis. - friendly amendment to change phrase "make it easier" to "provide greater access."

2. Reduce required number of hours from 18 to 15

   This makes the Africana Studies minor similar in course hour requirements to other interdisciplinary minors such as American Studies.

3. Eliminate the Area IV, Caribbean Requirement.

   This change reflects the difficulty that students encounter in finding a course offered in this area.

4. Change Area III (African) to African, Caribbean and Other Diaspora

   See above. This change allows students to take courses on the Caribbean and African Diaspora, as they become available.

5. Add specification that Areas II and III be one social science and one humanities course.

   The Coordinator of the Africana Studies minor will be able to make appropriate course substitutions when necessary to enable students to complete the minor in a timely fashion.

Current Minor:

Africana Studies—18 Hours

Area I (3)	Area II—African-American (6)	Area III—African (6)	Area IV—Carribean and Other Diaspora (3)
XIDS 3300	1 appropriate Humanities course and 1 Social Science course.	1 appropriate Humanities course and 1 Social Science course.	1 appropriate course selected by student.

Proposed Minor:

Minor in Africana Studies—15 Hours

Area I (3)	Area II—African-American (6)	Area III—African, Caribbean, and other Diaspora (6)
ENGL/HIST 3350	1 appropriate Humanities course and 1 Social Science course.	1 appropriate Humanities course and 1 Social Science course.

Course or Program Addition, Deletion or Modification Request

Department: English **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
☐ Credit
☐ Number
☐ Title
☐ Description
☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☐ Every Term
☑ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Engl	3350	Introduction to Africana Studies	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An introduction to Africana studies as an area of critical inquiry, including a study of the theories and methods used in the field and readings of significant works that have shaped it. Required for the minor in Africana studies. Same as HIST 3350.

Prerequisite(s) None

Present or Projected Enrollment: 35 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date: 01/10/08	Department Chair (if cross listed)	Date: 1/18/08
Dean of College	Date: 2/8/08	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date: 2-29-08	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

B. Responses to Public Events: You are also required to attend one event related to the themes of the class, and to write a critical response paper on the event. This paper will be a two-page double-spaced essay examining the defining ideas for the event. What did the event try to communicate and why? How do these ideas relate to other major themes and projects for Africana Studies? What questions did the event raise for you and what are some important answers to take from the event? Use these questions to begin your reflection and also work to create your own questions. This paper will be counted along with your weekly critical response papers.

Thus you are required to write a total of eleven critical response papers. In their totality these essays constitute 30% of your final grade.

II. Class discussion will be based, in part, upon the response essays posted on WebCT. Class discussion constitutes 10% of your final grade.

III. Research Paper. You are required to complete a twelve page research essay complete with a bibliography. Specific guidelines for the bibliography will be distributed after a intensive library session. The final paper is due, in accordance with the final exam schedule. Drawing upon the scholarship and insights of two disciplines (e.g., History and English, Political Science and Anthropology), you will produce a research essay based upon an original topic in consultation with the faculty members in the course. The objectives of this requirement are fourfold: a) to sharpen your research and writing skills; b) to expand your knowledge of major texts and themes in Africana Studies; c) to introduce you to the nature of interdisciplinary research, the research paradigm in Africana Studies; d) to expand your knowledge of research data bases in Africana Studies. The grade for your research essay constitutes 60% of your final grade.

Attendance Policy: Participation is an integral part of the learning process. You should come to class prepared to discuss that day's assigned reading. You are allowed four absences. Each subsequent absence will result in a 1% reduction in your final course grade.

Sample Syllabus for Introduction to Africana Studies
ENGL/HIST 3350

Course Description:
This course introduces the study of African people both on the continent of Africa and in the Caribbean, Brazil, Spanish America, and North America. It surveys some of the major areas of development in historical studies, literary studies, social sciences, and the arts. Cutting across these specific disciplines are topics of enduring interest in the field, including the black student movement that birthed Black Studies as an academic program. Other topics fall within the following three categories: (1) Africa and the Diaspora: the history of ancient African civilizations and the consequences of the transatlantic slave trade; (2) expressive arts and culture: the arts of the Black Atlantic world including oral, musical, and literary creativity; (3) identities, ideologies, and institutions: the black freedom struggle and gender, sexuality and class issues within Black institutions. Representing the organization of the major itself, ENGL/HIST 3350 introduces students to such concepts and topics as the Diaspora, the African slave trade, abolitionism, slavery and the literary imagination, the New Negro Movement, and representations and constructions of race and class.

Learning Outcomes:
1. Students completing this course will be able to describe the historical and political trends that led to the establishment of Black Studies departments and the development of Africana Studies as a field of scholarly inquiry.
2. Students will demonstrate an understanding of the major themes in Africana Studies by producing a research paper that draws upon the scholarship of at least two disciplines.
3. Students will be able to describe, both orally and in written form, the significance of the trans-Atlantic slave trade in the history and culture of Africans in the Americas.
5. Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Suggested Texts:
Abdul Alkalimat, *Paradigms in Black Studies*
Hayes, Floyd, *A Turbulent Voyage: Readings in African-American Studies*
Karenga, Maulana, *Introduction to Black Studies*
Other readings will be provided in electronic form.

Course Requirements and Grading:

I. Response Essays:
A. Responses to Class Readings and Lectures: No more than three pages, double-spaced. You will write and post these response essays on WebCT. The objectives of this requirement are threefold: a) to facilitate an ongoing collective discussion of the weekly readings; b) to provide a more meaningful framework for class discussion on the second day of each instructional component; c) to underscore the dynamic relationship between writing, reading and discussion.

Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☑ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GRMN 4260 Austrian Literature and Culture 3 / 0 / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will examine a selection of representative works of Austrian culture, including literature, music, and the visual arts, within the context of Austrian history from the time of the Hapsburg Empire to the present day Austrian Republic. Discussion, readings, and writing assignments are in German.

Prerequisite(s) GRMN 2002

Present or Projected Enrollment: 10 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring / 2009 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 11/15/07 Date — Department Chair (if cross listed) Date

or Dean of College 01/11/08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-29-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02

Proposed New Course Syllabus
GRMN 4260: Austrian Literature and Culture
Gary Schmidt, Assistant Professor of German

Rationale:

This course is an additional 4000-level elective for German majors and minors. It further broadens the range of courses available for students to take and utilizes an area of specialization in my research. Although Austria is a small country today, its influence on world culture has been enormous. Until 1918, Vienna was the capital of the multinational Austro-Hungarian Empire under the rule of the Hapsburg Dynasty; famous composers, writers, directors, philosophers, and scientists such as Wolfgang Amadeus Mozart, Ludwig van Beethoven, Franz Schubert, Gustav Mahler, Johann Strauss, Arnold Schönberg, Sigmund Freud, Gustav Klimt, Fritz Lang, Ludwig Wittgenstein, Karl Popper, Karl Kraus and Arthur Schnitzler all lived and worked in Vienna for at least part of their lives. On the dark side, Vienna was also the birthplace of modern Anti-Semitism and Austria the birthplace of Hitler. "Austrian Literature and Culture" is a content-based language and culture course, which means that students improve their ability to speak, read, write, and understand German as they learn, discuss, and analyze important aspects of Austrian history and culture from the late eighteenth century to the present. In this course students will improve their ability to speak and write about such topics as music, art, politics, ideology, literature, gender roles and sexuality. The class is conducted entirely in German.

Course Objectives (content and language):

- Students recognize and discuss (in German!) the significance of important figures and movements of Austrian history and culture.
- Students demonstrate a basic understanding of major developments in Austrian history since the late eighteenth century.
- Students improve their ability to read German by closely analyzing challenging literary texts.
- Students expand their German vocabulary and actively use abstract and complex language in discussing and writing about the course topics.
- Students improve their ability to write German.
- Students improve speaking skills by giving oral presentations and actively participating in class discussion.

friendly amendment to change course objectives to ones that are measurable

Texts may be selected from the following:

- Leo Perutz. *Zwischen neun und neun.*
- Arthur Schnitzler. *Traumnovelle (Dream Story).*
- Marlen Haushofer. *Wir töten Stella.*
- Joseph Roth. *„Die Büste des Kaisers."*
- Thomas Bernhard. *Heldenplatz.*
- Ingeborg Bachman. *Das dreißigste Jahr.*

Possible films:
Wolfgang Amadeus Mozart. *The Magic Flute.*
Axel Corti. *Der junge Freud.*
Ernst Marischka. *Sissi: Die junge Kaiserin.*
Barbara Albert. *Böse Zellen.*

Assignments and Grading:

- Vocabulary assignments and quizzes = 10%
- 2 short essays @ 10% each = 30%
- 1 final essay in two drafts = 15%
- 2 oral presentations = total of 10%
- Midterm and Final Exam = 25%
- Class participation = 10%

Tentative Schedule

	Homework	In Class
Week 1	**Read syllabus and sign course contract.**	**Mozarts *The Magic Flute.***
Week 2	**Read:** **1. Excerpts from *The Magic Flute.*** **Writing Assignment and Vocabulary Homework**	○ **Austria in the 18th Century** ○ **Wiener Klassik (music examples)**
Week 3	**<u>Essay 1 due</u>** **Read: Perutz, *Zwischen Neun und Neun,* Chapter 1-6**	○ **Vocabulary Quiz** ○ **Austria in the 19th Century** ○ **Discussion of Perutz**
Week 4	**Read: Perutz, *Zwischen Neun und Neun,* Chapter 7-9**	○ **Vocabulary Quiz** ○ **Viennese Architecture. The „Ringstrasse" and the Viennese Coffee House.** ○ **Discussion of *Zwischen neun und neun***
Week 5	**Read: Perutz, *Zwischen Neun und Neun,* Chapter10-15**	○ **Vocabulary Quiz** ○ **Art of the Viennese Secession (Klimt, Schiele, Kokoschka)** ○ **Discussion: *Zwischen neun und***

		neun
Week 6	**Finish reading Perutz, *Zwischen Neun und Neun.* <u>Essay 2 due!</u>**	○ **Introduction to Freud and Psychoanalysis** ○ **Discussion: *Zwischen neun und neun***
Week 7	**Prepare for Midterm Exam**	○ **Midterm Exam** ○ **Film: *Der junge Freud* by Axel Corti**
Week 8	**Read Schnitzler, *Dream Story,* Part 1**	○ **Vocabulary Quiz** ○ **Discussion: *Dream Story***
Week 9	**Read Schnitzler, *Dream Story,* Part 2**	○ **Vocabulary Quiz** ○ **Discussion: *Dream Story*** ○ **Viennese Modernism in Music (Mahler, Schönberg)**
Week 10	**Read Schnitzler, *Dream Story,* Part 3**	○ **Vocabulary Quiz** ○ **Discussion: *Dream Story*** ○ **Anti-Semitism in Vienna**
Week 11	**Read Schnitzler, *Dream Story,* Part 4**	○ **Vocabulary Quiz** ○ **Discussion: *Dream Story***
Week 12	**Read Schnitzler, *Dream Story,* Part 5-6** **<u>Rough Draft of Final Paper Due</u>**	○ **Vocabulary Quiz** ○ **Discussion: *Dream Story*** ○ **Film: „Sissi: Die junge Kaiserin."**
Week 13	**Read Thomas Bernhard: *Heldenplatz.***	○ **Vocabulary Quiz** ○ **Discussion: *Heldenplatz***
Week 14	**Read Thomas Bernhard: *Heldenplatz.***	○ **Vocabulary Quiz** ○ **Discussion: *Heldenplatz***
Week 15	**Read Thomas Bernhard: *Heldenplatz.*** **<u>Final Draft of Final Paper Due</u>**	○ **Vocabulary Quiz** ○ **Discussion: *Heldenplatz***
FINAL EXAM DURING EXAM WEEK		

Course or Program Addition, Deletion or Modification Request

Department: Geosciences **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** BS Degree in Geography **Hours:** / / **Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** - **Hours:** / / **Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see attachment.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: / Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 2-13-2008 Date — Department Chair (if cross listed) Date

Dean of College 2-15-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-29-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

PROGRAM MODIFICATION

OF

BS DEGREE WITH MAJOR IN GEOGRAPHY

RATIONALE

At present several problems exist with the requirements of the degree program. They violate the University System of Georgia's recommendations for Area F, they are ambiguous in many places, and they are out of date in terms of the quantity and quality of current and future faculty resources and intellectual and methodological developments in the discipline. The Department of Geosciences proposes to revise the BS degree program in Geography to yield the following degree requirements [NEXT PAGE].

A specific note: currently there are at least four concentrations (or tracks) that BS students can pursue. With these changes, all existing tracks will cease to exist and will be replaced by the two outlined below.

B.S. Degree with a Major in Geography

LEARNING OUTCOMES

The list below represents the major learning objectives of the B.S. Degree in Geography. Upon graduating from the Department of Geosciences, every student with a bachelor's degree in Geography should be able to do the following:

- Recognize historical and contemporary perspectives of the discipline
- Demonstrate an understanding of concepts and vocabulary basic to geography
- Perform qualitative and quantitative analyses of geographic phenomena
- Demonstrate a fundamental awareness of geographic dimensions to human and physical processes and conditions
- Explain processes of political, economic, and cultural difference within and between human societies
- Demonstrate fundamentals of cartography and geographic information systems
- Demonstrate competence in the manipulation and analysis of spatial data
- Demonstrate understanding of physical processes at the earth's surface
- Characterize global human and physical environments
- Demonstrate the fundamentals of remote sensing and image processing

CORE REQUIREMENTS	Hours
Core Areas A, B, C, D, E (see Core Curriculum requirements)	**42**
Must take MATH 1113 or equivalent in Area A and Option II in Area D	
Area F	**18**
One of the following:	3
GEOG 2083 Introduction to Geographical Analysis	
MATH 2063 Introductory Statistics	
MATH 1634 Calculus (if not taken in the core)	0-4
GEOG 2553 Fundamentals of Mapping Science	3
Computer Introduction/Applications from the following:	2-3
CISM, CS, GEOG, GEOL, XIDS	
Any lab sciences 2000 or below from	8
BIOL, CHEM, GEOG, GEOL, PHYS	
Any courses 2000 or below	0-4

REQUIREMENTS FOR THE MAJOR

Must have at least 39 total hours from courses 3000 or above, 21 of which must be taken in Geography. Must concentrate in Physical Geography or Geographic Information Systems.

Physical Geography

Lower-Division Requirements	**0-14**
GEOG 1013 World Geography (if not taken in the core)	0-3
GEOG 1112 Weather and Climate (if not taken in the core)	0-3
GEOG 1112L Weather and Climate Lab (if not taken in the core)	0-1
GEOG 1113 Landform Geography (if not taken in the core)	0-3
GEOG 1113L Landform Geography Lab (if not taken in the core)	0-1
GEOG 2083 Introduction to Geographical Analysis (if not taken in the core)	0-3

Upper-Division Requirements	**28**
GEOG 4084 Senior Seminar: Why Geography Matters	3
GEOG 4553 Geographic Information Systems	4
Two of the following:	6
GEOG 3713 Meteorology	
GEOG 3723 Physiography of the United States	
GEOG 3563 Introduction to Remote Sensing	
GEOG 4103 Geography of Soils and Water	
GEOG 4700 Global Environmental Change	
GEOL 4003 Geomorphology	
GEOG courses 3000 or above	15
Electives	**18-32**
Minor (optional) and/or electives	
At least 9 hours must be from courses 3000 or higher	

→ friendly amendment to change from 9 to 11

Geographic Information Systems

Lower-Division Requirements	**0-9**
GEOG 1013 World Geography (if not taken in the core)	0-3
One of the following (if not taken in the core):	0-3
GEOG 1111 Introduction to Physical Geography	
GEOG 1112 Weather and Climate	
GEOG 1113 Landform Geography	
GEOG 2083 Introduction to Geographical Analysis (if not taken in the core)	0-3
Upper-Division Requirements	**27**
GEOG 3563 Introduction to Remote Sensing	4
GEOG 4084 Senior Seminar: Why Geography Matters	3
GEOG 4553 Geographic Information Systems	4
GEOG 4554 Computer Cartography	4
GEOG 4562 Airphoto Interpretation and Photogrammetry	4
GEOG 4564 Introduction to Image Processing	4
GEOG 4753 Advanced GIS and Spatial Analysis	4
Electives	**24-33**
Minor (optional) and/or electives	
At least 12 hours must be from courses 3000 or higher	
Students can take up to six hours of GEOG 4086	
Major	**60**
Total	**120**

Course or Program Addition, Deletion or Modification Request

Department: Geosciences **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☐ Every Term
☐ Yearly
☑ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
GEOG	3800	Biogeography	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biogeography is the subdiscipline of Geography that deals with the distribution, ranges, and limits of plants and animals over space and time. This class will focus on the processes and patterns of plant distribution in the contemporary landscape, stressing the development of North American vegetation. The course will cover topics in evolution as it relates to Quaternary migration and distribution, North American biomes, disturbance ecology, invasive species, environmental stewardship, climate change, and field methods.

Prerequisite(s) One of the following: GEOG 1111, 1112, 1112; GEOL 1121, 1122; BIOL 1010; ANTH 1102; or permission of instructor

Present or Projected Enrollment: 15 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2009 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-14-2008 — Department Chair (if cross listed) — Date

Dean of College — Date: 1/16/08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 2-29-08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

GEOG 3800: Biogeography

Instructor: Dr. Georgina DeWeese
Office: 3 Geography
Office Hours: 11:00-noon TTh, 2:00-3:00 MW, or by appointment
Phone: 678-839-4065
Email: gdeweese@westga.edu
Website: www.westga.edu/~gdeweese

Classes will meet in 7 Geography, TTh 5:30--6:45pm

Course Description: Biogeography is the subdiscipline of Geography that deals with the distribution, ranges, and limits of plants and animals over space and time. This class will focus on the processes and patterns of plant distribution in the contemporary landscape, stressing the development of North American vegetation. The course will cover topics in evolution as it relates to Quaternary migration and distribution, North American biomes, disturbance ecology, invasive species, environmental stewardship, climate change, and field methods.

Course Outcomes: Students completing this course will have a broad understanding of North American vegetation through space and time. Students will be able to identify important local plant species and invasive species. Anthropogenic influences over North American vegetation will also be understood through human manipulation of vegetation distribution, disturbance ecology, and climate change. This course will produce students better equipped to be functional land owners, land managers, planners, politicians, teachers, business leaders, and citizens. - friendly amendment to change objectives to ones that are measurable

Required Texts:
MacDonald, G. (2003) *Biogeography: Space, Time and Life*. John Wiley

Petrides, GA and J Wehr. (1998) *Peterson Field Guide to Eastern Trees*. Houghton Mifflin Company.

Grading:
Grading Scale: **A**:90-100% **B**:80-89% **C**:70-79% **D**:60-69% **F**:<60%

Exam 1: 100 pts
Exam 2: 100 pts
Exam 3: 100 pts
Lab Reports: 50 pts
Reflective Journal: 50 pts
Final Paper: 100 pts
Total: 500 pts

All exams will be in short answer/essay format. We will conduct 5 in-class labs on topics including tree identification, vegetation inventory, use of proxy data, disturbance ecology, and climate change scenarios. Students will be required to submit lab reports for each completed lab which will be due at the beginning of the next class period. A journal will also be kept by students where they summarize and reflect upon required readings provided during class. The final paper is required to be 5-7 pages of text (additional pages of figures and tables are allowed), 12 pt font, 1 in margins, and on a pre-approved biogeographic topic.

There will be no extra credit opportunities in this course. There will be no make up exams given in this course. If you miss an exam you **MUST** contact the instructor the day of the missed exam. Cheating of any kind will not be tolerated and will result in a grade of 0 on the assignment. Attendance is required.

Writing Center: 839-6513

Biogeography Course Outline:	**Reading:**	**Date:**
The Scope and History of Biogeography	Chpts 1 & 2	
The Physical Environment	Chpt 3	
Biological Interactions and Distribution	Chpt 4	
Disturbance Ecology In class Lab: Disturbance Ecology	Chpt 5	
Individuals and Communities	Chpt 6	
Changing Continents and Climates In class Lab: Proxy Data	Chpt 7	
Dispersal, Colonization, and Invasion	Chpt 8	
Evolution, Speciation, and Extinction	Chpt 9	
Biogeographic Realms	Chpt 10	
Biogeography and Humans	Chpt 11, 12	
Biogeographic Distribution In class Lab: Tree Identification/ Vegetation Inventory	Chpt 13	
Geography of Biological Diversity In class Lab: Climate Change	Chpt 14	
Biogeography and Conservation	Chpt 15	

Course or Program Addition, Deletion or Modification Request

Department: Geosciences **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☑ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GEOG 3800 Biogeography 3 / 0 / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Biogeography is the subdiscipline of Geography that deals with the distribution, ranges, and limits of plants and animals over space and time. This class will focus on the processes and patterns of plant distribution in the contemporary landscape, stressing the development of North American vegetation. The course will cover topics in evolution as it relates to Quaternary migration and distribution, North American biomes, disturbance ecology, invasive species, environmental stewardship, climate change, and field methods.

