Memorandum

To: General Faculty

Date: September 18, 2013

Regarding: Agenda, Faculty Senate Meeting, September 20th at 3:00 p.m. TLC 1-303

The agenda for the September 20, 2013 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. The July minutes were approved via electronic vote on July 26, 2013. (**See Addendum I**)

4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)

5. **Action Items:** (**See Addendum II**)

A) College of Education
   1) Early Learning and Childhood Education
      a) Bachelor of Science in Education with a Major in Early Childhood Education
         Request: Modify
         Action: Approved

      b) ECED 3282 Practicum I
         Request: Modify
         Action: Approved

      c) ECED 4251L Assessment and Correction Clinical
         Request: Add
         Action: Approved

B) College of Science & Mathematics Program Proposals:
   1) Interdisciplinary Program
      a) Bachelor of Science with a Major in Environmental Science
         Request: Deactivate
         Action: Approved

   2) Mathematics
      a) Bachelor of Science with a Major in Mathematics
         Request: Modify

Action: Approved

C) Richards College of Business Program Proposal:
   1) Management
      a) Operations Management Certificate
         Request: Add
         Action: Approved

Information Items:

A) XIDS Courses approved by XIDS Subcommittee

    1. XIDS-2001
       What Do You Really Know About Being a College Student in Transition?
    2. XIDS-2100
       Arts and Ideas: The Body in French Literature, Art, and Cinema
    3. XIDS-2002
       What Do You Really Know About: Learning Languages?
    4. XIDS-2300
       Interdisciplinary Studies in Social Sciences: What Does It Mean to be Free?

B) General Education Subcommittee: Lara Willox elected General Education Subcommittee Chair

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)

Action Items: (**See Addendum III**)

A) College of Education
   1) Clinical and Professional Studies (formerly Collaborative Support and
        Intervention)
      a) Master of Education with a Major in Speech-Language Pathology
         Request: Modify, see attachment
         Action: Approved

      b) Master of Education in Professional Counseling, School Counseling
         Request: Modify, see attachment
         Action: Approved

      c) Master of Education in Professional Counseling, Clinical Mental Health Counseling
         Request: Modify, see attachment
         Action: Approved

      d) SLPA-6703 Organic Communication Disorders
         Request: Delete
         Action: Approved

e) SLPA-6709 Practical Phonetics
Request: Delete
Action: Approved

B) College of Social Sciences
  1) Criminology
     a) CRIM-6333 Victimology
        Request: Add, see attachment
        Action: Approved

     b) Graduate Studies
        Graduate Policy Revision
        Request: Modify, see attachment ((**See Addendum IV**)
        Action: Approved

C) Richards College of Business
  1) Management
     a) MBA Certificate in International Programs
        Request: Add
        Action: Approved

D) School of Nursing
     a) NURS-6125 Health Systems Leadership Role of the Clinical Nurse Leader
        Request: Add, see attachment
        Action: Approved

Information Items:

A) College of Education Program Changes:
  1) Dean's Office COE
     a) Doctor of Education in Professional Counseling and Supervision
        Request: Modify, see attachment

  2) Clinical and Professional Studies (formerly Collaborative Support and
        Intervention)
     a) Program: Doctor of Education in Professional Counseling and Supervision
        Request: Modify

  3) Early Learning and Childhood Education
     a) Master of Education with a Major in Early Childhood Education
        Request: Modify, see attachment

B)   Dr. Elizabeth Kramer was elected to fill the position as Chair of the Graduate
        Programs Committee for AY 2013/2014.

Committee IV: Academic Policies Committee (Vickie Geisler, Chair)

Action Items: (**See Addendum V**)

A) Request approval to modify the new Limited Course Withdrawal policy. The modifications will allow us to be in compliance with financial aid.

B) Request approval of the use of GradesFirst as the tool for reporting enrollment verification at 60% point in the semester.

   If a student receiving federal financial aid withdraws or stops attending before the 60% point of the semester and earns a 0.0 GPA, the university has to return a portion of the aid based on a calculation using their last date of attendance or academic event. Any of the following may constitute an academic event: going to class or lab, taking a test, turning in a paper, going on a field trip, etc. An email will be sent to all faculty at the 60% mark of the semester to verify attendance with an link to GradeFirst. For students who have stopped attending, faculty will need to report the date of the student's last academic event.

4. New business: Recycling initiative (Mark Reeves, Asst. VP of Auxiliary Services)

5. Announcements

6. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes

July 19, 2013
Approved July 26, 2013 via electronic vote

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:00 p.m.

2. Roll call

    Present
    Basu-Dutt, Butler, DeFoor, Hasbun (substitute for DeSilva), Erben, Faucette, Gant, Geisler, Haynes, Insenga, D. Jenks (substitute for C. Jenks), Sinkey (substitute for Kassis), Keim, Kramer, Moffeit, Morris, Noori, Packard, Parrish, Ponder, Popov, Robinson, Sanders, Olivieri (substitute for Schroer), Stanfield, Steere, Tekippe, Van Valen, Velez-Castrillon, Welch, Willox

    Absent
    Banford, Blair, DeFoor, de Nie, Erben, Farmer, Griffith, Halonen-Rollins, Hooper, Kilpatrick, Lloyd, Mayer, Pencoe, Riker, Rutledge, Samples, Skott-Myhre, Thompson, Yeong

3. Approval of the minutes of the April 19th meeting: these were approved on May 14 via electronic vote, but the chair reopened discussion. No additions or corrections were suggested, so the minutes stood as approved.

4. New business: welcome and introduction of the new president, Dr. Kyle Marrero: Upon introduction by the chair, Dr. Marrero addressed the Faculty Senate for about ten minutes. He expressed appreciation for the warm welcome he received. He said that he has spent the previous three weeks and two days going around town and learning of the relationships of people in the community to UWG. Only one in ten people he spoke with have been on campus in the last year, despite the University being the fourth largest employer. It will be a main focus of Dr. Marrero to get folks to come on campus. He mentioned that he will be "a big storyteller," talking about us to everyone, like about the $300M in new construction on campus. Dr. Marrero will be learning and listening; he

spoke about listening to 21 of 23 people around the University in an embedded group to help him learn about the institution. He asks them, "what are you most proud of at this institution? What are your risks? Obstacles? Culture? What are your decision-making processes, and how are those communicated?" He is seeing common themes among the movers and shakers. Dr. Marrero stated that there is much to do, citing the SACS reaffirmation visit and the refashioning of Institutional Research & Planning as examples-- looking at the totality of operations based on data. He will be pushing the academic master plan to inform the strategic plan. It must be a living, breathing document and ready by early spring, 2014. It is necessary to align the budget to the strategic plan. Dr. Marrero emphasized that the takeaway from his speech is to remember that throughout the year's process, we have to say who we are, what we are, what our mission and vision are, and align all of them. Dr. Marrero concluded by thanking Dr. Sethna, said that he was thrilled to be here, and asked for questions. He added that he will have an open door policy and he is currently meeting with the deans, Board of Regents, and chamber leaders.

5.   Committee reports

Committee II: Graduate Programs Committee (Chair, Mark S. Parrish)
Action Items:

A) College of Arts and Humanities
1)   History
a) 5251 The Second World War
Request: Add
Action: Approved

Item approved unanimously by voice vote.

B) College of Education
1)   Leadership and Instruction
a) Master of Education with a Major in Secondary Education
Request: Modify
Action: Approved

Item approved unanimously by voice vote.

b) SEED 7500 Diverse Classroom in a Pluralistic Society
Request: Add
Action: Approved

Item approved unanimously by voice vote.

2) Clinical and Professional Studies
a) Master of Education with a Major in Reading Education

Request: Modify
Action: Approved

Item approved unanimously by voice vote.

C) School of Nursing
- a) NURS-6107 Pathophysiology and Pharmacology II
  Request: Add
  Action: Approved

- b) NURS-6108 Epidemiology for Nursing Education and Practice
  Request: Add
  Action: Approved

- c) NURS-6109 Informatics, Technology, and Healthcare Outcomes
  Request: Add
  Action: Approved

- d) NURS-6110 Curriculum Development in Nursing Education
  Request: Add
  Action: Approved

- e) NURS-6111 Nurse Educator Role Practicum I
  Request: Add
  Action: Approved

- f) NURS-6112 Nurse Educator Role Practicum II
  Request: Add
  Action: Approved

- g) NURS-6113 Evaluation and Testing in Nursing Education
  Request: Add
  Action: Approved

- h) NURS-6116 Leading Human Resource Systems
  Request: Add
  Action: Approved

- i) NURS-6117 Health Systems Leadership: Role of the Leader/Manager I
  Request: Add
  Action: Approved

- j) NURS-6118 Health Systems Leadership: Role of the Leader/Manager II
  Request: Add
  Action: Approved

k) NURS-6119 Health Systems Leadership Leader/Manager Practicum I
Request: Add
Action: Approved

l) NURS-6120 Health Systems Leadership Leader/Manager Practicum II
Request: Add
Action: Approved

m) NURS-6122 Health Systems Leadership Clinical Nurse Leader Practicum I
Request: Add
Action: Approved

n) NURS-6123 Health Systems Leadership Clinical Nurse Leader Practicum II
Request: Add
Action: Approved

o) NURS-6124 Health Systems Leadership Role of the Clinical Nurse Leader
Request: Add
Action: Approved

Items of C presented together.

Items approved unanimously by voice vote.

Information Items:

A) College of Education
   1) Leadership and Instruction
      a) Master of Education with a Major in Middle Grades Education
         Request: Program Deactivate
         Action: Information Only

B) Richards College of Business
      a) Request: MBA Admission Policy Review

The RCOB Graduate Business Programs Committee and the RCOB Graduate Faculty voted and approved the following measures:
- Any student who has completed a RCOB discipline bachelor's degree with a 3.0 or higher overall GPA will be admitted without the GMAT requirement to the MBA program.
  - This process is similar to the MPAcc program GMAT waiver policy, whereby MPAcc applicants with an accounting degree and a 3.2 GPA can apply to waive the GMAT.
- Eliminate the requirement of any, and all letters of purpose or intent to receive admission to the MBA program.