Prerequisite(s) One of the following: GEOG 1111, 1112, 1112; GEOL 1121, 1122; BIOL 1010; ANTH 1102; or permission of instructor

Present or Projected Enrollment: 15 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2009 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-14-2008 Date — Department Chair (if cross listed) Date

Dean of College 1/16/08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 2-29-08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

GEOG 3800: Biogeography

Instructor: Dr. Georgina DeWeese
Office: 3 Geography
Office Hours: 11:00-noon TTh, 2:00-3:00 MW, or by appointment
Phone: 678-839-4065
Email: gdeweese@westga.edu
Website: www.westga.edu/~gdeweese

Classes will meet in 7 Geography, TTh 5:30–6:45pm

Course Description: Biogeography is the subdiscipline of Geography that deals with the distribution, ranges, and limits of plants and animals over space and time. This class will focus on the processes and patterns of plant distribution in the contemporary landscape, stressing the development of North American vegetation. The course will cover topics in evolution as it relates to Quaternary migration and distribution, North American biomes, disturbance ecology, invasive species, environmental stewardship, climate change, and field methods.

Course Outcomes: Students completing this course will have a broad understanding of North American vegetation through space and time. Students will be able to identify important local plant species and invasive species. Anthropogenic influences over North American vegetation will also be understood through human manipulation of vegetation distribution, disturbance ecology, and climate change. This course will produce students better equipped to be functional land owners, land managers, planners, politicians, teachers, business leaders, and citizens. - friendly amendment to change objectives to ones that are measurable

Required Texts:
MacDonald, G. (2003) *Biogeography: Space, Time and Life*. John Wiley

Petrides, GA and J Wehr. (1998) *Peterson Field Guide to Eastern Trees*. Houghton Mifflin Company.

Grading:
Grading Scale: **A**:90-100% **B**:80-89% **C**:70-79% **D**:60-69% **F**:<60%

Exam 1: 100 pts
Exam 2: 100 pts
Exam 3: 100 pts
Lab Reports: 50 pts
Reflective Journal: 50 pts
Final Paper: 100 pts
Total: 500 pts

All exams will be in short answer/essay format. We will conduct 5 in-class labs on topics including tree identification, vegetation inventory, use of proxy data, disturbance ecology, and climate change scenarios. Students will be required to submit lab reports for each completed lab which will be due at the beginning of the next class period. A journal will also be kept by students where they summarize and reflect upon required readings provided during class. The final paper is required to be 5-7 pages of text (additional pages of figures and tables are allowed), 12 pt font, 1 in margins, and on a pre-approved biogeographic topic.

There will be no extra credit opportunities in this course. There will be no make up exams given in this course. If you miss an exam you **MUST** contact the instructor the day of the missed exam. Cheating of any kind will not be tolerated and will result in a grade of 0 on the assignment. Attendance is required.

Writing Center: 839-6513

Biogeography Course Outline:	**Reading:**	**Date:**
The Scope and History of Biogeography	Chpts 1 & 2	
The Physical Environment	Chpt 3	
Biological Interactions and Distribution	Chpt 4	
Disturbance Ecology In class Lab: Disturbance Ecology	Chpt 5	
Individuals and Communities	Chpt 6	
Changing Continents and Climates In class Lab: Proxy Data	Chpt 7	
Dispersal, Colonization, and Invasion	Chpt 8	
Evolution, Speciation, and Extinction	Chpt 9	
Biogeographic Realms	Chpt 10	
Biogeography and Humans	Chpt 11, 12	
Biogeographic Distribution In class Lab: Tree Identification/ Vegetation Inventory	Chpt 13	
Geography of Biological Diversity In class Lab: Climate Change	Chpt 14	
Biogeography and Conservation	Chpt 15	

Course or Program Addition, Deletion or Modification Request

Department: Geosciences **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix GEOL Course 4063 Title Plate Tectonics — Hours: Lecture/Lab/Total 3 / 0 / 3

Action
- ☑ Course ☐ Program
- ☑ Modify ☐ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☑ Description
  - ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
GEOL	4063	Plate Tectonics	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

A study of the processes of crustal evolution by plate tectonics. Topics include a brief review of geophysical techniques, discussions of plate tectonics and sea-floor-spreading, and a survey of mountian-building processes through time. Students will also prepare for and take the Association of State Boards of Geology, Fundamentals of Geology professional licensing exam.

Prerequisite(s) GEOL 3024, GEOL 3034, or consent of department

Present or Projected Enrollment: 12 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 10-26-2007 — Department Chair (if cross listed) — Date

Dean of College — Date: 1/17/08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 2-29-08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Rationale for modification of GEOL 4063

The department of Geosciences wishes to add an exit exam requirement to the B.S. Degree with major in Geology. We wish to require potential graduates to complete the *Fundamentals of Geology* exam administered by the National Association of State Boards of Geology (ASBOG).

We desire this new requirement for two reasons. First, we wish to establish a systematic, external assessment of our graduates and our program. The ASBOG exam is the most comprehensive, relevant and widely accepted exam for the professional practice of geology and thus is the obvious choice for this purpose. The exam covers all major subject areas within the field of geology and score reporting from ASBOG details performance within each subject area. Exam results have the potential not only to indicate overall graduate preparedness but to indicate specific areas of strength and weakness within our program.

Second, we wish to optimally prepare our geology graduates for their future careers. Twenty eight states (including Georgia) require the ASBOG exam for professional geologist licensure. Therefore, a large proportion of our geology graduates will eventually be required to take the exam to become practicing geologists. Furthermore, geology graduates who have already passed the exam will be at an advantage when seeking employment.

ASBOG has a mechanism in place for administering the exam as an undergraduate geology degree exit exam. Exam scheduling is designed to fit with the academic calendar and special application procedures allow prospective graduates to sit for the exam. Based on a 2003 survey by the Geological Society of America of 500 geoscience departments 12% were already using the ASBOG exam as an exit exam. UWG Geosciences Department will administer the exam-as-degree-requirement through existing course GEOL 4063, Plate Tectonics, which will be modified to require the ASBOG exam. Final grades in GEOL 4063 will be partly based on the student's ASBOG exam score. The course will also include review/practice sessions for exam preparation; additional review and practice sessions will be available independent of the class as needed.

Existing resources are sufficient to support this change.

Course or Program Addition, Deletion or Modification Request

Department: History **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Hist	3350	Introduction to Africana Studies	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An introduction to Africana studies as an area of critical inquiry, including a study of the theories and methods used in the field and readings of significant works that have shaped it. Required for the minor in Africana studies. Same as ENGL 3350.

Prerequisite(s) None

Present or Projected Enrollment: 35 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	1/16/08 Date	Department Chair (if cross listed)	01/10/08 Date
Dean of College	2/8/08 Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	2-29-08 Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Rationale for adding HIST 3350

The gateway course for the Africana Studies minor is currently an XIDS course. Changing the required course for the minor to HIST/ENGL3350 will give it a broader student pool from which to recruit. Since the co-coordinators of the minor are in the English and History departments, it will also make it easier for those departments to schedule the course on a regular basis.

Sample Syllabus for Introduction to Africana Studies
ENGL/HIST 3350

Course Description:
This course introduces the study of African people both on the continent of Africa and in the Caribbean, Brazil, Spanish America, and North America. It surveys some of the major areas of development in historical studies, literary studies, social sciences, and the arts. Cutting across these specific disciplines are topics of enduring interest in the field, including the black student movement that birthed Black Studies as an academic program. Other topics fall within the following three categories: (1) Africa and the Diaspora: the history of ancient African civilizations and the consequences of the transatlantic slave trade; (2) expressive arts and culture: the arts of the Black Atlantic world including oral, musical, and literary creativity; (3) identities, ideologies, and institutions: the black freedom struggle and gender, sexuality and class issues within Black institutions. Representing the organization of the major itself, ENGL/HIST 3350 introduces students to such concepts and topics as the Diaspora, the African slave trade, abolitionism, slavery and the literary imagination, the New Negro Movement, and representations and constructions of race and class.

Learning Outcomes:
1. Students completing this course will be able to describe the historical and political trends that led to the establishment of Black Studies departments and the development of Africana Studies as a field of scholarly inquiry.
2. Students will demonstrate an understanding of the major themes in Africana Studies by producing a research paper that draws upon the scholarship of at least two disciplines.
3. Students will be able to describe, both orally and in written form, the significance of the trans-Atlantic slave trade in the history and culture of Africans in the Americas.
5. Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Suggested Texts:
Abdul Alkalimat, *Paradigms in Black Studies*
Hayes, Floyd, *A Turbulent Voyage: Readings in African-American Studies*
Karenga, Maulana, *Introduction to Black Studies*
Other readings will be provided in electronic form.

Course Requirements and Grading:

I. Response Essays:
A. Responses to Class Readings and Lectures: No more than three pages, double-spaced. You will write and post these response essays on WebCT. The objectives of this requirement are threefold: a) to facilitate an ongoing collective discussion of the weekly readings; b) to provide a more meaningful framework for class discussion on the second day of each instructional component; c) to underscore the dynamic relationship between writing, reading and discussion.

B. Responses to Public Events: You are also required to attend one event related to the themes of the class, and to write a critical response paper on the event. This paper will be a two-page double-spaced essay examining the defining ideas for the event. What did the event try to communicate and why? How do these ideas relate to other major themes and projects for Africana Studies? What questions did the event raise for you and what are some important answers to take from the event? Use these questions to begin your reflection and also work to create your own questions. This paper will be counted along with your weekly critical response papers.

Thus you are required to write a total of eleven critical response papers. In their totality these essays constitute 30% of your final grade.

II. Class discussion will be based, in part, upon the response essays posted on WebCT. Class discussion constitutes 10% of your final grade.

III. Research Paper. You are required to complete a twelve page research essay complete with a bibliography. Specific guidelines for the bibliography will be distributed after a intensive library session. The final paper is due, in accordance with the final exam schedule. Drawing upon the scholarship and insights of two disciplines (e.g., History and English, Political Science and Anthropology), you will produce a research essay based upon an original topic in consultation with the faculty members in the course. The objectives of this requirement are fourfold: a) to sharpen your research and writing skills; b) to expand your knowledge of major texts and themes in Africana Studies; c) to introduce you to the nature of interdisciplinary research, the research paradigm in Africana Studies; d) to expand your knowledge of research data bases in Africana Studies. The grade for your research essay constitutes 60% of your final grade.

Attendance Policy: Participation is an integral part of the learning process. You should come to class prepared to discuss that day's assigned reading. You are allowed four absences. Each subsequent absence will result in a 1% reduction in your final course grade.

Course or Program Addition, Deletion or Modification Request

Department: History **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix XIDS Course 3300 Title Africana Studies — Hours: Lecture/Lab/Total 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) None

Present or Projected Enrollment: 35 (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Steve Goodson 1/18/08 — Department Chair — Date

Jane Hill 01/10/08 — Department Chair (if cross listed) — Date

or Dean 2/8/08 — Dean of College — Date

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Fleischer 2-29-08 — Chair, Undergraduate Academic Programs Committee — Date

Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs Date

Rationale:
Delete XIDS 3300
This course will be replaced by ENGL/HIST 3350

Course or Program Addition, Deletion or Modification Request

Department: Mathematics **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Math **Course** 1112 **Title** Trigonometry and Analytic Geometry 3 / 0 / 3 **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 300 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date 9-9-07	Department Chair (if cross listed)	Date
Dean of College	Date 2-8-08	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date 2-28-08	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Rationale

The proposal to eliminate Math 1112 and to change the prerequisite for Math 1113 will create a three-tier system for Freshman level classes in the math department. This three-tier system will allow the math department to better prepare students for their future math classes than the current system does where all students are essentially covering the same topics in Math 1111/1112 and Math 1113. Hopefully, these changes to better serve each student's needs will increase retention and progression.

The current Math 1001 class will be intended for students in non-science majors in the College of Arts and Sciences. This class is a more appropriate terminal class in mathematics for such students and can also serve as a prerequisite for Math 2063 (Elementary Statistics) which is an appropriate Area D course for such students.

Math 1111 will be intended for students in the College of Business, the College of Education and Nursing majors. The topics covered in the class will be essentially the same as the current Math 1111 although more applications of interest to these majors will be emphasized. This course will be a prerequisite for Math 1413 (Survey of Calculus – business majors) and Math 2063 (Elementary Statistics – nursing majors). In addition, this course can serve as a prerequisite for science majors who do not have adequate preparation for the new Math 1113 course.

Math 1113 will be intended for science majors in the College of Arts and Sciences. The topics covered in this class (see attachment) will prepare students for Calculus, other higher level mathematics and science classes. Eliminating the overlap in the current system between Math 1111/1112 and Math 1113 will allow the math department to give these science majors a more rigorous coverage of Precalculus which should lead to these students having more success in other math and science classes. Changing the prerequisite for this class to "Math 1111 or four years of high school mathematics" will allow students who are well prepared to start in this class as freshman while also allowing students who need some review to take both Math 1111 and 1113.

The recommended courses for incoming freshman would be:

College of Business students	Math 1111
College of Education students	Math 1111
College of Arts and Sciences non – science majors	Math 1001

College of Arts and Sciences science majors will be placed based on SAT MATH score: (**or placement test**)

Less than 550	Math 1111
551-700	Math 1113
700-800	Math 1634

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Speech-Language Pathology **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☑ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for B.S.Ed. Program Changes in Speech-Language Pathology

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to the American Speech-Language Hearing Association (ASHA) accreditation requirements. The proposed changes in the B.S.Ed. Program in Speech-Language Pathology align the ASHA-certified program with new practices and reduce the number of hours for graduation from 126 to 123.

The proposed changes allow program personnel to better align course credits, titles, and standards links with needs of students, especially for electives and clinical practicum experiences.

Course Changes for the B.S.Ed. Program in Speech-Language Pathology

SLPA Courses Modified (Title change; Description change; Prerequisites, ASHA standards linked to learning outcomes)	Courses Added	Courses Removed and/or Deleted
SLPA 4722 Multicultural and Counseling Issues in Communication Disorders • Separated into two courses (SLPA 4722 & 4724) • Meet needs of minimum credit hour requirements		SLPA 3761 Methods of Clinical Management • Experience should be at grad level
		SLPA 4723 Advanced Methods of Clinical Management
	SLPA 4724 Counseling Issues in Communication Disorders	SLPA 4790 Clinical Practicum: Therapy I
	SLPA 4784 Professional Practices Seminar • Will serve as introduction to professional practices in the field	SLPA 4791 Clinical Practicum: Therapy II
	Concentration: SPED 3713, 3714, and 4710 • Reflect changes in special education curriculum • Reflect more appropriate content for students • Bring program to 120 credits	SPED 3703 SPED 3715

BACHELOR OF SCIENCE IN EDUCATION **PROPOSED**
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: _____ SID #_____

CORE CURRICULUM	Hrs	Gr	Sub	PROFESSIONAL	Hrs.
A. Essential Skills	**9**			**CONTENT SPECIALIZATION[A, B]**	**45**
1. ENGL 1101 English Composition I	3			SLPA 3701 Introduction to Communication Disorders	3
2. ENGL 1102 English Composition II	3			SLPA 3702 Speech & Language Acquisition	3
3. MATH 1111 College Algebra (Recommended)	3			SLPA 3703 Phonetics	3
B. Institutional Priorities	**5**			SLPA 3704 Anatomy & Physiology of Speech & Hearing	3
1. COMM 1110 Public Speaking (Recommended)	3			SLPA 3705 Speech & Hearing Science	3
2. Any approved elective	2			SLPA 3760 Articulation & Phonological Disorders	3
C. Humanities/Arts	**6**			SLPA 3790 Introduction to Clinical Practicum: Observation	3
1. Any Area C1 elective	3			SLPA 4701 Language Disorders in Children	3
2. Any Area C2 elective	3			SLPA 4703 Intro to Audiology	3
D. Science, Math, Technology	**10**			SLPA 4704 Introduction to Manual Communication	3
1. Lab Science	4			SLPA 4720 Intro to Assessment of S-L Disorders	3
2. Non-Lab or Lab Science	3			SLPA 4721 Intro to Neurological Comm. Disorders	3
3. Any Area D2 elective	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
A course in Biology and a course in Physical Science are recommended for D1 & D2.				SLPA 4724 Counseling Issues in Communication Disorders	3
				SLPA 4784 Professional Practices Seminar in Communication Disorders [C]	3
E. Social Sciences	**12**				
1. HIST 1111 or 1112 Civilization I or II	3			**CONCENTRATION[A, B]**	**15**
2. HIST 2111 or 2112 US History I or II	3			CEPD 4101 Educational Psychology	3
3. POLS 1101 American Government	3			MEDT 3401 Integrating Tech into the Curriculum	3
4. PSYC 1101 or SOCI 1101 (Recommended)	3			SPED 3713 Intro to Special Educ & Mild Disabilities	4
				SPED 3714 Behavior and Classroom Management	3
F. Program Related Courses [A]	**18**			SPED 4710 Ethics, Policies, and Procedures in Special Education	2
1. ISCI 2001 Life/Earth Science	3				
2. ISCI 2002 Physical Science	3				
3 Math 2008 Foundation of Numbers and Operations	3				
4. EDUC 2110 Investigating Critical & Contemporary Issues in Educ	3				
5. EDUC 2120 Exploring Sociocultural Perspectives on Diversity	3				
6. EDUC 2130 Exploring Learning and Teaching	3				
PHYSICAL EDUCATION	**3**			**TOTAL PROFESSIONAL EDUCATION**	**60**
Personal Wellness	2			**TOTAL CORE**	**60**
PWLA Activity Course	1			**TOTAL PROGRAM**	**123[C]**

- ☐ **Yes** ☐ **No** **Principles of biological sciences met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of physical sciences met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of mathematics met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of soc/behav sciences met through core curriculum:** **Course #**_____ **Date**_____

Program Notes

[A] A grade of C or better is required in courses in these sections. [B] Admission to teacher education program required before enrolling in these courses. [C] The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools.

(Fall 2008)

BACHELOR OF SCIENCE IN EDUCATION **PROPOSED**
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: _____ SID #_____
Advisor: _____ Entering Semester/Year: _____

General Education Requirements
(Date completed)

_____ Regents' Exam
_____ US Constitution/History
_____ GA History
_____ Praxis I/GACE
_____ GPA upon Admission to Teacher Education

_____ _____
Student Signature/Date Advisor Signature/Date

Program Notes
[A] A grade of C or better is required in courses in these sections. [B] Admission to teacher education program required before enrolling in these courses. [C] The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools.

(Fall 2008)

Proposed

University of West Georgia

B. S. Ed. (A non-Certification Program), Special Education: Speech-Language Pathology, UNDERGRADUATE COURSE SEQUENCE (Effective Fall, 2008)

JUNIOR YEAR

FALL		CREDIT	INSTRUCTOR
SLPA 3701	Introduction to Communication Disorders	3	Boddie
SLPA 3702	Speech and Language Acquisition	3	Wyatt
SLPA 3703	Phonetics	3	Barton
SLPA 3704	Anatomy/Physiology of Speech and Hearing	3	Wyatt
SLPA 4704	Introduction to Manual Communication	3	Barton
		Hours: 15	
SPRING			
SLPA 3705	Speech and Hearing Science	3	Barton
SLPA 3760	Articulation/Phonological Disorders	3	Wyatt
SLPA 3790	Intro to Clinical Practicum: Observation	3	Boddie
SLPA 4701	Language Disorders in Children	3	Barton
SLPA 4703	Introduction to Audiology	3	Wyatt
		Hours: 15	
SUMMER			
SLPA 4724	Counseling Issues in Communication Disorders	3	Boddie
SLPA 4784	Professional Practices Seminar in Communication Disorders	3	Wyatt
		6	

SENIOR YEAR

FALL		CREDIT	INSTRUCTOR
SLPA 4720	Introduction to Assessment of S-L Disorders	3	Wyatt
CEPD 4101	Educational Psychology	3	CEPD
SPED 3713	Intro to Special Education & Mild Disabilities	4	SPED
SPED 4710	Ethics, Policies, and Procedures in Special Education	2	SPED
		Hours: 12	
SPRING			
SLPA 4721	Introduction to Neurological Communication Disorders	3	Barton
SLPA 4722	Multicultural Perspectives in Communication Disorders	3	Wyatt
SPED 3714	Behavior and Classroom Management	3	SPED
MEDT 3401	Integrating Technology into the Classroom	3	MEDT
		Hours: 12	

Total Undergraduate Hours in SLP Concentration and Certification Courses: 60

CURRENT

BACHELOR OF SCIENCE IN EDUCATION
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: _____ SID #_____

CORE CURRICULUM	Hrs	Gr	Sub	PROFESSIONAL	Hrs.
A. Essential Skills	**9**			**CONTENT SPECIALIZATION[A, B]**	**51**
1. ENGL 1101 English Composition I	3			SLPA 3701 Introduction to Communication Disorders	3
2. ENGL 1102 English Composition II	3			SLPA 3702 Speech & Language Acquisition	3
3. MATH 1111 College Algebra (Recommended)	3			SLPA 3703 Phonetics	3
B. Institutional Priorities	**5**			SLPA 3704 Anatomy & Physiology of Speech & Hearing	3
1. COMM 1110 Public Speaking (Recommended)	3			SLPA 3790 Introduction to Clinical Practicum: Observation	3
2. Any approved elective	2			SLPA 4704 Introduction to Manual Communication	3
C. Humanities/Arts	**6**			SLPA 3705 Speech & Hearing Science	3
1. Any Area C1 elective	3			SPLA 3760 Articulation & Phonological Disorders	3
2. Any Area C2 elective	3			SLPA 3761 Methods of Clinical Management	3
D. Science, Math, Technology	**10**			SLPA 4701 Language Disorders in Children	3
1. Lab Science	4			SLPA 4703 Intro. To Audiology	3
2. Non-Lab or Lab Science	3			SLPA 4790 Clinical Practicum: Therapy I	3
3. Any Area D2 elective	3			SLPA 4791 Clinical Practicum: Therapy II [E]	3
A course in Biology and a course in Physical Science are recommended for D1 & D2.				SLPA 4720 Intro to Assessment	3
				SLPA 4721 Intro Neurological Comm. Disorders	3
				SLPA 4722 Multicultural and Counseling Issues in Communication Disorders	3
E. Social Sciences	**12**			SLPA 4723 Advanced Methods of Clinical Management	3
1. HIST 1111 or 1112 Civilization I or II	3			**CONCENTRATION[A, B]**	**12**
2. HIST 2111 or 2112 US History I or II	3			CEPD 4101 Psychology of Education	3
3. POLS 1101 American Government	3			SPED 3703 Behavior Modification	3
4. PSYC 1101 or SOCI 1101 (Recommended)	3			SPED 3715 Inclusive Classroom: Differentiating Instruction	3
				MEDT 3401 Intro. to Instructional Technology	3
F. Program Related Courses [A, C]	**18**				
1. ISCI 2001 Life/Earth Science	3				
2. ISCI 2002 Physical Science	3				
3 Math 2008 Foundation of Numbers and Operations	3				
4. EDUC 2110 Investigating Critical & Contemporary Issues in Educ	3				
5. EDUC 2120 Exploring SocioCultural Perspect on Diversity	3				
6. EDUC 2130 Exploring Learning and Teaching	3				
PHYSICAL EDUCATION	**3**			**TOTAL PROFESSIONAL EDUCATION**	**63**
Personal Wellness	2			**TOTAL CORE**	**60**
PWLA Activity Course	1			**TOTAL PROGRAM**	**126[D]**

- ☐ **Yes** ☐ **No** **Principles of biological sciences met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of physical sciences met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of mathematics met through core curriculum:** **Course #**_____ **Date**_____
- ☐ **Yes** ☐ **No** **Principles of soc/behav sciences met through core curriculum:** **Course #**_____ **Date**_____

Program Notes

[A] A grade of C or better is required in courses in these sections. [B] Admission to teacher education program required before enrolling in these courses. [C] Courses are in approval process. [D] The program is 123 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. [E] Must apply for practicum placement approximately two semesters prior to the semester planning to enroll in this course. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools.

(Fall 2007)

CURRENT

BACHELOR OF SCIENCE IN EDUCATION
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: _____ SID #_____

Advisor: _____ Entering Semester/Year: _____

General Education Requirements
(Date completed)

_____ Regents' Exam
_____ US Constitution/History
_____ GA History
_____ Praxis I/GACE
_____ GPA upon Admission to Teacher Education

Field Experiences Completed

_____ Introductory Observation
_____ SLPA 3790
_____ SLPA 4790
_____ SLPA 4791

Completion Dates

_____ Admitted to Teacher Education
_____ Approved for SLPA 3790, _____ Semester
_____ Approved for SLPA 4790, _____ Semester
_____ Approved for SLPA 4791, _____ Semester

_____ Student Signature/Date

_____ Advisor Signature/Date

Program Notes

[A] A grade of C or better is required in courses in these sections. [B] Admission to teacher education program required before enrolling in these courses. [C] Courses are in approval process. [D] The program is 123 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. [E] Must apply for practicum placement approximately two semesters prior to the semester planning to enroll in this course. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools.

University of West Georgia

B. S. Ed. (A non-Certification Program), Special Education: Speech-Language Pathology , UNDERGRADUATE COURSE SEQUENCE I (No Student Teaching) (Effective Fall, 2005)

JUNIOR YEAR

FALL		CREDIT	INSTRUCTOR
SLPA 3701	Introduction to Communication Disorders	3	Boddie
SLPA 3702	Speech and Language Acquisition	3	Dwight
SLPA 3703	Phonetics	3	Franks
SLPA 3704	Anatomy/Physiology of Speech and Hearing	3	Sisterhen
SLPA 4704	Introduction to Manual Communication	3	Staff
	Hours:	15	

SPRING			
SLPA 3705	Speech and Hearing Science	3	Sisterhen
SLPA 3760	Articulation/Phonological Disorders	3	Dwight
SLPA 3761	Methods of Clinical Management	3	Dwight
SLPA 3790	Intro to Clinical Practicum	3	Boddie
SLPA 4701	Language Disorders in Children	3	Franks
SLPA 4703	Intro to Audiological Assessment and Habilitation	3	Sisterhen
	Hours:	18	

SUMMER			
SLPA 4790	Clinical Practicum: Therapy I	3	Boddie
SLPA 4723	Advanced Methods of Clinical Management	3	Dwight
		6	

SENIOR YEAR

FALL		CREDIT	INSTRUCTOR
SLPA 4720	Introduction to Assessment in SLP (to replace SPED 3702)	3	Franks
SLPA 4791	Clinical Practicum: Therapy II	3	Staff
CEPD 4101	Educational Psychology	3	CEPD
SPED 3703	Behavior Modification	3	SPED
	Hours:	12	

SPRING			
SLPA 4721	Introduction to Neurological Communication Disorders	3	Sisterhen
SLPA 4722	Multicultural and Counseling Issues in Comm. Disorders	3	Franks
SLPA 4785	Special Topics in SLP	3	Staff
	Hours:	9	
	Total Undergraduate Hours in SLP Concentration and Certification Courses:	60	

Approved Electives: READ 3251; SLPA 4785 Special Projects – Clinic

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPED **Course** 3715 **Title** The Inclusive Classroom: Differentiating Instruction **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other Prerequisite		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 150 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 2/6/08

Department Chair (if cross listed) — Date

Dean of College — Date: 2/7/2008

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 2-29-08

Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SPED 3715

January 28, 2008

Removing the TE prerequisite will allow students to take the course earlier in their programs, allowing them to graduate in a timely manner.

Old Prerequisite:

Admission to Teacher Education

New Prerequisite:

None

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA **Course** 4722 **Title** Multicultural and Counseling Issues in Speech-Language Pathology **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☑ Title		
☑ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SLPA	4722	Multicultural Perspectives in Communication Disorders	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural, phonologic, and linguistic features that affect service delivery when working with clients from diverse backgrounds will be emphasized.

Prerequisite(s) Admission to Teacher Education; SLPA 3701

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 4722

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to the American Speech-Language Hearing Association (ASHA) accreditation requirements. All courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- The original course included two major areas in speech-language pathology; these areas will be separated into two courses.
- The course title will be changed to reflect the above.
- The course description will be changed to reflect a focus on the one area, multicultural perspectives

Old Description (2006-07 Catalog):

Prerequisites: Admission to Teacher Education; SLPA 3701

This course will discuss issues involved in counseling clients with speech-language pathology-related disorders and their caregivers. It will also provide an overview of the cultural, phonologic, and linguistic aspects which affect service delivery when working with clients from diverse backgrounds.

New Description (Proposed):

Prerequisites: Admission to Teacher Education; SLPA 3701

This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural, phonologic, and linguistic features which affect service delivery when working with clients from diverse backgrounds will be emphasized.

SLPA 4722

MULTICULTURAL PERSPECTIVES IN COMMUNICATION DISORDERS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SLPA 3701

This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural, phonologic, and linguistic features that affect service delivery when working with clients from diverse backgrounds will be emphasized.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards

(Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)
The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and INTASC Principles are also noted and discussed in more detail below:

Students will:

1. identify cultural and linguistic variables which may impact SLP services to members of specific multicultural groups (Battle, 1993, 2000, 2002; Campbell, 1994, 1996; Cheng, 2005a, 2005b; Fowler, Seekins, Dwyer, Duffy, Brod, & Locust, 2000; Gannoti, Handwerker, Groce, & Cruz, 2001; Hernandez, Keys, & Balcazar, 2000; Kathard, 2002; Lue, & Green, 2000)
   (ASHA KASA Standards III-C, III-D; Empathetic, Culturally Sensitive, Knowledgeable; Leaders; INTASC* 2, 3, 5);

2. differentiate between communication differences and communication disorders in multicultural populations (Battle, 2000, 2002; Bebout & Arthur, 1992; Campbell, 1992)
   (ASHA KASA Standards III-C, III-D; Culturally Sensitive, Decision Makers; Leaders; INTASC 2, 3, 5);

3. select appropriate assessment and treatment materials based on a client's background

(Battle, 2000, 2002; Campbell, 1996; Cheng, 2005a, 2005b; Cho, Singer, & Brenner, 2000) (ASHA KASA Standards III-C, III-D; Culturally Sensitive; Adaptive, Decision Makers, Leaders; INTASC 2, 3, 5, 8);

4. acquire strategies to communicate with people from a variety of cultural, ethnic, and racial backgrounds (ASHA, 1991; Battle, 2000, 2002; Campbell, 1996; Cheng, 2005a, 2005b; Cho et al., 2000; Fowler et al., 2000; Gannoti et al., 2001; Kathard, 2002; McCarthy, 2004; Park & Turnbull, 2001; Rosa-Lugo & Fradd, 2000)
(ASHA KASA Standards III-C, III-D, IV-D; Adaptive, Culturally Sensitive, Knowledgeable; INTASC 2, 3, 5);

5. acquire information about the difficulties faced in learning English as a second language (ASHA, 1985, 1989, 1991; Battle, 2000, 2002; Campbell, Brennan, & Steckol, 1992; Cheng, 2005a; Gannoti et al., 2001; Kathard, 2002; Lue & Green, 2000)
(ASHA KASA Standards III-C, III-D, IV-D; Culturally Sensitive, Knowledgeable, Empathetic; INTASC 2, 3, 5); and

6. discuss and apply skills in analysis of phonological and linguistic differences between Standard English speakers and culturally and linguistically diverse populations (ASHA, 1985, 1989; Battle, 2000, 2002; Campbell, 1996; Campbell et al., 1992; Cheng, 2005a, 2005b; Fowler et al., 2000)
(ASHA KASA Standards III-C, III-D, IV-D; Culturally Sensitive, Knowledgeable; INTASC 2, 3, 5, 7).

*INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are available from:
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Battle, D. E. (2002). Communication disorders in multicultural populations (3rd ed.). Boston: Butterworth Heinemann.

References:

American Speech-Language-Hearing Association (1985). Clinical management of communicatively handicapped minority language populations. *ASHA*, *27*(6), 29-32.

American Speech-Language-Hearing Association. (1989). Bilingual speech-language pathologists and audiologists. *ASHA*, *30*(5), 93.

American Speech-Language-Hearing Association. (1991). Multicultural Action Agenda 2000. *ASHA*, *33*(5), 39-41.

Battle, D. (1993). *Communication disorders in multicultural populations*. Boston: Andover Medical Publishers.

Battle, D. E. (2000). Becoming a culturally competent clinician. *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, *6*(3), 19-22.

Bebout, L., & Arthur, B. (1992). Cross-cultural attitudes toward speech disorders. *Journal of Speech and Hearing Research*, *35*(1), 45-52.

Campbell, L. R. (1992). Perceived competencies of speech-language pathologists employed in schools relative to providing services to culturally diverse children. *Tejas*, *18(*Fall/Winter), 31-34.

Campbell, L. R. (1994). Learning about culturally diverse populations, *ASHA*, *36*(6), 40-41.

Campbell, L. R. (1996). Issues in service delivery to African American children. In A.G. Kamhi, K. E. Pollock, & J. L. Harris (Eds.), *Communication development and disorders in African American children* (pp. 73-94). Baltimore: Paul H. Brookes Publishing Co.

Campbell, L., Brennan, D., & Steckol, K. (1992). Preservice training to meet the needs of people from diverse cultural backgrounds. *ASHA*, *34*(2), 29-32.

Cheng, L-R. L. (2005a). Sensitivity to multiple linguistic and social identities. *Neurophysiology and Neurogenic Speech and Language Disorders*, *15*(1), 19- 20.

Cheng, L-R. L. (2005b). Successful clinical management requires cultural intelligence. *Neurophysiology and Neurogenic Speech and Language Disorders*, *15*(1), 16- 19.

Cho, S-J., Singer, H. S., & Brenner, M. (2000). Adaptation and accommodation to young children with disabilities: A comparison of Korean and Korean American parents to their children with developmental disabilities. *Topics in Early Childhood Education, 20*, 236-249.

Fowler, L., Seekins, T., Dwyer, K., Duffy, S. W., Brod, R. L., & Locust, C. (2000). American Indian disability legislation and programs: Findings of the first national survey of tribal governments. *Journal of Disability Policy Studies*, *10*(2), 166-185.

Gannoti, M. E., Handwerker, W. P., Groce, N. E., & Cruz, C. (2001). Sociocultural influences on disability status in Puerto Rican children. *Physical Therapy, 81*(9), 1512-1523.

Hernandez, B., Keys, G., & Balcazar, F. (2000). Promoting disability rights in minority communities: An empowerment approach. *The Community Psychologist*, *32*(5), 28-30.

Kathard, H. (2002). Why we may fail multicultural practice: A point of view. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, *8*(2), 11-13.

Lue, M. S., & Green, C. E. (2000). No easy walk: African-American educators coping with their own children with special needs. *Multiple Voices for Ethnically Diverse Exceptional Learners*, *4*(1), 30- 40.

McCarthy, M. P. (2004). Are you culturally competent to serve your clients? *Perspectives on Administration and Supervision*, *14*(3), 6-9.

Park, J., & Turnbull, A. P. (2001). Cross-cultural competency and special education: Perceptions and experiences of Korean parents of children with special needs. *Education and Training in Mental Retardation and Developmental Disabilities*, *36*, 133-147.

Rosa-Lugo, L., & Fradd, S. (2000). Preparing professionals to serve English-language learners with communication disorders. *Communication Disorders Quarterly*, *22*, 29-42.

Additional resources:

www.asha.org
www.westga.edu/~gboddie
www.nameorg.org
www.cal.org

Reading materials also may be placed on reserve at the TMC.

Technology Requirements:

1. Internet access
2. Active myUWG e-mail account with the ability to send and receive attachments
3. Access to WebCT-Vista
4. Adobe Acrobat (available for free download)
5. Ability to open Microsoft Power Point files

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The primary focus of this introductory course is on the student becoming familiar with multicultural and counseling issues in the area of speech language pathology. The students become familiar with communication differences vs. disorder and the speech language pathologist's role in the identification process. At the completion of the course the student will have demonstrated achievement in the conceptual framework descriptors as follows: *Decision Makers;* reflected in student preparation for class participation, preparation for class presentation and selection of appropriate materials for use **(Assignments 1, 5, 6),** *Leaders;* reflected during class discussions, class presentations, and knowledge base reflected in various test questions **(Assignments 1, 2, 5, 6),** *Adaptive;* reflected in student participation in selection of appropriate materials as related to varying cultural and social/emotional issues in clients **(Assignments 1, 2, 6),** *Culturally Sensitive;* reflected during assignments related to multicultural aspects related to research assignment and assessment and treatment factors in multicultural populations **(Assignments 1-6),** *Empathetic;* demonstrated during all activities and class discussions **(Assignments 1, 2, 3, 5, 6),** *Knowledgeable* reflected in all class assignments and activities

(Assignments 1-6).

Activities and Assessments:

1. Online/independent assignment: Each student will complete an online/independent assignment pertaining to multicultural service delivery. The final product will be a written paper. (80 points)
   (Learning Outcomes 1, 2, 3, 5, 6; written paper, rubric)

2. Each student will complete in-class assignments in the area of assessment and treatment of multicultural populations. (20 points)
   (Learning Outcomes 2, 3, 6; rubric)

3. Movie review: Cultural differences and conflicts form the basis of many movies. Each student will view one of the following movies and write a 3-5 page paper explaining how cultural differences and/or conflicts formed the basis for the plot. Your paper should be typed and double-spaced. The logic and organization as well as quality of writing (grammar and spelling) will be evaluated. A rubric will be provided. (50 points)
   Baby Boom, *Driving Miss Daisy*, *Mr. Baseball*, *My Big Fat Greek Wedding*, *My Cousin Vinny*, *Philadelphia*, *Stand and Deliver*, *The Joy Luck Club*
   (Learning Outcomes 1, 4; written paper, rubric)

4. Paper: Culture and You: All of us are shaped by the culture in which we were raised. Identify and discuss the cultural forces that have been powerful in your life. Your paper should be typed and double-spaced. The logic and organization as well as quality of writing (grammar and spelling) will be evaluated. A rubric will be provided. (50 points)
   (Learning Outcomes 1, 2; written paper, rubric)

5. Interview: In groups, students will be required to interview a nonnative speaker of English or a speaker of a dialect of English. Students must provide their own interviewee. Interviews will take place outside of class on students' own time. The project must include the following:
   A. Self-developed questionnaire for use during interview
      The purpose is to lead the interviewee to discuss his/her culture and any difficulties he/she has had to face as a result of merging cultures/living in a new culture. The questionnaire must explore communication and language, vocational differences and experiences, social difficulties and experiences, education for themselves and/or their children, and healthcare.
   B. Independent research about the native culture of the subject
      Utilize the library's resources and above websites. Include information about cultural standards, and language differences.

C. Written paper
Include a copy of the questionnaire, a discussion of the information that was provided by the interviewee, and the independent research about the native culture.

D. Presentation of project to class
Discuss your questionnaire, overall summary of interview, and summary of independent research. (100 points)
(Learning Outcomes 5, 6; written paper, presentation)

6. Examination: Each student will complete two examinations, each worth 50 points, regarding SLP services to multicultural populations. (100 points)
(Learning Outcomes 1, 2; exam)

Evaluation Procedures:

Students will be evaluated on a total point system. **Extra credit is not an option.**

ASSIGNMENT	POINT VALUE	Learning Outcomes	Assessment Tools
Online/independent assignment	80	1, 2, 3, 5, 6	Rubric
In-class assignments	20	2, 3, 6	Rubric
Movie review	50	1, 4	Written paper, Rubric
Paper	50	1, 2	Written paper, Rubric
Interview	100	5, 6	Written paper, presentation
Examinations (2 @ 50 points)	100	3, 4, 5, 6	Examination
GRAND TOTAL	**400**		

NOTE: Total points may be revised if the students require more structured assignments in order to keep up with the assigned readings.

Grading Policy:

90-100 A (360-400 points)
80-89 B (320-359 points)
70-79 C (280-319 points)
0-69 F (0-279 points)

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two occurrences of tardiness equal one unexcused absence and two unexcused absences will result in a one letter grade reduction. If, for any reason you will be forced to be tardy or absent, you must obtain Instructor approval.

2. Students must exhibit professional conduct and demeanor consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary actions and/or a lowering of the grade.

3. Assignments will not be accepted unless pages are held together with a staple or paper clip.

4. Assignments are considered late after the class is dismissed. A 10% reduction in points per day will occur for all late assignments. The point reduction will occur until the assignment is received by the instructor.

5. Assignments may be turned in early. Doing so may allow the student to correct errors and receive full point value if the corrected final version is submitted by the due date.

6. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In

addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

COURSE OUTLINE:

WEEK	TOPIC	ASSIGNMENT DUE
1	Introduction; policies and procedures Demographics; Defining Culture Cultural Diversity: Facts and Implications Video - Cultural Diversity: A Model	**In-Class Assignment**
2	Intercultural Communication Culture Shock; Video - The Importance of Culture in Building Therapeutic Relationships	
3	Culture and Communication: Verbal and Nonverbal Video - American-Tongues	**Paper - Culture and You**
4	African-American culture and language	
5	Latino culture and language	**Movie Review**
6	Asian and Pacific Island culture and language	
7	Native-American, Middle Eastern culture and language	
8	Deaf Culture Video - Sound and Fury	
9	Exam	**Exam**
10	Dialects and Pronunciation; Speaking with an Accent; Dialect/Accent reduction issues and techniques	
11	Disorders vs. difference, Low SES culture and language Non-biased assessment	**In-class assignment**
12	Materials selection	TBA
13	The multicultural classroom	
14	Transgender communication issues	**On-line/independent Assignment**
15	Working in a Culturally Diverse Workplace	Video- Working in a Culturally Diverse Workplace
16	Final Exam	**Final Exam**

ACADEMIC HONESTY

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 the ideas of 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 Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SLPA	4724	Counseling Issues in Communication Disorders	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course introduces students to issues associated with counseling clients with speech-language pathology related disorders and their caregivers. Knowledge and practice in counseling strategy, process, skills, and ethics will be emphasized.

Prerequisite(s) Admission to Teacher Education; SLPA 3701.

Present or Projected Enrollment: 18 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 4724

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association's (ASHA) accreditation requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- The original course included two major areas in speech-language pathology; these areas will be separated into two courses.
- The course title reflects the above change.
- The proposed course reflects a focus on counseling issues.

New Description (Proposed):

Prerequisites: Admission to Teacher Education; SLPA 3701

This course will introduce students to issues associated with counseling clients with speech-language pathology-related disorders and their caregivers. Knowledge and practice in counseling strategy, process, skills, and ethics will be emphasized.