    ○ No MBA applicant has ever been denied admission based on a letter of intent.

6. Old business:

Information item:

Response from Dr. Sethna regarding reconsideration of termination of the MURP program.

What is considered healthy for the Faculty Senate to comment on? This was a central question of the discussion on this item. Dr. Sethna observed that the MURP termination was not an official agenda item of the Senate; he received it outside of the course deletions, etc. In the last two years, program activations and deactivations have been taken out of Senate and put back into the College, so they come to Senate as informational items, not action items. Dr. Jon Anderson elaborated that the UPC, GPC, Rules, and Academic Policies Committees formulated a Senate document about shared governance and he referred interested faculty to it as the guiding document. Dr. Rob Sanders talked about the resolution function of Senate. Dr. Javier Hasbun discussed how course deletions and additions go through a committee. As part of a healthy process, the Senate is the only avenue in which reconsideration may occur. Dr. Sethna said that offering one program for deactivation was an action of the Provost and has been a common theme across the country and state during these difficult financial times. The (former) president supports the Provost making sure all programs are viable programs, but the decision was initially made at the College level and he would not want to second-guess that decision. A question was asked: so should discussion be directed to the Dean in future, or the Provost? The Chair, Dr. Jeff Johnson, noted that nothing is preventing the Senate from making a motion for reconsideration; but these discussions and/or decisions should occur more at the College level. The President's recommendation was to have the Dean reconsider the decision.

At this point, Dean Jane McCandless expressed appreciation for the opportunity to address the Senate for five minutes and share a PowerPoint presentation about the future of the College of Social Sciences. She said it took time to reflect on a two-year process; they do have a shared governance structure. Dr. McCandless found two specific problems: 1) there was not a defined process, and 2) not all colleges gave a program up for deactivation consideration. In spring 2013 they completed their strategic plan. Dr. Houston Davis, the Executive Vice Chancellor and Chief Acting Officer of the University System of Georgia, wrote a letter dated April 3, 2013 concerning the viability of low-producing programs. Dr. McCandless used the guidelines from that letter to consider programs with fewer than ten graduates over a three-year rolling period. She also conducted a literature review and came out with a number of talking points and looked at the numbers. The discussion in COSS involved more than MURP; they did an evaluation of all their graduate programs, producing a 30-page report. She encouraged the faculty to look at each program, urging them not to be afraid and to drill deeper. "What can we do to create viable programs?" she asked them. They came up with a number of strategies, including certificate programs, community engagement, and interdisciplinary synergies. They included these

strategies in their discussion for every graduate program in the college. Making sure programs are viable is necessary as RPG (retention, progression, graduation) will be a primary factor in determining funding for UWG and other USG institutions. Dr. McCandless concluded with the fact that the MURP program is not deactivated at this point. It is reactivated; it is breathing. They are working hard to make it a viable program.

7. New business:

Information item:

Protocol for Employee Civil Rights Complaints – Item from Myrna Gantner and Juanita Hicks

Dr. Gantner stated that the new protocol is required by the federal government for every institution receiving federal funding. The Title IX Committee developed the protocol document over the last year and is sharing it with Senate for feedback. Dr. Gantner requested that any feedback be provided to her office by August 1, 2013. Is the clarity of the language okay? Let her know what you think.

Jane Simpson, University General Counsel, discussed Title VII and IX complaints in response to a question about not seeing a difference in the new protocol from what was previously required. She noted that although the 1964 laws remain, the current (2011) administration is interpreting compliance differently. The hearing/grievance process is to allow a complainant a chance to appeal. Ms. Simpson observed that UWG has had potential issues regarding religion and race complaints.

8. Announcements: none

9. Meeting was adjourned at 3:53 p.m.

Respectfully submitted,

Shelley Rogers,

Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Program View Request (Read-Only)

Originator

College of Education	Learning and Teaching	Lewis, Barbara
College	Department	Originator

Action

○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item ▼

Program Selection

College of Education	Bachelor of Science in Education with a Major in Early Childhood Education
College	Program

Bachelor of Science in Education with a Major in Early Childhood Education
Program Name

On Campus ▼ — Program Location
Undergraduate ▼ — Degree Level

Bachelor of Science in Education
Degree Name

Spring ▼ 2014 ▼
Effective Semester/Year

Modification Details

ECED 3282 - Practicum I - change from two credit hours to one credit hour.
ECED 4251L - Assessment and Correction Clinical Lab -

(Max 4000 characters)

Rationale

Ongoing evaluative feedback from university faculty, public school personnel, and students has resulted in the modification of the B.S. Ed. program in Early Childhood Education. The following changes will strengthen initial candidates' knowledge and skills, and will facilitate positive learning outcomes for B.S.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES ▼ (See Policy)

Present or Projected Annual Enrollment: 180

Comments

(Max 4000 characters)

College Approvals

Donna Harkins [APPROVED 2013-03-05]
Chair, Course Department

Rebecca Stanard [APPROVED 2013-03-25]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

UNIVERSITY OF WEST GEORGIA
B.S. Ed.
EARLY CHILDHOOD EDUCATION
Plan of Study

Name: _____   Student #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	**9**			**Professional Education *1 *3 *5**	**66**		
1. ENGL 1101 *1	3			**Block I**	**18**		
2. ENGL 1102 *1	3			CEPD 4101 Educational Psychology	3		
3. MATH (1001 or 1111) *2	3			ECED 3271 Integ C, I, & CM for PreK-5	3		
B. Institutional Priorities	**5**			ECED 3282 Practicum I	2		
1. COMM 1110 *1 *6	3			PHED 4650 Health & Physical Act in Elem School	2		
2. Area B Elective	2			MATH 3803 Algebra for Teachers I	3		
C. Humanities/Arts	**6**			ECED 3214 Explor Act in Music & the Fine Arts	2		
1. XIDS 2100 *6	3			READ 3251 Children's Literature	3		
2. ENGL 2110, 2120, or 2130 *6	3			**Block II**	**17**		
D. Science, Math, Technology	**10**			MATH 3703 Geometry for Teachers	3		
1. BIOL 1010/1010L *6	4			ECED 4261 Tchng C & P: Soc Stud Ed	3		
2. GEOL 1121 *6	3			ECED 4262 Tchng C & P: Science Ed	3		
3. CS 1030 Intro to Computer Concepts	3			ECED 4263 Tchng C & P: Math Ed	3		
E. Social Sciences	**12**			ECED 4283 Practicum II	2		
1. HIST 1111 or 1112	3			READ 3262 Tchng C & P: Rdg Ed	3		
2. HIST 2111 or 2112	3			**Block III**	**17**		
3. POLS 1101	3			ECED 4251 Assess & Corr Math Ed	3		
4. GEOG 1013 *6	3			ECED 4284 Practicum III	2		
F. Program Related Courses *1	**18**			MATH 4713 Probability and Statistics	3		
1. ISCI 2001 Life / Earth Science	3			READ 3263 Tchng C & P: Integ Literacy Education & Process Writing	3		
2. ISCI 2002 Physical Science	3			READ 4251 Assess & Correction Rdg Ed	3		
3. MATH 2008 Foundations of Numbers & Operations *6	3			SPED 3715 Inclusive Clssrm: Diff Instruc	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3			**Block IV *4**	**12**		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			ECED 4286 Teaching Internship	9		
6. EDUC 2130 Exploring Teaching & Learning	3			ECED 4289 Teaching Internship Seminar	3		
Note: Area F restricted to 1000-2000 level				**Summer**	**2**		
G. Physical Education	**3**			MEDT 3402 Integ Tech into the Clssrm	2		
1. PWLA 1600	2						
2. Activity Course	1						
Total Core Curriculum (Areas A-F)	**60**			**Total Professional Education**	**66**		
Physical Education	**3**			**Total (Areas A-G)**	**63**		
Total (Areas A-G)	**63**			**Total Program**	**129**		

Program Notes:
*1.   A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
*2.   Recommend MATH 1111 to prepare for GACE Basic Skills Math.
*3.   Admission to Teacher Education is required before enrolling in Block Courses.
*4.   Internship application must be submitted by posted deadline.
*5.   MEDT 3401 may be substituted for MEDT 3402 with advisor's approval.
*6.   To ensure proper background in required content area, students are strongly advised to complete the following (or equivalence):
    Area B-1: COMM 1110   Area C-1: XIDS 2100   Area C-2: ENGL 2110, 2120, or 2130   Area D-1: BIOL 1010/1010L
    Area D-2: GEOL 1121   Area E-4: GEOG 1013   Area F-3: MATH 2008

College of Education   **B.S.Ed./ECED**
University of West Georgia   **C&I   Effective Fall 2008**

Bachelor of Science in Education
Early Childhood Education

Admission to Teacher Education

Regents Exam: _____ Reading _____ Writing

GPA upon Admission to Teacher Education: _____

Application for Admission to Teacher Education: _____

Agreement of Understanding Form: _____

GACE Basic Skills				SAT			ACT			GRE	
Reading	Math	Writing		Verbal	Math		English	Math		Verbal	Quant

Field Experience/Internship

Block I _____

Block II _____

Block III _____

Block IV _____

Graduation

Completed Core Requirements _____

Completed Major Requirements _____

Seventy-five Hour Evaluation _____

Student Signature: _____

Advisor Signature: _____

Date: _____

Subsequent advising sessions and gpa updates:

GPA: _____ (Date: _____) GPA: _____ (Date: _____)
GPA: _____ (Date: _____) GPA: _____ (Date: _____)
GPA: _____ (Date: _____) GPA: _____ (Date: _____)