SLPA 4724

COUNSELING ISSUES IN COMMUNICATION DISORDERS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SLPA 3701

This course will introduce students to issues associated with counseling clients with speech-language pathology related disorders and their caregivers. Knowledge and practice in counseling strategy, process, skills, and ethics will be emphasized.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

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effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and INTASC Principles are also noted and discussed in more detail below:

Students will:

1. demonstrate effective interviewing techniques to obtain information (Boles, 2003; Carkhuff 1983, 1993; Crowe, 1997; Flasher & Fogle, 2004; Luterman, 2001; Murphy & Dillon, 2003; Rollins, 2000; Shames, 2000; Shipley, 1997)
   (Decision Makers, Leaders, Empathetic, Culturally Sensitive; ASHA KASA Standard IV-G; INTASC* 6, 8);

2. identify physical and emotional factors that affect communication (Boles, 2003; Crowe, 1997; Flasher & Fogle, 2004; Luterman, 2001; Murphy & Dillon, 2003; Rollins, 2000; Shames, 2000; Shipley, 1997)
   (Knowledgeable; ASHA KASA Standard III-C; INTASC 1, 2, 5); and

3. select optimal approaches to be utilized in difficult situations (Boles, 2003; Crowe, 1997; Egan, 2002a, b; Flasher & Fogle, 2004; Hill, & O'Brien, 2000; Luterman, 2001; Murphy & Dillon, 2003; Rollins, 2000; Shames, 2000; Shipley, 1997)
   (Decision Makers, Adaptive, Empathetic, Knowledgeable, Culturally Sensitive; ASHA KASA Standard IV-G; INTASC 1, 5, 6).

*INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are available from:
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Luterman, D. (2001). Counseling persons with communication disorders and their families (4th ed.). Austin, TX: Pro-ed.

References:

Boles, L. (2003). Counseling the culturally and linguistically diverse elderly and their families. *Newsletter of the ASHA Special Interest Division 15: Perspectives on Gerontology, 8*(1), 8-9.

Carkhuff, R. (1983). *The art of helping: Student workbook.* Amherst, MA: Human Resource Development Press.

Carkhuff, R. (1993). *The art of helping VII: Trainer's guide.* Amherst, MA: Human Resource Development Press.

Crowe, T. A. (1997). *Application of counseling in speech-language pathology and audiology*. Baltimore, MD: Williams & Wilkins.

Egan, G. (2002a). *The skilled helper: A problem management approach to helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Egan, G. (2002b). *Exercises in helping skills: A manual to accompany the skilled helper.* (7th ed.) Pacific Grove, CA: Brooks/Cole.

Flasher, L. V., & Fogle, P. T. (2004). *Counseling skills for speech-language pathologists and audiologists.* Clifton Park, NY: Thomson/Delmar Learning.

Hill, C. E., & O'Brien, K. M. (2000). *Helping skills: Facilitating exploration, insight, and action.* Washington, DC: American Psychological Association.

Murphy, B. C., & Dillon, C. (2003). *Interviewing in action: Relationship, process, and change.* Belmont, CA: Brooks/Cole Publishing Company.

Rollins, W. (2000). *Counseling individuals with communication disorders.* Woburn, MA: Butterworth-Heinemann.

Shames, G. H. (2000). *Counseling the communicatively disabled and their families: A manual for clinicians.* Needham Heights, MA: Allyn and Bacon.

Shipley, K. G. (1997). *Interviewing and counseling in communicative disorders*. Boston: Allyn & Bacon.

Reading materials may also be placed on reserve at the TMC.

Technology Requirements:

1. Internet access
2. Active myUWG e-mail account with the ability to send and receive attachments
3. Access to WebCT-Vista
4. Adobe Acrobat (available for free download)
5. Ability to open Microsoft Power Point files

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The primary focus of this introductory course is on the student becoming familiar with counseling issues in the area of speech language pathology. The students become familiar with the speech language pathologist's role in the process of counseling adult clients and families of children with communication disorders. At the completion of the course the student will have demonstrated achievement in the conceptual framework descriptors as follows: *Decision Makers;* reflected in student preparation for class participation, preparation for class presentation and selection of appropriate materials for use **(Assignments 1, 2),** *Leaders;* reflected during class discussions, class presentations, and knowledge base reflected in various test questions **(Assignments 1-5),** *Adaptive;* reflected in student selection of optimal approaches to be utilized in difficult situations and varying cultural and social/emotional issues in clients **(Assignment 3),** *Culturally Sensitive;* reflected during assignments related to interviewing and counseling persons from diverse backgrounds **(Assignments 1, 3, 4),** *Empathetic;* demonstrated during all counseling related activities and class discussions **(Assignments 1-4),** *Knowledgeable* reflected in all class assignments and activities **(Assignments 1-5).**

Activities and Assessments:

Students will:

1. Conduct and videotape an actual "**information-getting interview**" on a topic assigned by the instructor. Students must provide their own interviewee. Interviews will take place outside of class on students' own time. The project must include the following:
   A. Self-developed questionnaire for use during interview
   B. 3 minute video/DVD clip of interview
   C. Presentation of project to class
   D. 3-5 paged reflection paper

   Discuss your questionnaire and overall summary of interview. (100 points)

(Learning Outcome 1; written product, presentation)

2. Conduct and videotape an interview in which the objective is to **counsel an individual** concerning a problem. (100 points)
   Students must provide their own interviewee. Interviews will take place outside of class on students' own time. The project must include the following:
   A. 3 minute video/DVD clip of interview
   B. Presentation of project to class
   C. 3-5 page reflection paper
   (Learning Outcomes 2, 3; written product, presentation)

3. Complete an **online/independent study** pertaining to counseling issues in communication disorders. The final product will be a written paper. (80 points)
   (Learning Outcomes 2, 3; written product)

4. Complete **in-class topic-related activities**. (20 points)
   (Learning Outcome 1-3; rubric)

5. **Examination.** Each student will complete an examination regarding SLP services to multicultural populations. (100 points)
   (Learning Outcomes 1-3; exam)

Evaluation Procedures:

Students will be evaluated on a total point system. **Extra credit is not an option.**

ASSIGNMENT	POINT VALUE	Learning Outcomes	Assessment Tools
Interview – Information-getting	100	1	Written product, presentation
Interview - Counseling	100	1	Written product, presentation
Online/Independent assign.	80	2, 3	Written product
In-class performance	20	1, 3	Rubric
Exam	100	1-3	Examination
GRAND TOTAL	**400**		

NOTE: Total points may be revised if the students require more structured assignments in order to keep up with the assigned readings.

Grading Policy:

90-100 A (360-400 points)
80-89 B (320-359 points)
70-79 C (280-319 points)
0-69 F (0-279 points)

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES:

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two occurrences of tardiness equal one unexcused absence and two unexcused absences will result in a one letter grade reduction. If, for any reason you will be forced to be tardy or absent, you must obtain Instructor approval.

2. Students must exhibit professional conduct and demeanor consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary actions and/or a lowering of the grade.

3. Assignments will not be accepted unless pages are held together with a staple or paper clip.

4. Assignments are considered late after the class is dismissed. A 10% reduction in points per day will occur for all late assignments. The point reduction will occur until the assignment is received by the instructor.

5. Assignments may be turned in early. Doing so may allow the student to correct errors and receive full point value if the corrected final version is submitted by the due date.

6. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

COURSE OUTLINE:

WEEK	TOPIC	ASSIGNMENT DUE
1	Introduction; policies and procedures Prerequisites to counseling competence	
2	Clinical interviewing and obtaining information • Learning to listen • Using probes • Asking open-ended questions	**In-class performance**
3	Being Aware of Self and Others	
4	Physical and emotional factors, areas of counseling	
5	The Process of assessment	**Information-getting interview**
6	Sharing information with families; difficult situations	
7	Empowering clients/Ways of counseling families	
8	Counseling skills development	**In-class performance**
9	Report writing/Documentation of goals	
10	Report writing/Documentation of goals	
11	Helping families of children w/special needs	
12	Working with adult clients and their families	**On-line assignment**
13	Culture, Counseling, and Therapy	
14	Cultural Conflict: How to Reduce It Video - The Challenge of Providing Health Care Services to American Indians	**Videotaped interview**
15	Self-assessment and Reflection	

16	Final Exam	Final Exam

ACADEMIC HONESTY

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 the ideas of 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 Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SLPA	4784	Professional Practices Seminar in Communication Disorders	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course introduces students to the process, practices, roles, and ethical responsibilities of the speech-language pathologist.

Prerequisite(s) Admission to Teacher Education; SLPA 3701.

Present or Projected Enrollment: 18 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[signature]	2/6/08		
Department Chair	Date	Department Chair (if cross listed)	Date
[signature]	2/7/2008		
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[signature]	2-29-08		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 4784

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to the American Speech-Language Hearing Association (ASHA) accreditation requirements. All courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- This course was added to provide students with a necessary introduction to professional practice issues in speech-language pathology.

Course Description (Proposed):

Prerequisites: Admission to Teacher Education; SLPA 3701

This course introduces students to the process, practices, roles, and ethical responsibilities of the speech-language pathologist.

SLPA 4784

PROFESSIONAL PRACTICES SEMINAR IN COMMUNICATION DISORDERS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SLPA 3701

This course will introduce students to the process, practices, roles, and ethical responsibilities of the speech-language pathologist.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,

implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and INTASC Principles are also noted and discussed in more detail below:

Students will:

1. understand and apply their knowledge of the ASHA code of ethics (Lubinski, Golper, & Frattali, 2003)
   (Decision Makers, Leaders, Empathetic; ASHA KASA Standard III-E; INTASC* 9);

2. demonstrate knowledge of contemporary professional issues (Lubinski et al., 2003)
   (Knowledgeable; ASHA KASA Standard III-G & H; INTASC 9, 10);

3. demonstrate knowledge of the basic standards of ethical conduct within the field of communication disorders (Lubinski et al., 2003)
   (Decision Makers, Adaptive, Empathetic, Knowledgeable; ASHA KASA Standard III-E; INTASC 9); and

4. demonstrate knowledge of professional credentials (Lubinski et al., 2003)
   (Decision Makers, Adaptive, Empathetic, Knowledgeable; ASHA KASA Standard III-E; INTASC 9).

*INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are

available from:
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Lubinski, R., Golper, L. C., & Frattali, C. (2003). *Professional issues in speech-language pathology and audiology* (3rd ed.). San Diego, CA: Singular.

References:

Selected ASHA Practice Policy Documents www.asha.org
Reading materials may also be placed on reserve at the TMC.

Technology Requirements:

1. Internet access
2. Active myUWG e-mail account with the ability to send and receive attachments
3. Access to WebCT-Vista
4. Adobe Acrobat (available for free download)
5. Ability to open Microsoft Power Point files

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The primary focus of this introductory course is on the student becoming familiar with multicultural and counseling issues in the area of speech language pathology. The students become familiar with communication differences vs. disorder and the speech language pathologist's role in the identification process. At the completion of the course the student will have demonstrated achievement in the conceptual framework descriptors as follows: *Decision Makers;* reflected in student preparation for class participation, preparation for class presentation and selection of appropriate materials for use **(Assignments 1, 2, 4),** *Leaders;* reflected during class discussions, class presentations, and knowledge base reflected in various test questions **(Assignments 1, 5),** *Adaptive;* reflected in student participation in response to professional case scenarios **(Assignment 3),** *Empathetic;* demonstrated during all activities and class discussions related to ethics and professional conduct **(Assignments 1, 2, 3),** *Knowledgeable* reflected in all class assignments and activities **(Assignments 1-3).**

Activities and Assessments:

Students will:

1. Complete in-class topic-related written journal reflections. The instructor will provide the prompts (50 points).
   (Learning Outcomes 1-3; rubric, written product)

2. Complete a case study. The instructor will provide the case scenario and background information (50 points).
   (Learning Outcomes 1-3; rubric, written product)

3. Complete a paper related to professional issues in the field. The instructor will provide a list of possible topics (100 points).
   (Learning Outcomes 1-4; rubric, written product)

4. Presentation on information learned from paper assignment (50 points).
   (Learning Outcomes 1-4; rubric, presentation)

5. Examinations. Each student will complete two examinations related to course discussions, lecture, text, and activities (50 points).
   (Learning Outcomes 1-4; exam)

Evaluation Procedures:

Students will be evaluated on a total point system. **Extra credit is not an option.**

ASSIGNMENT	POINT VALUE	Learning Outcomes	Assessment Tools
Journal reflections (5 @ 10 pts each)	50	1-3	Rubric, written product
Case study	50	1-3	Rubric, written product
Paper	100	1-4	Rubric, written product
Presentation	50	1-4	Rubric, presentation
Exams (2 @ 50 points each)	100	1-4	Examination
GRAND TOTAL	**350**		

NOTE: Total points may be revised if the students require more structured assignments in order to keep up with the assigned readings.

Grading Policy:

90-100 A (315-350 points)
80-89 B (280-314 points)
70-79 C (245-279 points)
0-69 F (0-244 points)

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES:

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two occurrences of tardiness equal one unexcused absence and two unexcused absences will result in a one letter grade reduction. If, for any reason you will be forced to be tardy or absent, you must obtain Instructor approval.

2. Students must exhibit professional conduct and demeanor consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary actions and/or a lowering of the grade.

3. Assignments will not be accepted unless pages are held together with a staple or paper clip.

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COURSE OUTLINE

WEEK	TOPIC	ASSIGNMENT DUE
1	Introduction; policies and procedures; Syllabus review; Professional defined	Journal reflection #1
2	Certificate of clinical competence, licensure, ASHA membership, CF year, continuing education, understanding the credentialing puzzle	
3	General assessment procedures, standard assessment procedures, planning/clinical hypothesis, interviews, post diagnostic conferencing	Journal reflection #2
4	Diagnostic report writing, working with partners, case reviews	
5	ASHA code of ethics The University and KASA	Journal reflection #3
6	Scope of practice (audiology/SLP), assistants	
7	Supervision	Journal reflection #4
8	Special Education law, history of IDEA	Exam
9	IEP process	Journal reflection #5
10	Service delivery models (teaming, inclusion, continuum of services)	Case study
11	Behavior management	
12	Multicultural issues	Paper
13	Working with families	
14	Presentations	Presentations
15	Presentations	Presentations
16	Final Exam	Final Exam

ACADEMIC HONESTY

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 the ideas of 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 Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the

Pledge related to Academic Honor.

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA **Course** 4790 **Title** Clinical Practicum: Therapy I — 3 / 0 / 3 **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

2/6/08
Department Chair Date Department Chair (if cross listed) Date

2/7/2008
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

2-29-08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 4790

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to the American Speech-Language Hearing Association (ASHA) accreditation requirements. All courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- Undergraduate program no longer leads to certification as certification is now at graduate level. Therefore, practicum experience is no longer necessary.
- All students will be moved to the new program, which will have fewer credits needed for graduation. Time to graduation will not be affected.

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA **Course** 4791 **Title** Clinical Practicum: Therapy II **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[signature] 2/6/08			
Department Chair	Date	Department Chair (if cross listed)	Date
[signature] 2/7/2008			
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[signature] 2-29-08			
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 4791

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to the American Speech-Language Hearing Association (ASHA) accreditation requirements. All courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- Undergraduate program no longer leads to certification as certification is now at graduate level. Therefore, practicum experience is no longer necessary.
- All students will be moved to the new program, which will have fewer credits needed for graduation. Time to graduation will not be affected.

Course or Program Addition, Deletion or Modification Request

Department: Management **College:** Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Management Information Systems **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☐ Course ☑ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached sheet for Management Information Systems Program Change
Rationale: Change CISM 3335 to CISM 2335
Added to Program sheet All RCOB Electives must be 3000-level or higher

Prerequisite(s)

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 1/7/08 — Department Chair (if cross listed) — Date

Dean of College — Date 1-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date 2-29-08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

University of West Georgia

Management Information Systems

Bachelor of Business Administration

Name:_____ **2007-2008**

Student ID#: _____

DEGREE REQUIREMENTS ①	Credit Hrs.	Taken or in Progress	Grade
CORE CURRICULUM			
A. ESSENTIAL SKILLS			
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
B. INSTITUTIONAL PRIORITIES			
COMM 1110 or ENGL/THEA 2050 recommended	3		
CS 1020 or LIBR 1101 recommended	2		
C. HUMANITIES			
XIDS 2100, Art1201, MUSC 1100, or THEA 1100 recommended	3		
PHIL 2100 or COMM 1154 recommended	3		
D. SCIENCES, MATH, & TECH			
LAB SCI	4		
NON-LAB SCI	3		
MATH 1413	3		
E. SOCIAL SCIENCES			
HIST 1111 **OR** 1112	3		
HIST 2111 **OR** 2112	3		
POLS 1101	3		
PSYC 1101 or SOCI 1101 recommended	3		

① Attain a minimum overall GPA of 2.0 for graduation.

②Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. NO MORE than one "D" is permitted in Major Courses.

③ Select one of the following: MGNT 4625; ECON 4450; FINC 4521; or MKTG 4866.

④ At least one Elective must be taken in the RCOB.

All RCOB Electives must be 3000-level or higher.

	Credit Hrs.	Taken or in progress	Grade
CORE AREA F COURSE ②			
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
◆ BUSINESS CORE			
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ③	3		
◆ MAJOR COURSES			
CISM 2335	3		
CISM 3340	3		
CISM 3350	3		
CISM 4310	3		
CISM 4330	3		
CISM 4355	3		
CISM 4390	3		
MGNT 4660	3		
APPROVED ELECTIVES ④			
Elective 1	3		
Elective 2	3		
Elective 3	3		
TOTAL PROGRAM	**120**		
PHYSICAL EDUCATION		**3 HOURS**	
3 PWLAS	3		
Total			**123**

Updated February 1, 2007

Rationale for CISM 2335

A change to a 2000-level course number is necessary so that pre-majors with the Richards College of Business can take the business programming class without special permission.

Course or Program Addition, Deletion or Modification Request

Department: Economics **College:** Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

ECON 3480 Environmental and Natural Resource Economics 3 / 0 / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course surveys the issues arising from the interaction of economic and ecological systems, the suitability of the market mechanism to allocate natural and environmental resources, and policy options when markets fail. Applications include energy, climate change, pollution control, land use, fishery management, and water scarcity.

Prerequisite(s) ECON 2106 or consent of department chair

Present or Projected Enrollment: 25 (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[signature] 2-12-08

Department Chair Date Department Chair (if cross listed) Date

[signature] 2-12-08

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[signature] 2-29-08

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02

ECON 3480: Environmental and Natural Resource Economics

Instructor:	Dr. James H. Murphy
Office:	RCOB 48
Telephone:	(678) 839-4774
Office Hours:	MW: 12:00-12:30, 4:45-6:45; and by Appointment
Email:	jmurphy@westga.edu
Texts:	Tietenberg, Environmental and Natural Resource Economics, 7th Edition, 2006 (ISBN: 0-321-30504-3).
Prerequisites:	Econ 2106.
Course Description:	This course surveys the issues arising from the interaction of economic and ecological systems, the suitability of the market mechanism to allocate natural and environmental resources, and policy options when markets fail. Applications include energy, climate change, pollution control, land use, fishery management, and water scarcity.
Course Requirements:	There will be a mid-term (20%), a class project (20%), a paper/presentation (20%), occasional in-class or homework exercises (10%) and a final examination (30%). **Missing an examination will result in a "0" for the particular examination. Exceptions will only be granted with the instructor's prior consent in the case of highly extenuating circumstances beyond the student's control.**
Learning Objectives:[1]	1) Possess a basic knowledge of environmental and resource economics issues (LG7, 9, 11). 2) Be able to use general and economic-specific knowledge to analyze environmental and resources economics issues (LG6), 3) Be able to apply quantitative skills to environmental and resource economics issues (LG2, 12), and 4) Be able to communicate in oral presentations and in writing (LG1),
Grading:	NO CURVE.

A:	90-100 percent	D:	60-69 percent
B:	80-89 percent	F:	Below 60 percent.
C:	70-79 percent		

[1]The skills developed in this course are part of the departmental learning goals (LGs) for Economics. The complete list can be found at http://www.westga.edu/~econ/lg_assessments.htm.

Dates to Note:

Midterm: **October 1, 2007.** The mid-term will cover whatever material we've covered up to this point.

Drop Day: The last day to withdraw with a "W" is **Monday, October 8, 2007.** Any withdrawal after this point will receive an "I","WF" or "F" in accordance with University policy.