College of Education
University of West Georgia

B.S.Ed./ECED
C&I   Effective Fall 2008

Proposed
UNIVERSITY OF WEST GEORGIA
B.S. Ed.
EARLY CHILDHOOD EDUCATION
Plan of Study

Name: _____   Student #: <u>917</u>_____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	**9**			**Professional Education *1 *3**	**66**		
1. ENGL 1101 *1	3			**Block I *4**	**17**		
2. ENGL 1102 *1	3			CEPD 4101 Educational Psychology	3		
3. MATH (1001 or 1111) *2	3			ECED 3271 Integ C, I, & CM	3		
B. Institutional Priorities	**5**			ECED 3282 Practicum I	1		
1. COMM 1110 *1 *6	3			PHED 4650 Health & Physical Act in Elem School	2		
2. Area B Elective	2			MATH 3803 Algebra for Teachers	3		
C. Humanities/Arts	**6**			ECED 3214 Explor Act in Music & the Fine Arts	2		
1. XIDS 2100 *6	3			READ 3251 Children's Literature	3		
2. ENGL 2110, 2120, or 2130 *6	3			**Block II *4**	**17**		
D. Science, Math, Technology	**10**			MATH 3703 Geometry for Teachers	3		
1. BIOL 1010/1010L *6	4			ECED 4261 Tchng C&P: Soc Stud Ed	3		
2. GEOL 1121 *6	3			ECED 4262 Tchng C&P: Science Ed	3		
3. CS 1030 Intro to Comp. Concepts	3			ECED 4263 Tchng C&P: Math Ed	3		
E. Social Sciences	**12**			ECED 4283 Practicum II	2		
1. HIST 1111 or 1112	3			READ 3262 Tchng C&P: Rdg Ed	3		
2. HIST 2111 or 2112	3			**Block III *4**	**18**		
3. POLS 1101	3			ECED 4251 Assess & Corr: Math Ed	3		
4. GEOG 1013 *6	3			ECED 4251L Assess & Corr: Clinical Lab	1		
F. Program Related Courses *1	**18**			ECED 4284 Practicum III	2		
1. ISCI 2001 Life/Earth Science	3			MATH 4713 Prob & Stat for Tchrs	3		
2. ISCI 2002 Physical Science	3			READ 3263 Tchng C&P: Integ Lit	3		
3. MATH 2008 Foundations of Numbers & Operations	3			READ 4251 Assess & Corr: Rdg Ed	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3			SPED 3715 Inclusive Classroom: Differentiating Instruction	3		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			**Block IV *4**	**12**		
6. EDUC 2130 Exploring Teaching & Learning	3			ECED 4286 Teaching Internship	9		
Note: Area F restricted to 1000-2000 level				ECED 4289 Teaching Internship Seminar	3		
G. Physical Education	**3**			**Summer**	**2**		
1. PWLA 1600	2			MEDT 3402 Integ Technology into the Classroom *5	2		
2. PWLA Activity Course	1						
Total Core Curriculum (Areas A-F)	**60**			**Total Professional Education**	**66**		
Physical Education	**3**			**Total (Areas A-G)**	**63**		
Total (Areas A-G)	**63**			**Total Program**	**129**		

College of Education   **B. S. Ed./ECED**
University of West Georgia   **Learning &Teaching   Effective Spring 2014**

Program Notes:

1. A grade of C or better is required in courses in these sections. (See catalog for English and Mathematics requirements.)
2. Recommend MATH 1111 to prepare for GACE Basic Skills Math.
3. Admission to Teacher Education is required before enrolling in Block Courses.
4. Field Experience/Internship applications must be submitted by posted deadlines.
5. MEDT 3401 may be substituted for MEDT 3402.
6. To ensure proper background in required content areas, candidates are strongly advised to complete the following (or equivalence):

Area B-1: COMM 1110   Area C-1: XIDS 2100   Area C-2: ENGL 2110, 2120, or 2130
Area D-1: BIOL 1010/1010L   Area D-2: GEOL 1211   Area E-4: GEOG 1013

Admission to Teacher Education

GACE Basic Skills				SAT			ACT			GRE	
Reading	Math	Writing		Verbal	Math		English	Math		Verbal	Quant

Candidate signature: _____

Advisor signature: _____

Date: _____

College of Education   **B. S. Ed./ECED**
University of West Georgia   **Learning &Teaching   Effective Spring 2014**

Course Update Request (Add, Delete, Modify)

Originator

Early Learning and Childhood Education	College of Education	Lewis, Barbara
Department	College	Originator

Action
○ Add ● Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☑ Credit ☐ See Comments [Senate Action Item ▼] (See Procedure)

Course Details

ECED	3282	Practicum I
Prefix	Number	Course Title

Students are placed in a designated early childhood/elementary site. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor. Must be taken concurrently with ECED 3214, ECED 3271 and READ 3251 or with advisor approval.

Course Catalog Description

1	1	Spring - 2014	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Teacher Education Admission TE and Educ.Field Experience Appl TE

Corequisites

Rationale
Reduction in the number of credit hours for this course will not be a detriment to the preparation of teacher candidates. This modification will still allow supervisors to assess candidates' performance with regard to content and pedagogical knowledge, skills, and dispositions. The learning outcomes for this course can be met within one-credit hour.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES ▼ (See Policy)
Present or Projected Annual Enrollment: 180

Comments
Reduce credit hours from 2 to 1

College Approvals

Rebecca Stanard   [APPROVED 2013-03-25]
Associate Dean, College of Education

Donna Harkins   [APPROVED 2013-03-05]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

ECED 3282 – Practicum I

Semester Hours   2

Semester/Year

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                     Department Line: 678-839-6559

Email

Fax   678-839-6063

Online Support   CourseDen Home Page
                     https://westga.view.usg.edu/

                     CourseDen Help & Troubleshooting
                     http://www.westga.edu/~distance/webct1/help

                     UWG Distance Learning
                     http://distance.westga.edu//

                     UWG On-Line Connection
                     http://www.westga.edu/~online/

                     Distance Learning Library Services
                     http://westga.edu/~library/depts/offcampus/

                     Ingram Library Services
                     http://westga.edu/~library/info/library.shtml

                     University Bookstore
                     http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with ECED 3214, ECED 3271, and READ 3251, or with Advisor approval.

Students are placed in a designated early childhood/elementary site. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners,* our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Association of Childhood Education International (ACEI) and Interstate New Teacher Assessment and Support Consortium (INTASC) standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
Coaching and mentoring will be provided by university supervisors and classroom teachers. Online information will be available via Course Den, wikis, and email.

This course will be taught 100% face-to-face.

COURSE OBJECTIVES

Students will:

1. Develop observational skills and observe classroom practices and learning environments;
    (Cruikshank, Jenkins, & Metcalf, 2005)
    (Conceptual Framework Descriptors: Inquisitive, Decisive, Adaptive, Culturally Sensitive)
    (Standards: INTASC 1, 2, 3, 5; ACEI 1, 2; PSC 4.1)

2. Apply theoretical academic concepts from related courses to actual practices in the classroom;
>(Darling-Hammond, L., & Bransford, 2005)
>(Conceptual Framework Descriptors: Knowledgeable; Reflective)
>(Standards: INTASC 1 2, 3, 5; ACEI 2, 3; PSC 1.1, 1.2, 1.3, 1.6)

3. Reflect on initial experiences as a practitioner; and
>(Darling-Hammond, L., & Bransford, 2005)
>(Conceptual Framework Descriptors: Inquisitive, Reflective)
>(Standards: INTASC 9; ACEI 5; PSC 4.4)

4. Develop and review effective teaching skills through a variety of instructional designs.
>(Cruikshank, Jenkins, & Metcalf, 2005)
>(Conceptual Framework Descriptors: Inquisitive, Collaborative, Culturally Sensitive;
>(Standards: INTASC 1, 2, 3, 4, 5; ACEI 3; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2., 4.2)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)   *Educator preparation handbook.* Carrollton, GA: College of Education. May be found on the College of Education web page at:
http://www.westga.edu/ofe/index_826.php

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References

Baer, J. (1997). *Creative teachers, creative students.* Needham Heights, MA: Allyn and Bacon.

Cruikshank, D. Jenkins, D., & Metcalf, K. (2005). *The act of teaching* (4th ed.). Boston, MA: McGraw-Hill.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

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Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Participation: Students are expected to participate in activities, discussions, and projects assigned during class time. Students are expected to participate in the classroom to which they are assigned in the schools through interactions with children and adults throughout the school day.
(Course Objectives 1, 2, 3, 4)

Demonstrate professional behaviors of effective teachers: The professional literature documents that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, participatory, and have a sense of efficacy. These same professional behaviors will be expected of students as they participate in this course, during class, during field experience and during individual interactions with university faculty and staff.
(Course Objectives 1, 2, 3, 4)

Four (4) Formal Lessons: The assignments in this course are assigned in the academic courses involved in Block 1. These assignments are carried out in the field placement course. Candidates must complete 4 formal lesson plans, with lesson plan agendas, and reflections. Use Required Formats (wiki). *Practicum Handbook*
(Course Objectives 1, 2, 3, 4)

Teaching Performance Portfolio: Students are expected to create and maintain a Performance Portfolio. This Portfolio will house information related to the Field Experience and should be available to the University supervisor at each on-site visit. This portfolio will be maintained throughout the four Blocks.
(Course Objectives 1, 2, 3, 4)

Evaluation Procedures

Formal Observations: Cooperating teachers will observe the candidate while he/she teaches a lesson. The cooperating teacher will then complete an observation form, outlining the strengths and weaknesses exhibited by the student during that lesson.

Conferences: At the end of each placement during the semester, the student will have the opportunity to participate in a conference that includes the cooperating teacher and the university supervisor. Items from the *Intern Keys,* the evaluation instrument for Early Childhood Education candidates, will be discussed at the conference. This instrument provides a comprehensive evaluation of the student's demonstrated knowledge, pedagogy and disposition. Progress may be based upon such documents as: class observation logs, reflection, student observation and profiles, model lesson plans, teaching performance in the field (*Intern Keys* and Observation forms)

Additional documentation as needed: Should a student demonstrate problems, additional conferences may be conducted with the student throughout the semester. Also, the university supervisor or the cooperating teacher may request additional lesson plans, changes to existing lesson plans or other documents designed to support the student in improving the weak area.