Final Exam: **Wednesday, December 12, 11:00 a.m.-1:00 p.m.**

COURSE OUTLINE

INTRODUCTION AND BACKGROUND

- Introduction
- Market Basics
- Supply/Production
- Demand/Consumption
- Perfectly Competitive Equilibrium (One Period)
- Discounting/The Time Value of Money
- Market Failure/Government Failure
- Analytical Principles
- Valuation Issues

NATURAL RESOURCE ECONOMICS

- Introduction/Resource Scarcity Overview
- Energy Resources
- Mineral Economics
- Water Resources
- Land Economics
- Forest Resources
- Fisheries
- Recreation
- Wildlife Management

ENVIRONMENTAL ECONOMICS

- Methods of Pollution Control
- Applications/Cases

ECOLOGICAL ECONOMICS

- Biodiversity
- Sustainability
- Development and the Environment

Addendum III

Course or Program Addition, Deletion or Modification Request

Department: History **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Cultural and Global Literacy Requirement / / **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached for modification to the History Department's Graduate Program Foreign Language Requirement.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Summer / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 2/20/08 — Department Chair (if cross listed) — Date

Dean of College — Date 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date 2/20/2008

Vice President for Academic Affairs — Date

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Revised 1/09/02

Proposed Changes to the Foreign Language Requirement for the History Department's Graduate Program

(changes to the History Department's Graduate Handbook are in bold italics)

20. *CULTURAL AND GLOBAL LITERACY* Requirement

The mission statement of the university asserts that graduate students should increase their "cultural and global literacy," and the History Department has declared in its own mission statement that students should take courses that enhance their global perspective. The department thus requires that all graduate students fulfill a cultural and global literacy requirement. This requirement can be fulfilled in one of two ways: a foreign language option or a cultural and global coursework option.

The History Department recognizes that knowledge of a foreign language is an important means of appreciating cultural diversity and gaining a broader understanding of the world, as well as being a useful skill in an increasingly diverse and globalized world. The department encourages graduate students to fulfill the cultural and global literacy requirement by choosing the foreign language option listed below. The department strongly encourages those students whose M.A. research will involve non-English speaking countries or peoples to choose the foreign language option. Those students who plan to use non-English sources in their research must choose the foreign language option. As most history doctoral programs will require knowledge of at least one foreign language, those students who are planning on pursuing a Ph.D. must also choose this option.

The department also recognizes that some graduate students may learn more about cultural and global issues through additional coursework than through study of a foreign language, and that teachers may find the ESOL (English for Speakers of Other Languages) endorsement more useful than meeting the traditional language requirement. Students may fulfill the cultural and global literacy requirement through the coursework options listed below, but only with the permission of their advisor and the Graduate Coordinator.

Foreign Language Option

Students must show the ability to read and translate into English at least one foreign language by one of the following methods:

1. Earning a B or better in one of the following college level foreign language courses:
   a. The fourth semester of a college-level foreign language class completed no more than five years before admission to the University of West Georgia. Students deciding to take one or more undergraduate foreign language classes to meet this requirement may do so at any accredited college.
   b. The University System of Georgia Independent and Distance Learning foreign language courses. Please consult their website at http://www.georgiacenter.uga.edu/idl/index.phtml for more information regarding distance learning courses.
   c. A graduate-level translation course or its equivalent. Georgia State University (GSU) currently offers French/German/Spanish ***7000-level Reading Knowledge and Translation courses*** that would fulfill the department's foreign language option. ***Students can enroll in these***

programs by applying through the ARCHE program. Applications are available online at http://www.atlantahighered.org/memberservices/crossregapp.pdf

2. Earning at least an 80% on a translation test administered by the Office of Learning Support and Testing (678-839-6435). This test involves translating one passage into English and answering questions in English about another passage. Dictionaries and grammar books may be used during this exam, but not electronic dictionaries or computer software. Pre-registration for the test, which is offered once a semester, is required and can be done in the Graduate School Office in Cobb Hall. Check with the Graduate School or with the History Department Coordinator of Graduate Studies for pre-registration deadlines each semester. Students may take the translation test a maximum of three times. If a student does not earn at least an 80% on any of the three attempts, then he/she must satisfy the foreign language reading requirement by one of the other options listed in this section.

3. Evidence that a student's native language is a language other than English.

Cultural and Global Coursework Option

With permission from their advisor and the Graduate Coordinator, students may take courses that enhance their cultural and global literacy. They may satisfy this option in one of two ways:

1. Students may take two additional courses that are outside of their major and minor fields of study in order to expand their cultural and global literacy. These courses must be History seminar courses at the 6000-level, and they cannot be counted toward fulfillment of any part of a student's program plan of study (meaning that they will not count toward his/her major field, minor field, elective class, or overall unit count). Both courses should be in non-American fields, and at least one of the courses must be non-western. A grade of "B" or better must be obtained in order for these courses to be counted toward the fulfillment of this requirement.

2. Those students holding a valid Georgia Level 4 Certificate (or its equivalent) may choose to complete the ESOL endorsement (English for Speakers of Other Languages). This nine-unit endorsement is only available to those graduate students who are currently teachers.

We encourage students to fulfill this requirement as soon as possible. ***Please note that the cultural and global coursework options will likely add an additional semester to a student's graduate program. This*** requirement ***should*** be fulfilled before a student schedules a thesis defense or exit examinations.

Rationale for Change:

In December 2007, History Department faculty approved a program modification to its Graduate Program. The Department would like to rename the current "Foreign Language Requirement" to the "Cultural and Global Literacy Requirement." This will offer enhanced opportunities for students to pursue the university's values of "cultural and global literacy" as stated in its Mission Statement in the Graduate Catalog (p. 11). The new requirements will retain the foreign language component as an option for graduate students to fulfill this requirement. However, it will also offer new opportunities for students to take courses (with permission from their advisor and the Graduate Coordinator) in non-American fields that will broaden their cultural awareness and increase their knowledge of global societies. This modification will not require any additional resources to implement, and we believe that this change will result in additional graduate applications to the History Graduate Program.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8102 Psychospirituality and Transformation 4 / 0 / 4

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An examination of wisdom traditions and approaches to psychospiritual personality integration and how they apply to modern human problems.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-29-08 — Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date: 2/20/2008

Vice President for Academic Affairs — Date

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Revised 1/09/02

PSYC 8102:
PSYCHOSPIRITUALITY AND TRANSFORMATION
Sample Syllabus

University of West Georgia

<semester & year>
Meeting Time: TBA
Location: TBA

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Course Description:

This course explores the basic nature and processes of psychospiritual transformation as a lived and enduring change in the understanding of self, others, and world. Toward this end, we will examine in detail the similarities and differences between the psychological and spiritual realms, distinguishing between soul and spirit as fundamental orientations through which we approach reality. We will also explore how these facets are ineluctably entwined through the twin processes of transformation and transcendence. We will examine the pitfalls and distortions that arise when one process is emphasized at the expense of the other, developing categories of psychospiritual pathology and applying them to contemporary psychological and social situations. Our investigation will be conducted in and through a variety of literatures, including those of developmental psychology, existential philosophy, archetypal theory, and the wisdom traditions.

Learning Objectives:

- Define and explain what is meant by "psychospiritual transformation."
- Explain the relationship between the psychological and spiritual levels of human development. In this explanation, show how each is dependent upon the other, the distinct nature of their complementarity, and the traps that occur when one is emphasized at the expense of the other.
- Provide detailed explanations of developmental, existential, Jungian, and Eastern models of psychospiritual development.
- Delineate between the soul and spirit perspectives, explaining how each relates to the different models of psychospiritual transformation we investigate.
- Research and present an application of a theoretical model of psychospiritual transformation to a social world context.
- Through a series of rigorous reflection papers, demonstrate an integration of the material with one's own experience of psychospiritual transformation.

Course Requirements & Evaluation:

- Involved participation and class presentations (25%)
- Weekly reflection papers (25%)
- Final paper (50%)

Required Texts:

Course packet of selected readings.

Loy, D. (1996). *The problem of death and life in psychotherapy, existentialism, and Buddhism.* Amherst, NY: Humanity Books.

Metzner, R. (1998). *The unfolding self: Varieties of transformative experience.* Navato, CA: Origin Press.

Mitchell, S. (1988). *Tao te ching.* New York: Harper Collins.

Pope, A. (2006). *From child to elder: Personal transformation in becoming an orphan at midlife.* New York: Peter Lang.

Trungpa, C. (2005). *The sanity we are born with: A Buddhist approach to psychology.* Shambhala: Boston & London.

Walsh, R. & Vaughan, F. (1993). *Paths beyond ego.* New York: Tarcher/Putnam.

Topics addressed:

I. Definitions for Psychospirituality
II. The nature of psychospiritual transformation
III. Ego-Psychology and Ego-integration
IV. Jungian Psychology and Self-Transformation
V. Existential Psychology and Self-Actualization
VI. Transpersonal Psychology and Self-Transcendence
VII. An integral model of psychospiritual transformation
VIII. Soul vs. spirit, Transformation vs. transcendence
IX. Traps of psychospiritual process.

Academic Dishonesty:
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

Technological Resources:
Audio-visual equipment may be used.

Special Needs:
Students with special needs should speak with me as soon as possible to make necessary arrangements.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8103 Science, Technology and Consciousness 4 / 0 / 4

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An examination of the individual and social psychological significance of living in an increasingly technological world, including implications for such issues as identity, agency, cultural change, and adaptation.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

RECEIVED

Revised 1/09/02

FEB 12 2008

UNIVERSITY
OF WEST GEORGIA
GRADUATE SCHOOL

Psyc 8103
SCIENCE, TECHNOLOGY AND CONSCIOUSNESS
Syllabus

Course Description:

An examination of the individual and social psychological significance of living in an increasingly technological world, including implications for such issues as identity, agency, cultural change and adaptation.

Course Goals:

- To be able to articulate, both in writing and in class discussion, how the rise of science and technology re-defined the nature of being human at two levels.
- An ability to articulate recent science studies and studies of technology understood in their subjective effects. A clear articulation will be grounded in resources from cultural studies, science studies, recent philosophies, psychoanalysis, and critical psychology.
- A clear articulation of the subjective stakes of the global & ecological impact of technology.
- An ability to articulate the revolutionary effects of science on what it means to be human—i.e., the ability to articulate the distinction between its status as a Master Discourse & its paradigmatic shift in the relation of the human world.

Program Goals in Relation to Course

The doctoral program in Individual, Organizational, and Community Transformation:

- Entails focused exploration of the dynamic interface between consciousness and society, individual experience and collective structures. This course looks at the interface of subjectivity and science and technology.

- Explores a variety of theoretical perspectives support the exploration: humanistic, transpersonal, existential-phenomenological, critical, psychoanalytic, Eastern and Western spiritual and wisdom traditions, and neuroscience. This course will draw from critical, psychoanalytic, neuroscience and traditional psychological approaches to the advent of science and technology.

- Students pursue their own interests with global understanding and local sensitivity. See assignments.

- The program aims to nourish students seeing themselves as agents of sustainable change at various levels of psychological meaning and cultural structure. Practically this includes work in education, health care, social services, government, religion, non-profit and corporate settings, and beyond. See assignments.

- Program encourages a deep sense of reflexivity in all of its courses: Reflexivity includes the process of increasing self consciousness/awareness. But it also involves the study of social practices and representations. In this course a re-current questions is: How does the Other see me? How am I created by social objects, practices, interactions?

Assigned Texts:

Selections from:

Bell & Kennedy (Eds.) (2000. The Cybercultures Reader. London, England: Routledge;

Canguilhem,G. (1989). *The Normal and the Pathological* Translated by Carolyn R. Fawcett. New York: Zone Books.

Debord, G. (1995). The Society as Spectacle. Tr.Donald Nicholson-Smith. New York: Zone Books

Deleuze, G. (2005). Pure Immanence: Essays on a Life. Zone Books.

Harraway, D. (1997). Modest_Witness@Second_Millennium _FemaleMan©_Meets_OncoMouse: Feminism and Technoscience. London: Routledge.

Luepin, A. (2004). Lacan Today: Psychoanalysis, Science & Religion. New York: The Other Press.

Merchant. C. (2003). *Reinventing Eden: The Fate of Nature in Western Culture* .New York: Routledge.

Other Readings:

Balsamo, A. (1998). Cultural Studies of Science and Technology. Special Issue of Cultural Studies, vol., 12, 3.

Brousse, M.H. (2006). Common Mrakets and Segregation. Jacques Lacan and the Other Side of Psychoanalysis. Clemens & Grigg (Eds.), 254-262.

Carolan, M.(2005). The Conspicuous Body: Capitalism, *Consumerism*, Class and Consumption. *Worldviews: Environment Culture Religion*, Vol. 9 Issue 1, 82-111.

Giddens, A. (2000). Runaway World. New York: Routledge

Halewood, Michael.*On Whitehead and Deleuze: The Process of Materiality*Configurations - Volume 13, Number 1, Winter 2005, pp. 57-76.

Houis, J., Mieli, P., & Stafford, M. (1999). Being Human. New York: Agincourt/Marsiliio.

Lynos, J. & Stavrakakis, Y. (2002). Lacan and Science. London: Karnac Press.

Strathern,M. (2000). The tyranny of transparency. British Educational Research Journal, 26.

Tofts, D., Jonson, A. & Cavallaro, A.(Eds) (2003). *Prefiguring Cyberspace: An Intellectual History* Boston: MIT Press.

Turkle, S.(1995). *Life on the screen*. New York: Touchstone books.

The themes of this course include:

- The idea of a materialist philosophy in its relation to analytic and phenomenological philosophies and in relation to science.

- Science, aesthetics and Subjectivity, including creative work with digital media- cyber mind and psychoanalytic explorations into the paradigm of science.

- Ecology and Technology

Assignments:

- You are responsible for all class readings and will be expected to participate in the seminar format.
- You will be expected to write a twenty page paper based on the readings in the class.
- You will be asked to interview an artist or activist involved in environmental and/or science and technology issues. You may contact out of state figures as well as local artists. The Interview should be written up and contain your own reflection.

Other policies:

- PLAGIARISM is strictly prohibited. If you are confused about what counts as plagiarism ask me I reserve the option of totally flunking you if there is any plagiarism or cheating. And I will report it to the Dean regardless of the action I take. Lifting phrases from books or papers etc will count as plagiarism even if you change the order.. Academic integrity is absolutely required. See University policy or me for further details.
- All written material will use APA style
- Attendance is required- this is a seminar

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	8185	Special Topics in Human Development	4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Special series of seminars meant to explore subjects in human development which are of particular interest to students & faculty.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 1-29-08 — Department Chair (if cross listed) — Date

Dean of College — Date 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date 2/20/2008

Vice President for Academic Affairs — Date

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Revised 1/09/02

FEB 12 2008

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

PSYC 8185
SPECIAL TOPICS IN HUMAN DEVELOPMENT:
DISCOURSE AND IDENTITY DEVELOPMENT
Sample Syllabus

University of West Georgia

Fall 2008
Meeting Time: TBA
Location: TBA

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Course Description:

"The problem with words is that you do not know whose mouths they've been in."
--Nikolas Rose

Although you have likely heard Descartes' infamous dictum "cogito ergo sum" (I think therefore I am), this class begins with an altogether different premise: "Communicamus ergo sum" (We communicate therefore I am). There are two essential points here; the first is that language is not the possession of a single individual, but rather the product of social interdependence. As Nikolas Rose said in the above quote, words are not individual possessions, but are social creations. The second idea is that our individual identities emerge out of (are a result of) communicative social relationships. This idea may sound simple, but it's gravity for psychology is enormous.

The goal of this class is to explore how we construct our identities in everyday conversations and how such identities change across time and context. The study of discourse is the study of how we actively use language in our everyday settings and routines. Broadly, it is the study of human meaning-making and human development. Throughout this class, we will focus on how people make sense of themselves and others in social interactions. Studying discourse means seeing people as *social actors* who *perform* themselves with and against others over time. In addition, studying discourse means becoming familiar with how to work with and analyze recorded conversation.

'Discursive psychology' (DP) is the socio-cultural orientation we will assume. 'Discourse analysis' is it's methodological counterpart. Both 'discursive psychology' and 'discourse analysis' are becoming increasingly prevalent in the social sciences, especially in Psychology. Learning how appreciate conversational interaction is a crucial part of learning how to become a social-scientific researcher. But DP is more than just a method for examining social interaction or social development. Discursive psychology additionally offers a rather progressive perspective on what it means to use language, as well as an approach to knowledge construction that addresses a wide range of problems within the discipline of Psychology—for instance, the problem of the 'self', the problems of 'objectivity' and 'subjectivity', of 'mind', and the role of language in development. Becoming knowledgeable about the relationship between social discourse and human development will allow you to join in on a range of debates about the state of psychology in contemporary academic life.

Course Objectives:

"The world does not speak. Only we do. The world can, once we have programmed ourselves with a language, cause us to hold beliefs. But it cannot propose a language for us to speak. Only other human beings can do that."
-- Richard Rorty

Upon completing this course, students should be able to:

- Explain how discursive psychology is a *qualitative* method that has emerged as a viable psychological orientation.
- Articulate some of the more pertinent challenges that discursive psychology poses to traditional psychology.
- Be able to recognize some of the principles of discursive work by examining conversational data.
- Be able to articulate a discursive perspective on 'prejudice'—where prejudice is seen as something we '*do*' and 'avoid *doing*' in conversations with others.
- Be able to explain the idea of 'social development' from a discursive perspective.
- Be able to explain the discursive position on 'attitudes'
- Be able to explain what it means to say that "identities micro-developmentally *emerge* in everyday conversations and then consolidate across time and context".
- Collect and transcribe a modicum of data.
- Begin to work individually and collaboratively on analyzing that data from a micro-developmental and discursive perspective.
- Put together a small-scale presentation of your analysis.

Course Requirements & Evaluation:

"I can only answer the question 'Who am I?' if I can answer the prior question 'Of what stories do I find myself a part?'"
--Alasdair MacIntyre

Weekly Reflection Summaries (25%)
Take-Home Essays (25%)
Discourse Project (25%)
Attendance and Active/Progressive Class Engagement (25%)

Required Texts:

"Language enters life through concrete utterances, and life enters language through concrete utterances"
Mikhail Bakhtin

Course packet of select readings
Edwards, D. (1997). Discourse and cognition. London: Sage.
Potter, J. (1996). Representing reality: Discourse, rhetoric and social construction. Thousand Oaks, CA: Sage.
Potter, J., & Edwards, D. (1992). Discursive psychology. London: Sage.
Yates, S., Taylor, S., & Wetherell, M. (Eds.). (2001). *Discourse, theory, and practice: A reader.* London: Sage.

Tentative Schedule

TOPICS ADDRESSED:

I. What does it mean to study "discourse"?
II. The relationship between discourse and identity
III. The relationship between discourse and Psychology
   a. A discursive approach to "minds"
   b. A discursive approach to "personality"
   c. A discursive approach to "development"
IV. Special Topic: The development of prejudice in talk
   a. Racism
   b. Sexual Discrimination
   c. Sexism and Heterosexism
   d. Homophobia
V. The development of identities from a discourse perspective
   a. Identity development as ideological dilemma management
   b. Identity development as cultural discourse management
   c. The micro-development of identities-in-talk
   d. Identity development and narratives

Class Policies

"I personally believe we developed language because of our deep inner need to complain."
-- Jane Wagner

EXTENSIONS & MISSED DEADLINES
There will be no un-penalized extensions for any of the assignments, unless there is a serious illness or family/personal emergencies. In all other cases, all late assignments will be penalized 2 pts per day late. If you have any questions about penalties for late assignments, please talk to me (preferably before the assignment is late). It is always a good idea to email me or see me at the first sign that you will not be able to complete your assignments on time.

MISSING CLASS
Because this is a seminar class, coming to class and participating is essential. Our goal is to establish a lively exchange of ideas. As noted above, progressively active *participation* is what I grade.

ACADEMIC INTEGRITY
All individual written work is expected to be your own, and plagiarism is highly unacceptable. Proper documentation and citation is required when attributing ideas/information. Please see me if you have questions about how to do this.

EXTRA CREDIT
There is no formal extra credit in this class. Instead, I allow you to revise/rewrite your reflection summaries. This way, you are given "extra" chances to improve your work, as well as detailed feedback from me helping you to do this. Ultimately, I feel this is a much better solution to typical "extra credit" procedures.

ACCOMODATIONS FOR DISABILITIES

Accommodations and modifications can be made for all assignments for those with specific learning disabilities (professional documentation required). Accommodations will be made for writing assignments, verbal project presentations, group work, and lecture formats. I am more than happy to re-structure aspects of the class and my teaching to best suite your learning needs. Please see me to arrange for this.

PREJUDICE/DISCRIMINATION

I expect everyone is this class to practice tolerance and acceptance. This includes fostering a "safe" classroom space for the open expression of ideas. It also means striving to avoid sexist, heterosexist, racist, and classist (among other forms of discrimination) language and attitudes. I will point out ways to do this in the classroom.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	6260	Psychology, Epistemology and Ethics	4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) **Effective Date*:** Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-29-08 — Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date: 2/20/2008

Vice President for Academic Affairs — Date

COURSE SYLLABUS

Psychology Department
University of West Georgia
PSYC 8260 Psychology, Epistemology and Ethics

Location
Days and Times
Semester

Instructor:
Contact Information:

Course Description

The breakdown of the traditional religious bases of Europe and the United States and the interface of diverse cultures in a global society highlight the key philosophical problem of the modern West: uncertainty about the very possibility of correct knowledge and objective ethics. No consensus whatever exists on these critical matters, so humanity cannot resolve the pressing problems of pluralism and secularity. Increasingly, this same state of affairs pertains in individual communities and organizations and challenges their stability and the wellbeing of the people within them. Often attributed to religion and, perforce, confounded by differing opinions, epistemology and ethics—the study of knowledge and values, of truth and goodness, respectively—are matters of the human mind; indeed, they are concerns unique to the human species. They express and pertain to consciousness and, as such, are psychological in the first instance. Moreover, they are central to any transformational interventions: How can one act effectively without knowing the facts of the matter, and how can one guide a process of change without determining a worthwhile goal? Hence, epistemology and ethics represent paradigmatic instances of the connection between consciousness and society; and, especially in critical times like ours, an understanding of knowing and loving is a prerequisite for effective assessment, intervention, and transformation. To elucidate the crisis in these two disciplines, the course provides a historical overview of them; and to offer realistic hope of addressing the crisis, the course focuses on Bernard J. F. Lonergan's analysis of intentional consciousness and its inherent norms for correct knowledge and responsible decision. The course will be structured in traditional seminar format.