Grading

A grade of **Satisfactory (S)** or **Unsatisfactory (U)** will be based on the evaluation procedures.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog.*

Attendance: There are no "excused" absences in the field. All missed days/ assignments in the field must be made up by the graduation date of that semester. Please work in coordination with your supervising teacher to schedule make up days and notify your university supervisor of your plans. See the addendum to the syllabus *Absence Procedures* for further details regarding attendance. Failure to make up work can impact your grade in this course. Additionally, failure to execute an assigned lesson could impact your grade in other Block 1 courses.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for credit in any other class will not be accepted for credit in this class. Lessons written in other Block 1 classes will be executed during your field experience.

Professional Conduct: Students are expected to exhibit professional behaviors at all times while in the university classroom and out in the field. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Telephone calls and face-to-face meetings are encouraged if clarification is needed.

5.4. Discontinuation Policy. Adopted: 05/97 from Teacher Education Handbook

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

1. *The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.*
2. *One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
3. *The teacher candidate is informed of the decision, in writing and in conference.*
4. *The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*

Note: Unprofessional acts may result in immediate termination of the field experience.

CLASS OUTLINE

Block I students will attend field experience in the schools on **Tuesdays** and **Thursdays - contract hours of the cooperating teacher,** beginning **January 29, 2013.** The last day in the schools is **April 18, 2013.** The following meetings are scheduled for the semester:

Thursday, January 10	Orientation – 8:00-10:00 am Classrooms 4&5 Ed Center
Thursday, January 17	Lesson Plan Training – 8:00-10:00 am Classrooms 4&5
Tuesday, January 29	First Day of #1 Placement
Thursday, March 7	Performance Portfolio Notebook Training Midterm *Intern Keys* (TK20) completed by the cooperating teacher
Tuesday, March 12	First Day of 2nd Placement
Thursday, April 18	Last day of placement #2 – ½ day End of Semester Meeting - TBA Due: Observation of lessons taught (total of 4 for the semester) Final *Intern Keys* (TK20) completed by the cooperating teacher

Proposed
ECED 3282 – Practicum I

Semester Hours   1

Semester/Year

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                     Department Line: 678-839-6559

Email

Fax   678-839-6063

Online Support   CourseDen Home Page
                     https://westga.view.usg.edu/

                     CourseDen Help & Troubleshooting
                     http://www.westga.edu/~distance/webct1/help

                     UWG Distance Learning
                     http://distance.westga.edu//

                     UWG On-Line Connection
                     http://www.westga.edu/~online/

                     Distance Learning Library Services
                     http://westga.edu/~library/depts/offcampus/

                     Ingram Library Services
                     http://westga.edu/~library/info/library.shtml

                     University Bookstore
                     http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with ECED 3214, ECED 3271, and READ 3251, or with Advisor approval.

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This course will be taught 100% face-to-face.

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   (Cruikshank, Jenkins, & Metcalf, 2005)
   (Conceptual Framework Descriptors: Inquisitive, Decisive, Adaptive, Culturally Sensitive)
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References

Baer, J. (1997). *Creative teachers, creative students*. Needham Heights, MA: Allyn and Bacon.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

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   2. *One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
   3. *The teacher candidate is informed of the decision, in writing and in conference.*
   4. *The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*
Note: Unprofessional acts may result in immediate termination of the field experience.

CLASS OUTLINE

Block I students will attend field experience in the schools on **Tuesdays** and **Thursdays - contract hours of the cooperating teacher.**

DATE	Assignment	Due
Week 1	Orientation	
Week 2	Lesson plan workshop	
Week 3	First placement begins	
Week 4	Observe/teach	
Week 5	Observe/teach	
Week 6	Observe/teach	
Week 7	Observe/teach	
Week 8	Observe/teach Performance portfolio workshop	Mid-term *Intern Keys*
Week 9	Second placement begins	
Week 10	Observe/teach	
Week 11	Observe/teach	
Week 12	Observe/teach	
Week 13	Observe/teach	

| Week 14 | Observe/teach | Lesson observation forms |
| Week 15 | Make up any absences/tardies
 End of semester meeting | Final *Intern Keys* |

Course Update Request (Add, Delete, Modify)

Originator

Early Learning and Childhood Education	College of Education	Lewis, Barbara
Department	College	Originator

Action

( ) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments   Senate Action Item ▼ (See Procedure)

Course Details

ECED	4251L	Assessment and Correction Clinical Lab
Prefix	Number	Course Title

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 - Assessment and Correction in Mathematics Education.