Learning Outcomes

- Summarize the central epistemological positions of key philosophers in the Western tradition
- Summarize the central ethical positions of key philosophers in the Western tradition
- Describe the connection between human consciousness, and knowing and loving
- List the four dimensions of consciousness in Lonergan's analysis and explain their relationship and interaction

- List and elaborate the three facets of human knowing in Lonergan's cognitional theory
- Explain the two criteria of the good in Lonergan's ethical theory
- Explain how this theory is grounded in data and qualifies as an instance of empirical science
- Explain how attention to human perception and oversight of intelligent insight and judgment result in the inability of epistemologies to account for valid knowledge of objective reality
- Suggest how the elements of Lonergan's theory could be discerned in individual behavior or group problem solving
- State how this study has effected some transformation in your own consciousness

Course Requirements

- **Study** of assigned readings and reflection on the issues. The sequence of readings follows the Course Outline below. As the course progresses, the time allotted each topic may need to be adjusted.
- **Active participation** in the seminar through regular attendance and informed contribution to respectful discussion.
- Turn-taking in **presenting oral summaries** of the week's assigned readings.
- **A mid-term paper** of about 10 pages, (a) highlighting the contemporary problem of epistemology and ethics (b) via an objective summary of their histories in the modern era
- A **term paper** of 20 to 25 pages, treating a central aspect of the course. The topic must be discussed with and approved by the Instructor.

Course Evaluation

Course grades will depend on class participation (20%), which includes preparation for seminar discussion; the mid-term paper (30%); and the term paper (50%). Letter grades will be assigned as follows: A=90+; B=80-89; C=70=79; D=60-69; F=<60.

Written Assignments are to be typed in 12-point Times New Roman font and double-spaced on 8.5" x 11" paper, with 1" margins on the top, bottom, and sides of the pages, and pages are to be numbered and stapled together. Papers must bear a title, be organized with sections and subtitles, and be fully documented. Papers are to be written with correct American English spelling, grammar, and punctuation and are to follow APA style and, in the event of numerous errors in these areas, will be returned for rewriting. Students are advised to use a word processor and run grammar and spell checks before submitting the paper. Maimon and Peritz's (2002) *A Writer's Resource* (Boston: McGrawHill) is the accepted reference on writing at UWG. Papers are not to deviate significantly from the required lengths.

Course Readings

Abelson, R., & Nielsen, K. (1967). Ethics, history of. In P. Edwards (Ed.), *The encyclopedia of philosophy* (Vol. 3, pp. 81-117). New York: Macmillan Publishing Co., Inc. & The Free Press.

Hamlyn, D. W. (1967). Epistemology, history of. In P. Edwards (Ed.), *The encyclopedia of philosophy* (Vol. 3, pp. 8-38). New York: Macmillan Publishing Co., Inc. & The Free Press.

Lonergan, B. J. F. (1972). *Method in theology*. New York: Herder & Herder.

Lonergan, B. J. F. (1990). *Collected works of Bernard Lonergan: Vol. 5. Understanding and being: The Halifax lectures on* Insight. Toronto, Ontario, Canada: University of Toronto Press. (Original work published 1980)

Course Outline

Class 1: Introduction of course and class.

Overview of Lonergan's analysis of consciousness.

Class 2: Hamlyn.

Class 3: Abelson.

Class 4: Lonergan, *Method*, Chapter 1: Method.

Class 5: Lonergan, *Method*, Chapter 2: The Human Good.

Class 6: Lonergan, *U & B*, Lecture 1: Self-appropriation and Insight.

Class 7: Lonergan, *U & B*, Lecture 2: Elements of Understanding.

Mid-term paper due.

Class 8: Lonergan, *U & B*, Lecture 3: The Dynamic Aspect of Knowing.

Class 9: Lonergan, *U & B*, Lecture 4: Common Sense.

Class 10: Lonergan, *U & B*, Lecture 5: Judgment.

Class 11: Lonergan, *U & B*, Lecture 6: Knowing and Being.

Class 12: Lonergan, *U & B*, Lecture 7: The A Priori and Objectivity.

Class 13: Lonergan, *U & B*, Lecture 8: A definition of Metaphysics.

Class 14: Lonergan, *U & B*, Lecture 9: Metaphysical Analysis and Metaphysical Integration.

Class 15: Lonergan, *U & B*, Lecture 10, Part 1: The Possibility of Ethics.

Wrap-up and Evaluations.

Term paper due.

The catalogue description for PSYC 8260, Psychology, Epistemology and Ethics, should read as follows:

"An examination of the human capacities to know, to love, and to act with respect to self, relationships, and historic time."

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8270 Depth Psychology **Hours: Lecture/Lab/Total** 4 / 0 / 4

Prefix **Course** **Title**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Topics in depth psychological theories of the unconscious.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

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Revised 1/09/02

FEB 12 2008

UNIVERSITY OF WEST GEORGIA

PSYC 8270
DEPTH PSYCHOLOGY

TOPICS IN DEPTH PSYCHOLOGICAL THEORIES OF THE UNCONSCIOUS

Sample Syllabus

University of West Georgia

Fall 2008
Meeting Time: TBA
Location: TBA

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

COURSE DESCRIPTION:

This course introduces depth psychology through a reading of Freud's texts and some exploration of the basic schools in psychoanalysis after Freud. The emphasis of this course is on clinical practice and how fundamental concepts in depth psychology such as the drive, transference, repetition, sexual difference and the unconscious are handled by Freud, and following and diverging from Freud, by C.G. Jung, Melanie Klein, Heinz Kohut and Jacques Lacan, among others.

COURSE OBJECTIVES

- Articulate through discussion and writing the clinical issues that motivated Freud's writing and changing concepts.
- Articulate through discussion and writing what is at stake in the different ways of reading Freud.
- Articulate through discussion and writing what is at stake in different theoretical approaches and accounts of depth psychology and psychotherapeutic process.
- Articulate through discussion and writing the clinical issues motivating such distinctions.
- Articulate critical discussion and critical writing skills after reading Freud and his followers.
- Demonstrate knowledge, perception and critical understanding necessary to intellectual and personal growth and social responsibility.

COURSE REQUIREMENTS & EVALUATION

- Regular attendance and class presentations (25%)
- Weekly reflection papers (25%)
- Final paper (50%)

REQUIRED TEXTS:

Gay, P. (Ed.) 1989. *The Freud Reader*. NY: WW Norton& Co.

Cohen, J. 2005. *How to Read Freud*. NY & London: W.W. Norton.

Kahn, M. 1997. *Between therapist and client: The new relationship*. (2nd Ed.) New York: NY, Freeman and Company.

Mitchell, J. Ed. 1986. *The Selected Melanie Klein*. Middlesex, UK: Penguin.

Jung, C. J. *Memories, Dreams and Reflections*.

Fink, B. 1997. *A Clinical Introduction to Lacanian Psychoanalysis: Theory and technique*. Cambridge, Massachusetts: Harvard University Press.

Grigg, Hecq, and Smith, Eds 1999. *Female Sexuality: The Early Psychoanalytic Controversies*.. NY: The Other Press.

Other readings on Reserve and E-Reserve

PROVISIONAL SCHEDULE

Syllabus and Course Introduction
Video. *Sigmund Freud: Analysis of a Mind*. (50 minutes)
Topic I, Formation of the unconscious
Topic II, Narcissism and the drive
Topic III, Beyond the Pleasure Principle- compulsive repetition
Topic IV, Symbolic orientation and the ego ideal
Topic V, Differential diagnosis
Topic VI, Transference
Topic VII, Making interpretations
Topic VIII, Jung
Topic IX, Klein, Winnicot and object relations.
Topic X, Kohut
Topic XI, Lacan

Academic Dishonesty:
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

Technological Resources:
Audio-visual equipment may be used.

Special Needs:
Students with special needs should speak with me as soon as possible to make necessary arrangements.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	8280	History of Consciousness	4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Examination of the evolution of human consciousness through a focus on key historical epochs in civilization and the transformations wrought in each.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

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FEB 12 2008

UNIVERSITY OF WEST GEORGIA

Revised 1/09/02

Psychology 8280

History of Consciousness

Sample Syllabus

General Information

Professor: Telephone:
Office: Email:

Course Description

Examination of the evolution of human consciousness, through a focus on key historical epochs in civilization and the transformations in consciousness wrought in each.

Course Objective

The objective of this course is to provide students an orientation to the historical evolution of consciousness.

Learning Outcomes

- Define consciousness and explain how its thematic structure is individuated, temporal, social, worlded, and transcendent.
- Summarize the major epochal movements in the evolution of consciousness
- For each of these movements, describe the thematic structure of consciousness
- Explain how given historical changes reflect deeper level changes in the nature of consciousness.

Course Readings

Barrett, W. (1986). *Death of the Soul: From Descartes to the Computer*. New York: Anchor.

Burtt, E. A. (1931). *The Metaphysical Foundations of Modern Science* (rev. ed.). New York: Doubleday.

Durant, W. & Durant, A. (1975). *The Story of Civilization* (11 volumes). New York: Simon and Schuster. [selections]

Feuerstein, G. (1987). *Structures of Consciousness*. Lower Lake, CA: Integral.

Hughes, H. S. ((1958). *Consciousness and Society* (rev. ed.). New York: Vintage. [selections]

Koyre, Alexandre. (1957). *From the closed world to the infinite universe*. Baltimore: Johns Hopkins University Press.

Perry, J. W. (1987). *The Heart of History: Individuality in Evolution*. Albany: State University of New York Press.

Smith, H. (1989). *Beyond the Postmodern Mind* (rev. Ed.). Wheaton, IL: Quest.

Tarnas, R. (1991). *The Passion of the Western Mind: Understanding the Ideas That Have Shaped our World View*. New York: Ballantine.

Additional supplemental readings to be assigned on electronic reserve at the UWG Library web site.

Course Evaluation

As a seminar class, students will be expected to participate actively in class discussions, coming to each class already well-prepared to discuss the readings for that class. The course grade will be based on the equally weighted values of: 1) the quality of participation in class discussion; 2) an integrative essay paper; 3) a comprehensive final examination.

Course Outline

The Evolution of Consciousness in Western Culture

I. ***Introduction*** (2 classes) Definition of consciousness. Its thematic structure as individuated, temporal, social, worlded, and transcendent. Basic principles of evolution. The meaning of "western" and its relation to "eastern." Reasons for focusing on western culture.

II. ***Ancient Occidental Consciousness*** [5000 BC to 500 BC] (3 classes) Thematic structure of consciousness as manifested in the ancient cultures of the Middle East, especially the Egyptian, the Persian, and the Hebraic synthesis of these two. Topics include: growth of agriculture, code of laws, writing, monotheism. Includes the influence of India on the development of occidental consciousness.

III. ***Classical Hellenic Consciousness*** [500 BC to 500 AD] (5 classes) Thematic structures of consciousness as manifested in the Greek culture of antiquity. Topics include: myth, tragedy, and the play of the gods; the Appolonian and the Dionysian; Pythagoras' `form,' Heraclitus' `change,' Parmenides' `changelessness,' Democritus' `matter,' Plato's `idea,' Sophocles' `fate,' and Plotinus' `mysticism.' Includes the Roman synthesis of Hebraic and Greek consciousness.

IV. ***Medieval Christian Consciousness*** [500 to 1450] (3 classes) Thematic structures of consciousness as manifested in the Catholicism of western Europe in the Middle Ages. Topics include: the theology of Church fathers such as Augustine and Aquinas, as well as such mystics as Jean d'Arc, Teresa d'Avlia, and St. John of the Cross, as well as the impact of such historical events as the Crusades, feudalism, monarchy, and the bubonic plague. Includes the influence of Byzantine and Islamic culture, and the late medieval rediscovery of Hellenistic thought.

V. ***Renaissance Humanistic Consciousness*** [1450 to 1650] (4 classes) Thematic structures of consciousness as manifested in the Italian Renaissance and its spread to Holland, France, England and Germany. topics include: the Copernican revolution; the impact of the printing press and the spread of literacy; Renaissance art, science, literature, religion and philosophy, especially DaVinci, Montaigne, Shakespeare, Erasmus, and Luther.

VI. ***Modern Scientific Consciousness*** [1650 to 1918] (5 classes) Thematic structures of consciousness as manifested in modern European thought, and its spread in America. Topics include: the eclipse of the Renaissance; the new epistemologies (Cartesian rationalism, British empiricism, logical positivism); the culminating impact of mechanistic science in industrialization; and the consequent emergence of `mass consciousness,' its critics (Marx, Kierkegaard, Nietzsche), its unconsciousness, and its psychologies (psychoanalysis, behaviorism).

VII. ***Postmodern Fragmented Consciousness*** [1918 to 1999] (4 classes) Thematic structures of consciousness as manifested in contemporary bureaucratic culture. Topics include the economic impact of corporate capitalism and consumer culture; the scientific revolutions of relativity theory, quantum physics, and chaos theory; the ascendancy of the technological attitude; the rise of fundamentalism; the new philosophies of existentialism, phenomenology, and poststructuralism.

VIII. ***Visionary Holistic Consciousness*** [2000 -] (4 classes) Thematic structures of consciousness as manifested in currently emergent alternative culture. Topics include the impact of globalization; deep ecology; holistic health; integration of Asian thought; intuition and alternative modes of knowing; supraconsciousness.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	8290	Approaches to Community	4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Identification of the interplay of social, individual, and other factors at work in given community issues and problems.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

RECEIVED

Revised 1/09/02

FEB 12 2008

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Psyc: 8290: Approaches to Community
Course Syllabus

Course Description
Identification of the interplay of social, individual, and other factors at work in given community issues and problems.

Course overview:
This seminar examines the history, values, assumptions, methodologies, applications, and possibilities of a psychology for which *community* is the basic unit of analysis and intervention. **The question of whether certain incarnations of community psychology actually push us to re-consider our notions of both methodology and of the psychological subject is also addressed, particularly in terms of critical psychology readings.** The course will draw from classical community psychology, ecological psychology, participatory action research, and critical psychology towards an engaged exploration of the affordances of various community models and strategies for substantive and meaningful community transformation.

Course objectives:

- In writing a critical evaluation of community psychology, students will critically examine a range of understandings of 'community' as historically and culturally situated.
- In writing a critical evaluation of community psychology, students will develop an account of the environment as implicated in concepts of community.
- To explore the reciprocal relationship between persons and their community environments through discussions and writing about theory, research, and strategic action.
- Be able to discuss the framework, context, and aims of the community approach to psychology
- In writing a proposal for a community based assessment and intervention, students will explore the limits of the community mental health movement and how newer perspectives might fill in some of the gaps
- Be able to discuss the theories of social production of psychopathology: Emphasizing the role of poverty, economic insecurity, powerlessness, and inadequate social resources
- To articulate an understanding of the problem of "driven vs. hypothesis driven research" in psychology
- In writing a proposal for a community based assessment and intervention, students will demonstrate competence in assessing community needs and desires

- In writing a proposal for a community based assessment and intervention, students will explore a range of possibilities for effecting transformation in communities.

Principal Texts:

Kelly, J. (2006). *Becoming ecological: An expedition into community psychology*. Oxford: Oxford University Press.

Orford, J. (2007). Psychology and Community. New York: John Wiley and Sons.

Reich, S.; Riemer, M.; Prilleltensky, I.; Montero, M. (Eds.). (2007). *International community psychology: History and Theories*. New York: Springer.

Supplemental Articles and Texts:

Bond, M. (1999). Gender, race, and class in organizational contexts. *American Journal of Community Psychology, 27*, 327–356

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371–399.

Dupéré, V. & Perkins, D. (2007). Community types and mental health: a multilevel study of local environmental stress and coping. *American Journal of Community Psychology*, 39, 1-2, pp. 107-119

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59, 77–92

Hook, Derek; Collins, A.; Burman, E (eds.). (2004) *Critical Psychology*. Capetown, South Africa: University of Capetown Press.

Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 126, 309–337.

Lykes, M.B. (2003). Developing an activist liberatory community psychology: One Step at a time. *The Community Psychologist, 13(3), 287-294.*

Lykes, M.B. (2004), Virtues and Vocation: Community Psychology and Social Change. In G. Nelson & I. Prillentensky (Eds.). *Community Psychology: In pursuit of liberation and well-being. London: Palgrave MacMillan, 156-159.*

McDonald, K., Keys, C., & Balcazar, F. (2007). Disability, race/ethnicity and gender: themes of cultural oppression, acts of individual resistance *American Journal of Community Psychology*, 39(2), pp. 145-161.

Reid, P.T. (1993). Poor Women in Psychological Research. *Psychology of Women Quarterly, 17, 133-150.*

Sloan, T. (unpublished on-line article) Globalization, Poverty, and Social Justice: A Basic Introduction for Students of Psychology and Social Work. Available at http://www.ips-dc.org/downloads/sloan.PDF

Tolan, P., Gorman-Smith, D., & Henry, D. B. (2001). *Chicago youth development study community and neighborhood measure: Construction and reliability technical report.* Families and Communities Research Group, University of Illinois at Chicago.

Themes and Topics Covered:

I. Introduction and Overview: Community Psychology

A. History and Context of Community Approaches to Psychology

B. Values and Assumptions of Community Psychology

C. Ethical and Epistemological Considerations

D. Ecology and Community

II. Understanding Communities

A. Varieties of Community

B. Disempowered and Marginalized Communities

C. Cyber Communities (and other new developments)

D. International Perspectives on Community

III. Research in Communities

A. Traditional tools of Community Psychology

B. Action Research

IV. Assessing Community Strengths and Challenges

V. Intervention, Prevention, and Empowerment

VI. The Critical Turn in Community Psychology: The Emergent Subject

VI. Possibilities and Limitations of Psychologists' Work in Communities

Assignments:

A. Critical Evaluation of Community Psychology (10-15 pages):

A review of community psychology, situated historically and culturally, which is to lead to an (1) assessment of its shortcomings and challenges and (2) analysis of how these might be addressed through action research or other newer approaches to community intervention. Focus on a particular aspect of community or a specific community challenge of interest to the student may guide the assessment and analysis.

B. Proposal for a Community Based Assessment and Intervention (20-25 pages):

Student will review literature relevant to a problem of choice and design a community based intervention targeting prevention at primary, secondary, and tertiary levels. The proposal should incorporate principles of traditional community psychology, action research, critical psychology, or some creative combination of these. The proposed action plan should be realistic, achievable, and relevant to the community. An account of how community relevance is to be assessed and addressed should be included in the proposal.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	8300	Exploratory Methods in Consciousness Studies	4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Practice in the cultivation of methods of conscious awareness, such as meditation, yoga, and other forms of mental discipline.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-29-08

Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date

Chair, Committee on Graduate Studies — Date: 2/20/2008

Vice President for Academic Affairs — Date

Revised 1/09/02

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UNIVERSITY OF WEST GEORGIA

PSYC 8300:
EXPLORATORY METHODS IN CONSCIOUSNESS STUDIES
Sample Syllabus

University of West Georgia

Fall 2008
Meeting Time: TBA
Location: TBA

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Course Description:

This course offers students theoretical understanding of and practice in a variety of methods for cultivating conscious awareness. These methods include meditation, somatic disciplines, and analytic investigations grounded in ancient wisdom traditions. Through meditation practices students will learn how to calm their minds, cultivate mindfulness, and systematically explore their conscious experience to identify its contents and processes. Contemplative exercises will explore the nature of reality and provide support for meditation. Students will also learn chi gong exercises and a basic tai chi form (Cheng Man Ching, Yang-style) to be practiced throughout the semester, providing a somatic discipline relating to the balancing and cultivation of internal energies. Additional practices will be introduced, drawn from the mental (e.g., practices for cultivating positive regard and altruistic impulse), physical (e.g., hatha yoga, creative movement) and creative (expressive arts) spheres. Additionally, we will learn the *focusing* technique of Eugene Gendlin and situate our understanding of this practice vis-à-vis the other practices engaged. Finally, we will apply what we are learning toward working mindfully and efficiently with one's own projects and in the world. Students will maintain weekly reflection papers that integrate readings, lecture material, and class discussions with personal experience.

Course Objectives:

- Through writing, discussion, and practical exercises, students will demonstrate an understanding of a variety of methods used for the development and expansion of conscious awareness..
- Demonstrate through performance or written reflection the fruition of having cultivated a disciplined practice—such as the regular practice of tai chi, meditation, or analytic contemplation— that enhances conscious awareness.
- Articulate the intricate connection between mental and physical process.
- Articulate the basics of contemplative education; be able to apply them in actual group settings.

- Articulate the theoretical understandings of consciousness and apply this understanding to one's own immediate experience and to the potentials for cultivating greater conscious awareness.

Course Requirements & Evaluation:

- Regular attendance and class presentations (25%)
- Weekly reflection papers (25%)
- Final paper (50%)

Required Texts:

Course packet of selected readings.
Gendlin, E. (1981). *Focusing*. New York: Bantam.
Karr, A. (2007). *Choosing reality*. Boston: Shamabhala
Liang, T. T. (1974). *Tai Chi Ch'uan for health and self-defense*. New York: Vintage Books.
Mipham, S. (2003). *Turning the mind into an ally.*
Tulku, T. (1977). *Gesture of balance: A guide to awareness, self-healing, and meditation.* Oakland, CA: Dharma Publishing.
Tulku, T. (1994). *Mastering successful work.* Oakland, CA: Dharma Publishing.

Tentative Outline:

Topics addressed:

I. Self-awareness vs. self-consciousness
II. Gendlin's Focusing method (Gendlin)
III. Introduction to Meditation (Mipham, Tarthang Tulku)
   a. Why meditate?
   b. Principles of meditation—shamatha and vipassana
   c. Beginning meditation instruction
IV. Physical forms of meditation
   a. Chi gong
   b. Tai Chi
   c. Hatha Yoga
   d. Expressive movement
V. Introduction to Tai Chi form for health, self-defense, and bodily awareness (Liang)
VI. Exercises for contemplating the nature of reality (Karr)
VII. Advanced Meditation Exercises, including tonglen and Dzogchen (reading packet)
VIII. Bringing awareness to work (Tarthang Tulku)

Academic Dishonesty:
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

Technological Resources:
Audio-visual equipment may be used.

Special Needs:
Students with special needs should speak with me as soon as possible to make necessary arrangements.

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8301 Program Evaluation 4 / 0 / 4

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced studies in program evaluation: applied settings are emphasized.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

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Revised 1/09/02

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UNIVERSITY OF WEST GEORGIA

Psyc 8301
Course Syllabus: Program Evaluation

Course Description: Program evaluation was designed to assist in improving the quality of social programs. The notion of program improvement calls for holistic approaches aimed at informing as to why and how programs are working well or not so. Holistic analysis avoids a simplistic approach to the question of whether a program is working or not. Moreover, holistic evaluation strategies are better able to address the complexities of contemporary social problems and system change. Thus the course will focus on developing understanding and skills as preparation for evaluating multiple levels of program effectiveness. The skill base will involve a variety of research and evaluation methods, emphasizing naturalistic, qualitative, participatory, and systemic assessment to complement quantitative measures of effectiveness.

Course Objectives:

1. Articulation, both in class discussion an in two evaluative case studies, of the purposes and functions of program evaluation, both historical and contemporary.
2. Clear articulation and implementation of a conceptual framework for multi-tiered evaluation.
3. Clear articulation and implementation of multiple evaluation designs, with an emphasis on holistic evaluations.
4. The creation of evaluative case students that clearly delineate objectives and indicators of program improvement.
5. To collect and interpret a variety of data formats relevant to program evaluation.
6. The development of an evaluation plan specific to a designated context of interest.
7. Clear articulation of the values involved in and reflected in program evaluation efforts.

Principal Texts:

Fitzpatrick, J.L, Sanders, J.P., and Worthen, B.P. (2003). *Program Evaluation: Alternative Approaches and Practical Guidelines,* Third Edition. Allyn and Bacon.

Greene, J. C. (2000). Understanding social programs through evaluation. In N. K. Denzin & Y. S. Lincoln (Eds.). *Handbook of qualitative research* (2nd ed.) (pp. 981- 999). Thousand Oaks, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Rossman, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.

Williams, D. D. (Ed.) (1986). Naturalistic evaluation. *New Directions for Program Evaluation, 30.*

Assignments:

1. Two presentations of an evaluation case study (50% of final grade- 25% each)

This will involve presentation and analysis of an effective program evaluation effort in relation to a problem of the student's choice (approximately 30 minutes) and discussion with class.

2. **Preparation of an evaluation plan (Final paper: 50% final grade):**

Plan will include

1. Defining the problem and describing the intervention
2. Development of indicators
3. Process evaluation
4. Summative evaluation

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
PSYC	8581	Independent Project	var. 1-4 / 0 / 1-4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Independent research in a particular topic, under the supervision of a professor.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-29-08 — Department Chair (if cross listed) — Date

Dean of College — Date: 2-8-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date: 2/20/2008

Vice President for Academic Affairs — Date

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UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8584 Advanced Seminars 4 / 0 / 4

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

These seminars will offer advanced study in special topics: Child & Youth Care, Organizational Transformation, Community Building & Generativity, Disaster Mental Health, Cultural Diversity and Community.

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date — Department Chair (if cross listed) Date

Dean of College 2-8-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

RECEIVED

Revised 1/09/02

FEB 12 2008

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

PSYCH 8584
ADVANCED SEMINARS

Special Topic: Loss & Bereavement
Sample Syllabus

University of West Georgia

<date>
<time>
<location>

Instructor:
Office:
Phone:
Email:
Office Hours:

Growth is always loss.

James Hillman

Psychotherapy is grief work.

Robert Romanyshyn

To everything there is a season, and a time to every purpose under heaven. A time to mourn, and a time to dance;

Ecclesiastes 3:1,4

Course Objectives:

- Articulate the development of one's capacity to sit with what is disturbing; a clear discussion of how this becomes (or does not become) an integral component of your own personal development.
- Create and maintain an ever expanding personal loss history and provide clear articulation of the integration of theoretical models and empirical studies with your understanding of these experiences.
- Be able to articulate the various types of loss that occur throughout the lifespan, including the psychological dimensions of loss as a lived experience. This articulate should reflect an awareness of the broad picture of each loss context, including its transformative potential.
- Be able to articulate the psychological aspects of bereavement and its transformative potentials from traditional, psychoanalytic, existential, phenomenological, cross-cultural, Jungian, and Buddhist perspectives.
- Articulate a critical understanding of these theoretical frameworks, being able to clearly specify the strengths and limitations of each.

Course Description:
This course promotes human growth and potential through both experiential and theoretical encounters with loss as a human, psychological, and personal phenomenon. Loss is a broad category that includes, among other things, habitual patterns, life situations, the deaths of loved ones, and the dying of ourselves. First we will review the losses we necessarily encounter as we move through the lifespan. Then we will read and critically examine classic papers in the bereavement literature, eventually exploring a new paradigm that holds more potential in accounting for the processes of personal transformation that often accompany mourning. Principles of bereavement counseling will be introduced and evaluated in light of these theoretical considerations. In addition, we will examine death as the ultimate loss. These processes will be supported through the timely completion of weekly reflection papers. You will also be asked to research a bereavement or loss context that is of particular interest to you and give a brief but formal presentation in class.

One of the four hours of this class will take the form of an *in vivo* bereavement support group in which you disclose and process your own personal loss experiences, and learn to appropriately and non-judgmentally support your classmates. It is not necessary to have suffered a dramatic loss in your life. This hour of the class may evolve into another form depending on the unfolding dynamic and consensus of the group. There will be some simple homework assignments. The primary objectives are to

- gain experience with grief counseling
- deepen appropriation of the theoretical material through personal application
- deepen personal development

Confidentiality of all personal material shared in class is a must!

Required Texts:

Pope, A. (2006). *From child to elder: Personal transformation in becoming an orphan at midlife.* New York: Peter Lang.

Worden, J. W. (2002). *Grief counseling and grief therapy: A handbook for the mental health practitioner.* 3rd edition. New York: Springer Publishing Company, Inc.

Tolstoy, L. (1981). *The death of Ivan Ilyich.* New York: Bantam Books.

Romanyshyn, R. (1999). *The soul in grief: Love, death and transformation.* Berkeley, CA: North Atlantic Books.

Nhat Hanh, T. (2002). *No death, no fear: Comforting wisdom for life.* New York: Riverhead Books.

Levine, S. (1997). *A year to live: How to live this year as if it were your last.* New York: Bell Tower.

Additional required readings are on e-reserve

Additional Materials:
Please acquire and bring to each class a sketch book of approximately 9x12 inches along with graphite pencils, colored pencils, pastels, charcoal, or other materials. The choice of writing/drawing implements is entirely yours.

Course Format:
This course will be conducted in seminar format. Student participation is a critical component of the course; therefore, students are expected to read the assignments carefully before each class. This class will place particular emphasis on contemplative methods and will employ the use of silence freely. The means by which we communicate will frequently moderated by techniques designed to move us into a place of internal processing.

Course Requirements:
Class participation: Active participation includes respectfully listening to your classmates as well as offering your own ideas, thoughts, and experiences. Intellectual comments should be kept germane to the material at hand; personal comments should be considerate and non-judgmental. You are also to take up contemplative exercises in an open and earnest way. Attendance to each class is expected, not optional. If you must miss a class due to circumstances beyond your control, please let me know in advance, and we will work together to determine how you might compensate for the work missed.

Weekly reflection papers: Each week you will turn in a written reflection on the reading assignment. In your paper, please seek an integration of the content of the material with your own experience and/or creative appropriation. Please do not merely summarize the material, and do not simply "free associate" to it. Strike a balance, grounding your reflections in the readings. Your paper should be typed, 1-3 pages in length, Times New Roman font, 1 inch margins. These papers are intended to prepare you for your engagement in class—as such, *I will not accept late papers*.

Original Research Presentation:
You will be asked to research a bereavement or loss context that is of particular interest to you. You will be provided 10 minutes in class to give your presentation, which should be focused and on point. Our class room is now equipped with power point, and you are invited to used this resource for a more informative presentation. You may work together in groups for this project, whereupon you can add your 10 minutes together for a longer presentation. Limit of 3 students, please. Each of you will submit an outline of your presentation and a list of resources used. Your bibliography should include at least three outside journal articles or books. Wikipedia is not an acceptable resource, although using it might point you in the right direction. Your proposed topic is due on **August 30**. Dates for presentation will be announced on September 6.

Final Integrative-Reflective Paper: On the last day of class you will turn in a final paper, 10-15 pages, typed, double-spaced, with 12 pt., Times New Roman font, and standard margins. This paper will integrate your learning throughout the semester in a personally reflective way. I will be looking for clarity of expression as well as quality of content. I will give more guidance on this paper later.

Final Oral Exam: At the discretion of the instructor, we may have a final oral exam on the last day of class (Dec. 6). Details will come later.

Grades:

Class Participation	10%
Weekly reflection papers	20%
Original research presentation	20%
Final Paper/Exam	50%
	100%

NOTE: Two unexcused absences are grounds to lower your grade by one letter.

Tentative Course Outline:
(*the following readings list is subject to change*)

Date	*Main Topics*	*Assigned Readings*
Aug. 16	Introduction Syllabus, Exploring our Experiences, Perceptions, and Reflections	Syllabus
Aug. 23	Conceptions of loss, Loss as a developmental phenomenon	Weenolson; Viorst, Ch. 1, 2, 3, 4, 6 (reserve); Levine, Introduction, Ch. 1, 2
Aug. 30	Classical theories of grief and mourning. [proposed topic for personal research is due]	Freud; Bowlby; Ainsworth; Lindemann; Stephenson; Levine, Ch. 3, 4, 5
Sept. 6	Personal transformation in becoming an orphan at midlife	Pope: Preface, Ch. 1, 2, 3, 4; Levine, Ch. 6, 7, 8
Sept. 13	Personal transformation in becoming an orphan at midlife	Pope: Chs. 5-10. (skim 5-7) Levine, Ch. 9, 10
Sept. 20	Grief counseling, Part 1	Worden, Introduction, Ch.1, Ch. 2; Cook & Dworkin, Ch. 4 (reserve); Levine, Ch. 11–13
Sept. 27	Grief counseling, Part II	Worden, Ch. 3, 4, 5; Cook & Dworkin, Ch. 5, 6 (recommended); Levine, Ch. 14, 15 GROUP #1 presents
Oct. 4	Special Losses	Worden, Ch. 6; Doka; Orenstein; Pope (Hiroshima article); Mishima; Levine, Ch. 16

Oct. 11	FALL BREAK—NO CLASS	
Oct. 18	Deconstructionist views	Stroebes & Gergens; Silverman & Klass; Stroebe; Klass, Levine, Ch. 17, 18, 19
Oct. 25	Death and the existential perspective	Tolstoy (entire book); Levine, 20-25
Nov. 1	Death of a spouse, soul, & the soul in grief	Zisook & Shuchter; Hillman; Romanyshyn, Forward, Ch. 1; Levine, Ch. 26–31 GROUP #2 presents
Nov. 8	Soul & loss	Romanyshyn, Ch. 2, 3, 4; Levine, Ch. 32, 33, 34 GROUP #3 presents
Nov. 15	Soul & loss	Romanyshyn, Ch. 5, 6, 7 Levine, Ch. 35–38 GROUP #4 presents
Nov. 22	THANKSGIVING—NO CLASS	
Nov. 29	Spirit & loss	Nhat Hanh, Ch. 1, 2, 3; Ladner; Levine, Ch. 39, epilogue GROUP #5 presents
Dec. 6*	Spirit & Loss; process the semester revisit personal loss history	Nhat Hanh, Ch. 4, 5, 6

* Note that the Dec. 6 class follows the last scheduled class of the semester, but precedes our regularly scheduled exam date (Dec. 13). Due to the fall break, we are deprived of one course this semester and can either extend each class period 15 minutes, or add this additional class, which is my proposed solution. Please offer feedback.

Office Hours:
You are always welcome to visit me during the office hours posted above. For your own convenience, I suggest that you schedule an appointment in advance. Appointments at other times can be arranged if necessary.

Academic Dishonesty: Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

Technological Resources: Audio-visual equipment will be used.

Special Needs:
Students with special needs should speak with me as soon as possible to make necessary arrangements.

Have a great semester!!!

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 9999 Dissertation VAR. 1-9 / 0 / 1-9

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Student enrolls in PSYC 9999 each semester after completing comprehensives and coursework. (Required)

Prerequisite(s) DOCTORAL STUDENT OR PERMISSION OF INSTRUCTOR

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-29-08 Date Department Chair (if cross listed) Date

Dean of College 2-8-08 Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chair (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

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FEB 12 2008

UNIVERSITY OF WEST GEORGIA

Course or Program Addition, Deletion or Modification Request

Department: Media & Instructional Technology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Ed.S. in Media (Media Track) **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change. **See attached.**

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

RECEIVED

Prerequisite(s) _____

Present or Projected Enrollment: 75 (Students per year) FEB 11 2008 ffective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

B. McKenzie 2/6/08
Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gish 2/7/2008
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

Rationale

Ed.S. in School Library Media Program – Plan F

Following a careful review of the current program and feedback from students, the School Library Media (SLM) Curriculum Committee made the decision that the Ed.S. school library program should be revised to allow students more flexibility in tailoring the program to their individual needs. The proposed changes include the deletion of one required class – allowing students to add a third elective, as well as modification of the elective choices.

The following changes (presented in the order in which they appear on the proposed program sheet) are proposed for the Ed.S. in SLM Program in order to better prepare and meet the needs of our advanced SLM students:

Area I – No changes are proposed in this area.

Area II

- 18 hours must be earned in this area in both the current and proposed programs. The current program includes 4 required courses and 2 elective courses. The proposed program requires 3 courses and includes 3 electives. Specifically, the Issues in IT course has been removed as a required course since SLM students must take the Issues in SLM course which is specifically tailored to SLM content. This means they can take an additional elective. Since SLM students generally have NO electives at the masters (initial certification) level, it is critical that they have an opportunity to fill technology and/or other gaps they perceive by selecting electives that meet their unique needs rather than taking an overabundance of required courses.

- In addition, MEDT 6462 (Administration of Instructional Technology Programs) and MEDT 7461 (Instructional Design) have been removed from the list of electives since media specialists must take MEDT 7461 as part of their masters/ certification program, and since MEDT 6462 is specifically oriented towards IT. In addition, media specialists take MEDT 6461 (Administration of the School Library Media Center) during their masters/certification programs and much of this content overlaps MEDT 6462.

- MEDT 7465 has been revised to include topics beyond an initial introduction to children and young adult materials. This course is no longer required as part of the masters/certification programs since the introduction to children and young adult materials is encompassed in MEDT 6465, Selection and Materials. Thus, the revision of MEDT 7465 makes this class a better fit for Ed.S. students seeking additional work in the area of children and young adult resources.

- MEDT 7485, Special Topics in Media, has been added as an elective option. It is already on the books and will serve as a special topics course allowing groups of students to pursue areas of interest not covered in other courses (not an independent study).

- All Area II courses are designated to be taken at the beginning or middle of the program, with the 3 required courses to be taken the first semester they are offered during a students program.

Area III – No changes are proposed in this area.

A statement has been added to notify students of action that will be taken should a student make a C in a course.

CURRENT

Student Name:_____ Student ID#:_____

Student Signature: _____

University of West Georgia – Online Ed.S. in Media (School Library Media Track) - Plan F

Entry Degree: Masters
Entry Certification: S-5, Media Specialist

Exit Degree: Ed.S.(27 hrs. required)
Exit Certification: S-6

Area I – 3 hrs.	**Psychology for Classroom Learning**	**Semester Hrs.**	**Semester**	**Grade**
CEPD 8102	Life Span Human Development (1, 2, or 3)	3		
Area II – 18 hrs.	**Media & Technology (12 required & 6 elective hrs.)**			
Required	**12 required hours in Media & IT. All 4 courses are required.**			
MEDT 7469	Supervision of School Library Media Programs (2)	3		
MEDT 8461	Diffusion of Innovations (1)	3		
MEDT 8463	Issues in Instructional Technology (1)	3		
MEDT 8464	Issues in School Library Media (2)	3		
Electives	**6 hours are elected in Media & IT. Select 2 of the following electives. Other electives may be substituted at the discretion of the advisor.**			
MEDT 6401	Instructional Technology (2)	3		
MEDT 6462	Administration of Instructional Technology Programs (2)	3		
MEDT 7461	Instructional Design (2)	3		
MEDT 7462	Internet Tools, Resources and Issues in Education (2)	3		
MEDT 7464	Integrating Technology into the Curriculum (2)	3		
MEDT 7465	Materials for Children & Young Adults (2)	3		
MEDT 7466	Digital and 35 mm Photography (2)	3		
MEDT 7467	Web Design for Instruction (MEDT 6401 prerequisite) (2)	3		
MEDT 7468	Introduction to Multimedia (MEDT 6401 prerequisite) (2)	3		
MEDT 7470	Videotape Production & Utilization (2)	3		
MEDT 7471	Data Networks for Instruction (2)	3		
MEDT 7472	Introduction to Distance Education (2)	3		
Area III – 6 hrs.	**6 hours in Research. Both courses are required.**			
MEDT 8480	Program Evaluation (3)	3		
MEDT 8484	Research Seminar (3)	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)
Ed.S. Students must satisfactorily complete a departmental comprehensive exam and submit an electronic portfolio.

Student Mailing Address: _____

E-mail Address: _____

Phone (H)_____ (W)_____

APPROVED_____ _____
(Advisor Signature) (Date)

_____ _____
(Department Chair Signature) (Date)

Revised
04/07

PROPOSED

Student Name:_____ Student ID#:_____

Student Signature: _____

University of West Georgia – Online Ed.S. in Media (School Library Media Track) - Plan F

Entry Degree: Masters
Entry Certification: S-5, Media Specialist

Exit Degree: Ed.S.(27 hrs. required)
Exit Certification: S-6

Area I – 3 hrs.	**Psychology for Classroom Learning**	**Semester Hrs.**	**Semester**	**Grade**
CEPD 8102	Life Span Human Development (1, 2, or 3)	3		
Area II – 18 hrs.	**Media & Technology (9 required & 9 elective hrs.)**			
Required	**9 required hours in Media & IT. All 3 courses are required.**			
MEDT 7469	Supervision of School Library Media Programs (1 or 2)*	3		
MEDT 8461	Diffusion of Innovations (1 or 2)*	3		
MEDT 8464	Issues in School Library Media (1 or 2)*	3		
Electives	**9 hours are elected in Media & IT. Select 3 of the following electives. Other electives may be substituted at the discretion of the advisor.**			
MEDT 6401	Instructional Technology (1 or 2)	3		
MEDT 7462	Internet Tools, Resources and Issues in Education (1 or 2)	3		
MEDT 7464	Integrating Technology into the Curriculum (1 or 2)	3		
MEDT 7465	Resources for Children & Young Adults (1 or 2)	3		
MEDT 7466	Digital and 35 mm Photography (1 or 2)	3		
MEDT 7467	Web Design for Instruction (MEDT 6401 prerequisite) (1 or 2)	3		
MEDT 7468	Introduction to Multimedia (MEDT 6401 prerequisite) (1 or 2)	3		
MEDT 7470	Videotape Production & Utilization (1 or 2)	3		
MEDT 7471	Data Networks for Instruction (1 or 2)	3		
MEDT 7472	Introduction to Distance Education (1 or 2)	3		
MEDT 7485	Special Topics in Media (1 or 2)	3		
Area III – 6 hrs.	**6 hours in Research. Both courses are required.**			
MEDT 8480	Program Evaluation (3)	3		
MEDT 8484	Research Seminar (2 or 3)	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)
*This should be taken the first semester it is offered during a student's program.
A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Media and Instructional Technology Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course will automatically result in a one year suspension from the program.

Ed.S. Students must satisfactorily complete a departmental comprehensive exam and submit an electronic portfolio.

Student Mailing Address: _____

E-mail Address: _____

Phone (H)_____ (W)_____

APPROVED_____ _____
(Advisor Signature) (Date)

_____ _____
(Department Chair Signature) (Date)

Revised 01/08

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SLPA	6741	Evaluation & Treatment of Dysphagia	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course studies swallowing disorders in pediatric and adult populations. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, cultural factors, and intervention approaches to management and habilitation/rehabilitation. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed.

Prerequisite(s) Admission to Teacher Education; advisor permission.

Present or Projected Enrollment: 18 (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
2/6/08			
Dean of College	Date	Dean of College (if cross listed)	Date
2/7/2008			
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
		2/20/2008	
Vice President for Academic Affairs	Date		

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UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Revised 1/09/02

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 6741, Dysphagia

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association's (ASHA) application requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- The original course included two major areas in speech-language pathology; these areas will be separated into two courses.

New Description (Proposed):

Prerequisites: Admission to Teacher Education; advisor permission
This course studies swallowing disorders in pediatric and adult populations. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, cultural factors, and intervention approaches to management and habilitation/rehabilitation. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed.

SLPA 6741

EVALUATION AND TREATMENT OF DYSPHAGIA

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

FAX: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission
This course studies swallowing disorders in pediatric and adult populations. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, cultural factors, and intervention approaches to management and habilitation/rehabilitation.Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC, propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. identify the biological and neurological structures involved in swallowing disorders and discuss their roles in normal and disordered populations (Arvedson & Brodsky, 2001; Huckabee & Cannito, 1999; Logemann, 1998; Perlman & Schulze-Delrieu, 1997) (ASHA KASA Standard III-B; Empathetic, Knowledgeable, Reflective; NBPTS* 2, 5);

2. describe the etiologies and characteristics of neurological pathologies and/or processes on swallowing (Arvedson & Brodsky, 2001; Huckabee & Cannito, 1999; Logemann, 1998); (ASHA KASA Standard III-C; Empathetic, Knowledgeable, Reflective; NBPTS 2, 3, 5);

3. differentially diagnose the various types of swallowing disorders (Arvedson & Brodsky, 2001; Logemann, 1998);
(ASHA KASA Standard III-D; Culturally Sensitive, Empathetic, Knowledgeable, Leaders, Lifelong Learners, Proactive, Reflective; NBPTS 2, 3, 4, 5);

4. describe the management and remediation of specific deficits in children with swallowing disorders (Arvedson, 1997, 2000; Arvedson & Brodsky, 2001; Dikeman, & Riquelme, 2002; Logemann, 1998; Riquelme, 2004; Swigert, 1998)
(ASHA KASA Standard III-D, IV-G; Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Leaders; Proactive, Reflective; NBPTS 2, 3, 4, 5); and

5. describe the management and remediation of specific deficits in adults with swallowing disorders (Dikeman, & Riquelme, 2002; Huckabee & Cannito, 1999; Logemann, 1998; Riquelme, 2004; Sonies 1996).
(ASHA KASA Standard III-D, IV-G; Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Leaders; Proactive, Reflective; NBPTS 2, 3, 4, 5)

NBPTS* refers to standards of the National Board for Professional Teaching Standards, a set of standards adopted for graduate education programs in the College of Education; information on the Five Core Propositions is available from:
http://www.nbpts.org/about/coreprops.cfm

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Arvedson, J. C., & Brodsky, L. (2001). *Pediatric Swallowing and Feeding: Assessment and Management.*
Logemann, J. A. (1998). *Evaluation and treatment of swallowing disorders.* Austin, TX: Pro-Ed.

Recommended Readings:

Dikeman, K.J., & Riquelme, L. (2002). Ethnocultural concerns in dysphagia management. *Perspectives on Swallowing and Swallowing Disorders*, October, 31-36.
Riquelme, L.F. (2004). Cultural competence in dysphagia. *ASHA Leader*, *9*(7).

Websites:
http://www.asha.org
http://www.cecsped.org

References:

Arvedson, J. C. (1997). Behavioral issues and implication with pediatric feeding disorders. *Seminars in Speech and Language, 18*(1), 51-70.

Arvedson, J. C. (2000). Evaluation of children with feeding and swallowing problems. *Language, Speech, and Hearing Services in Schools, 31*, 28-41.
Huckabee, M. L., & Cannito, M. P. (1999). Outcomes of swallowing rehabilitation in chronic brainstem dysphagia: A retrospective evaluation. *Dysphagia, 14*(2), 93-109.
Logemann, J. A. (1998). *Evaluation and treatment of swallowing disorders.* Austin, TX: Pro-Ed.
Perlman, A.L., & Schulze-Delrieu, K. (1997). *Deglutition and its disorders: Anatomy, physiology, clinical diagnosis, and management.* San Diego: Singular Publishing Group.
Sonies, B. C. (1996). *Dysphagia: A continuum of care.* Gaithersburg, MD: Aspen Publishing.
Swigert, N. B. (1998). *The source for pediatric dysphagia.* East Moline, IL: LinguiSystems.

ACTIVITIES AND ASSESSEMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of the course is to introduce candidates to more challenging anatomical and functional intervention aspects of the profession. At the end of this course, candidates will demonstrate skills for *Decision Makers*: determining the direction of current trends in the profession for clients with swallowing disorders **(assignments 1, 3, 4),** *Leaders*: guiding intervention directions in the profession **(assignments 1, 3, 4),** *Lifelong Learners*: promoting skills for continual scrutiny of professional treatments **(assignments 2, 3),** *Adaptive* performances: changing trends and directions as dictated by research-based findings for swallowing disorders **(assignment 3),** *Collaborative*: working with peers to help determine best practices and trends for serving clients with neurological impairments **(assignment 3),** *Culturally Sensitive*: considering the impacts of cultural backgrounds on intervention needs **(assignments 1, 3, 4),** *Empathetic*: understanding and accepting the individual and group needs related to treatment **(assignments 1, 3,**) *Knowledgeable*: versed in the theories, and practical applications of research-based techniques **(assignments 1, 2, 3, 4,** *Proactive:* able to accurately predict implications for future intervention strategies in the profession **(assignments 3, 4)** and *Reflective*: using research findings to appropriately guide daily practice in serving clients with anatomical and swallowing disorders **(assignments 3, 4).**

Activities and Assessments:

1. **Dysphagia Assessment Interpretation:** Each student will analyze, interpret, and give recommendations based on diagnostic data provided by the instructor. Cultural considerations will be identified. **This assignment is an artifact for Foliotek.** (Learning Outcomes 1, 2, 3, 4, 5; rubric)

2. **Observation/Reaction Paper:** Each student will be expected to conduct an on-site observation of a clinical dysphagia evaluation or a Videofluoroscopy/Modified Barium swallow study. Upon completion of the observation, each student will submit a 5-7 page

reaction paper. The paper is to include pertinent clinical information, synthesis of information learned (text, class discussions, observation site), as well as a personal reaction to the process. Students must adhere to APA 5th Edition research format.
(Learning Outcomes 2, 3, 4, 5; written paper, rubric)

3. **Research/Presentation:** Students will collaborate in groups to research and present on a technique for the treatment of dysphagia. At least 75% of references should be from journals no older than 5 years.
(Learning Outcomes 2, 3, 4, 5; presentation, rubric)

4. **Proficiency Exams:** Each student will complete a mid-term and a final exam related to all assignments and activities of the course.
(Learning Outcomes 1-5; exams)

Evaluation Procedures:

Requirement	Points Assessed	Learning Outcomes	Assessment Outcomes
Dysphagia Assessment Interpretation	50	1,2,4,5	Rubric
Observation/Reaction Paper	100	1,2,3,4,5	Written paper, rubric
Research/ Presentation	100	4,5	Presentation, rubric
Proficiency Exams (2 @ 50 points each)	100	1-5	Examination
Total	**350**		

Grading Policy:
A (315-350 points)
B (280-314 points)
C (245-279 points)
F (0-244 points)

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the

Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.
2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.
3. Written work done outside of class or for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.
4. All typed assignments completed outside of class must be double-spaced, using Times or Times New Roman font, unless otherwise specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**
5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).
6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor's office.
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. *See the APA Guide for the correct method to cite other authors' work.*
9. Work submitted late will receive a 10-point reduction from the earned grade.
10. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use

of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. One component of the Meeting Simulation assignment will need to be submitted via e-mail, as will at least some of the Reading assignments. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

REFEREED JOURNALS: A refereed journal utilizes a panel of reviewers to select articles with appropriate content and research design for inclusion in the journal. A list of examples of refereed journals in the field is included here:

Speech/Language
American Journal of Speech-Language Pathology
Journal of Speech and Hearing Disorders
Journal of Speech and Hearing Research
Journal of Speech-Language and Hearing Research
Language Speech and Hearing Services in Schools

Special Education
Behavioral Disorders
Exceptional Children
Gifted Child Quarterly
Intervention in School and Clinic
Journal of Learning Disabilities
Journal for the Education of the Gifted
Journal of Early Intervention
Journal of Special Education
Learning Disabilities Quarterly
Learning Disabilities Research & Practice
Mental Retardation
Remedial and Special Education
Teacher Education Special Education
Topics in Early Childhood Special Education
Young Exceptional Children
Journal of Applied Behavior Analysis

General Education
Harvard Educational Review
Psychology in the Schools

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 *Student Handbook, Undergraduate Catalog,* and *Graduate Catalog*.

Tentative **Course Schedule Outline**

****This outline provides a guide for the sequence of topics in this course. Deviations may be necessary. ****

LAST DAY TO WITHDRAW WITH GRADE OF W – _____

Week	Topic	Texts/Chapters	Class Activities	Assignments Due
1	Introductions, Syllabus Review ASHA Scope of Practice Guidelines Introduction to Dysphagia	Chapter 1 Logemann	**In-class**: KWL Chart Discussion Ticket out the door	
2	Anatomy & Physiology of Normal Deglutition (adult)	Chapter 2 Logemann	Discussion Hands-on activity	
3	Physiology of the Swallowing Apparatus (pediatric); Issues Surrounding the Development of Feeding & Swallowing	Arvedson	Appointment Activity	**Research presentation topic**
4	Neurology of Deglutition (pediatric)	Arvedson	Lecture DVD	
5	Instrumental Techniques for the Treatment of Swallowing (adult and pediatric)	Chapter 3 Logemann	Discussion Lecture, DVD	**Research presentation outline**
6	Disorders of Deglutition (adult)	Chapter 4 Logemann	Discussion Lecture	
7	Disorders of Deglutition (pediatric)		Jeopardy Game	
8	Behavioral Feeding Disorders	Arvedson	Appointment Activity	**Proficiency Exam I**
9	**Proficiency Exam I**			
10	Evaluation of Swallowing Disorders (adult)	Chapter 5 Logemann	Discussion Lecture	
11	Diagnosis and management of Pediatric Feeding and Swallowing Disorders/Nutritional Approach	Arvedson	Discussion Lecture	**Observation/Reaction Paper**
12	Management of the Adult Patient	Chapters 6 & 7 Logemann	Appointment Activity	
13	Medical Treatment for Swallowing Disorders (adult) Clinical Decision Making (adult)	Chapters 11 & 12 Logemann	Discussion Lecture Ticket out the door	**Dysphagia Assessment Interpretation**
14	Multidisciplinary Management (adult & pediatric)	Chapter 13 Logemann Arvedson	Appointment Activity	Multidisciplinary Management (adult & pediatric)
15	Research Presentations			Research Presentations
16	**Proficiency Exam II**			**Proficiency Exam II**

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SLPA	6761	Methods of Clinical Management	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Introduction to speech/language clinical practice emphasizing professional conduct, therapy techniques and procedures, equipment, and scheduling.

Prerequisite(s) Admission to Teacher Education; advisor permission.

Present or Projected Enrollment: 18 (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	2/6/08 Date	Department Chair (if cross listed)	Date
Dean of College	2/7/2008 Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	2/20/2008 Date
Vice President for Academic Affairs	Date		

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FEB 12 2008
UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 6761

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association's (ASHA) accreditation requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- This course was offered in the undergraduate program, but this clinical experience should be introduced at the graduate level.

SLPA 6761

METHODS OF CLINICAL MANAGEMENT

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: (678) 839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education

Introduction to speech/language clinical practice emphasizing professional conduct, therapy techniques and procedures, equipment, and scheduling.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors,

principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)
The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. identify and describe educational philosophies and learning theories and their effects on speech/language pathology services (McCrea & Brasseur, 2000; Nicolosi, Harryman, & Krescheck, 2003)
   (ASHA KASA Standard III-B; Knowledgeable; Lifelong Learners; NBPTS Standard 2);

2. summarize two articles detailing the principles of behavior modification and data collection as applied in speech-language pathology (Hedge & Davis, 1995; McCrea & Brasseur, 2000; Nicolosi et al., 2003)
   (ASHA KASA Standard III-B; Collaborative, Culturally Sensitive, Empathetic, Lifelong Learners; NBPTS Standard 3);

3. identify and describe the etiologies and characteristics presented in three given speech and language scenarios, and discuss the preventative measures applicable to each scenario (Hedge & Davis, 1995; McCrea & Brasseur, 2000; Nicolosi et al., 2003)
   (ASHA KASA Standard III-C; III-D; Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable, Lifelong Learners; Proactive, Reflective; NBPTS Standards 2, 4);

4. identify and describe various procedures speech-language pathologists may utilize in counseling individuals with communicative disorders (Goldberg, 1993; Hedge & Davis, 1995; Nicolosi et al., 2003)
   (ASHA III-D; IV-G; Collaborative, Culturally Sensitive, Empathetic; Lifelong Learners; NBPTS Standards 2, 4); and

5. demonstrate specified therapy techniques in the remediation of speech and language disorders (Goldberg, 1993; Hedge & Davis, 1995; McCrea & Brasseur, 2000; Mower, 1982; Nicolosi et al., 2003)
(ASHA KASA Standard III-D; IV-G; Decision Makers, Leaders, Culturally Sensitive, Knowledgeable, Lifelong Learners; Proactive, Reflective; NBPTS Standards 2, 4).

NBPTS* refers to standards of the National Board for Professional Teaching Standards, a set of standards adopted for graduate education programs in the College of Education; information on the Five Core Propositions is available from:
http://www.nbpts.org/about/coreprops.cfm

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Nicolosi, L., Harryman, L., & Kreschеck, J. (2003). *Terminology of communication disorders: Speech-language-hearing* (5th ed.). Baltimore: Williams & Wilkins.

References:

Goldberg, S. A. (1993). *Clinical intervention: A philosophy and methodology for clinical practica.* New York: Merrill/Macmillan.
Hedge, M. N., & Davis, D. (1995). *Clinical methods and practicum in speech-language pathology.* San Diego, CA: Singular Publishing Co.
McCrea, E. S., & Brasseur, J. A. (2000). *The supervisory process in speech-language pathology and audiology.* Boston: Allyn & Bacon.
Mower, D. E. (1982). *Methods of modifying speech behaviors*. Columbus, OH: Merrill/Macmillan Publishing Co.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: This course is designed to provide future speech-language pathologists with the information, techniques, and practical application skills to be successful in working with children and adults with disabilities in various areas of language-based communication disorders. At the end of the course, candidates will demonstrate skills for *Decision Makers*: determining the direction of current trends in the profession for articulation and phonological disorders **(assignments 1, 2, 3, 4, 5),** *Leaders*: guiding intervention directions in the profession **(assignments 1, 2, 3)**, *Lifelong Learners*: promoting skills for continual scrutiny of professional treatments **(assignment 1, 2, 3, 4)**, *Adaptive* performances: changing trends and directions as dictated by research-based findings for articulation and phonological disorders **(assignments 1, 2, 3, 4, 5)**, *Collaborative*: working with peers to help determine best practices and trends for serving language, articulation and phonological clients **(assignments 4,**

5), *Culturally Sensitive*: considering the impacts of cultural backgrounds on intervention needs **(assignments 3, 4, 5)**, *Empathetic*: understanding and accepting the individual and group needs related to treatment **(assignments 3, 4, 5)**, *Knowledgeable*: versed in the theories, and practical applications of research-based techniques **(assignments 1, 2, 3, 4, 5)**, P*roactive:* able to accurately predict implications for future intervention strategies in the profession **(assignments 1, 2, 3, 4, 5,)**, and *Reflective*: using research findings to appropriately guide daily practice in serving language, articulation and phonological clients **(assignments 1, 2, 3, 4, 5)**.

Activities and Assessments:

1. **Materials development:**

   a. **Therapy Kit:** Each student is expected to accumulate the materials necessary to stock his/her therapy kit. A list for the contents of the therapy kit will be distributed in class. (20 points)
   (Learning Outcome 5, project)
   b. **Card File:** Each student is expected to develop a card file to target phonemes for traditional articulation therapy. Format for the Card File to be given in class.
   (10 points)
   (Learning Outcome 5, project)

2. **Data Collection Forms:** Each student will compile data collection forms related to therapy demonstrations in class and will complete a sequence of one specified form as directed in class. (20 points)
   (Learning Outcome 2, written product)

3. **Journal article review:** Each student will review a journal article addressing normal speech and language development and write a summary of the article. Each student will present the summary in class. Summaries must be typed. Classroom presentation of the article summary must be accompanied by at least one audio-visual support (handout, overhead, model, PowerPoint presentation, etc.), and professional presentation skills will be evaluated for the following: accuracy of information, professional poise, professional dress, flow of information (avoid non-semantic fillers), eye contact and general effectiveness of presentation. (Article choices will be discussed in class.) (50 points)
   (Learning Outcomes 1, 2, written paper)

4. **Video Demonstrations.** Each student will demonstrate two assigned types of therapy intervention in a 20-minute therapy session for each technique: **(1) Traditional Articulation Therapy; and (2) Language-based Therapy** (including goals/objectives, activities, data collection method, procedures, reinforcement). The therapy sessions will be video recorded and presented to the class before being turned in for grading.(100 points total, 50 per session)
   (Learning Outcome 5, observation)

5. **Quizzes:** Each student will be administered two quizzes to assess progress in therapy skills. (50 points each)
(Learning Outcomes 1-5; exams)

Evaluation Procedures:

Materials development	-	30 points
Data collection forms	-	20 points
Journal article review	-	50 points
Video demonstrations	-	100 points
Quizzes	-	100 points
Total Points		300 points

Grading Policy:
A 270-300 points
B 240-269 points
C 210-239 points
F 0-209 points

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.
2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.
4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**
5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).
6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor's office.
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. *See the APA Guide for the correct method to cite other authors' work.*
9. Work submitted late will receive a 10-point reduction from the earned grade.
10. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. One component of the Meeting Simulation assignment will need to be submitted via e-mail, as will at least some of the Reading assignments. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

CLASS OUTLINE

WEEK	CONTENT	ASSIGNMENT
Week 1	Introduction, orientation, overview	Lecture, notes
Week 2	Therapeutic processes Traditional therapy/How to do therapy	Lecture, notes, handouts
Week 3	Traditional therapy/How to do therapy	Lecture, notes, handout

Week 4	Clinical observations How to do therapy	Lecture, notes **Therapy Kit Due** **Quiz: Therapy Progression**
Week 5	Multiphonemic therapy How to do therapy	Lecture, notes, handout **Journal Article Due**
Week 6	School therapy overview How to do therapy	Lecture, notes
Week 7	Non-school therapeutic settings How to do therapy	Lecture, notes
Week 8	Service delivery models Language based therapy How to do therapy	Lecture, notes **Card File Due**
Week 9	Language based therapy How to do therapy	Lecture, notes
Week 10	Managing behaviors How to do therapy	Lecture, notes **Quiz: Therapy Progression**
Week 11	Documentation and record-keeping How to do therapy	Lecture, notes **Data Collection forms Due**
Week 12	Counseling educators, parents, and students How to do therapy	Lecture, notes
Week 13	Related professions How to do therapy	Lecture, notes
Week 14	How to do therapy	Lecture, notes
Week 15	**Video Demonstration Presentations** **Please prepare your Traditional** Therapy video for classroom presentation by cueing it at the desired segment you wish to share with the class. Please rewind the video before submitting it to the instructor.	**Therapy Videos Due** (Traditional Therapy and Language-based Therapy)

Week 16 **Video Demonstration Presentations**

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 *Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.*

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA **Course** 6798 **Title** Seminar in Speech-Language Pathology 3 / 0 / 3 **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

2/20/2008

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Revised 1/09/02

UNIVERSITY OF GEORGIA

Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia

Rationale for Course Change

SLPA 6798

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association's (ASHA) accreditation requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA's Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- This course will be deleted and merged with the student teaching internship experience.

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPED **Course** 7985 **Title** Special Studies in Special Education **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 2/6/08 Date — Department Chair (if cross listed) Date

Dean of College 2/7/2008 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 2/20/2008 Date

Vice President for Academic Affairs Date

Department of Special Education & Speech-Language Pathology
University of West Georgia
Rational for Course Deletion

SPED 7985

January 15, 2008

Course number is not correct. All courses in SED/SLP have a 7 as the second digit of the course number.