Course Catalog Description

0	1	1	Spring - 2014	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

ECED 4251 - Assessment and Correction in Mathematics Education
and READ 4251 - Assessment and Correction in Reading Education

Rationale

The addition of this course will enable faculty to mentor candidates as they implement the required content knowledge and pedagogical skills acquired in ECED 4251 (Assessment and Correction: Math Education).

Planning Info

( ) Library Resources are Adequate

( ) Library Resources Need Enhancement

Is this a SACS substantive change? YES ▼ (See Policy)

Present or Projected Annual Enrollment: 170

Comments

College Approvals

Rebecca Stanard [APPROVED 2013-03-25]
Associate Dean, College of Education

Donna Harkins [APPROVED 2013-03-04]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

ECED 4251L – Assessment and Correction Clinical Lab

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone   Direct Line:
                         Department Line: 678-839-6559

Online Support   Desire2Learn Home Page
                         https://westga.view.usg.edu/

                         University System of Georgia D2L Help Center
                         https://D2LHelp.view.usg.edu/
                         (available 24 hours a day, 7 days a week, 365 days a year)

                         UWG Distance Learning
                         http://distance.westga.edu/

                         UWG Online Helpdesk
                         online@westga.edu

                         University Bookstore
                         http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Co-requisite: ECED 4251 – Assessment and Correction in Mathematics Education and READ 4251 – Assessment and Correction in Reading Education.

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 – Assessment and Correction in Mathematics Education.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. The Common Core Georgia Performance Standards, the Georgia Professional Standards Commission (PSC) Code of Ethics, the National Council of Teachers of Mathematics (NCTM) Standards, the Association of Childhood Education International (ACEI), and National Council for Accreditation of Teacher Education (NCATE) standards are incorporated into the criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The instructor of this lab course will employ a variety of instructional strategies in meeting student learning objectives. Those strategies include but are not limited to: direct instruction, demonstrations, cooperative learning activities, whole group and small group discussions, the use of manipulatives and various interactive technologies.

This lab course will be taught 100% face-to-face.

COURSE OBJECTIVES

Students will:

1. demonstrate content knowledge and pedagogical skills through the planning and implementation of tutoring session for the purpose of developing mathematical knowledge, skills, and abilities;
   (Ashlock, 2011)
   (Conceptual Framework Descriptors: Inquisitive, Adaptive, Empathetic, Knowledgeable, Reflective)
   (Standards: INTASC 1, 2, 3, 4, 5, 8; NCTM 2.5, 2.7; ACEI 1, 2, 3, 4)

2. demonstrate the use of appropriate formative and summative assessment methods to determine students' understanding and misunderstanding of mathematics; (Ashlock 2011)
(Conceptual Framework Descriptors: Empathetic, Knowledgeable, Reflective)
(Standards: INTASC 1, 4, 6; NCTM 2.2, 2.5, 2.6; ACEI 4)

3. demonstrate the use of appropriate technology to support the learning of mathematics; (Ashlock 2011)
(Conceptual Framework Descriptors: Knowledgeable, Reflective)
(Standards: INTASC 1, 4, 8; NCTM 2.2, 2.5, 2.6; ACEI 3)

4. reflect on the implementation and success of instructional strategies utilized in the diagnosing and correcting the mathematical error patterns of students in K-5 classrooms. (Ashlock 2011)
(Conceptual Framework Descriptors: Empathetic, Knowledgeable, Reflective)
(Standards: INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)   *None*

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
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Course References

Ashlock, R. (2011). *Error patterns in computations: Using error patterns to help each student Learn* (10th ed.). Upper Saddle River, NJ: Allyn & Bacon.

Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2010). *How to develop a professional portfolio: A manual for teachers* (5th ed). Upper Saddle River, NJ: Prentice Hall.

Evers, W.M. & Walberg, H.J. (2004). *Testing student learning, evaluating teaching effectiveness.* Stanford, CA: The Board of Trustees of Leland Stanford Junior University

National Council of Teachers of Mathematics. (1991). *Professional standards for teaching mathematics.* Reston, VA: National Council of Teachers of Mathematics.

Van de Walle, J., Lovin, L. A., Karp, K., & Bay Williams, J. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades pre k-2.* (2nd ed., Vol. 1). Upper Saddle River, NJ: Pearson.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Intervention**: Students shall implement mini-lessons developed for their case study client. The lessons implemented will be based on the content specified in Georgia Common Core Standards for Mathematics.

2. **Pre-test and Post-test with Analysis**: Students shall administer and analyze a pre-test and a post-test conducted with their case study client. These tests will include marking indicating the correctness and incorrectness of the answers provided along with commentary regarding incorrect answers.

3. **Technology Integration**: Students will implement mini-lessons that integrate technology into mathematics instruction.

EVALUATION PROCEDURES

Assignments will be graded by the course instructor, based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Each assignment will be assigned a specific number of points. Failure to meet deadlines/guidelines for the assignments may result in a grade reduction.

Activity	Points available	Assessment Tools
Intervention	100	Rubric
Pre-Test and Post-Test	150 (75/test)	Rubric
Technology Intervention	50	Rubric
TOTAL Points Possible	300	

Grading Policy:

Final grades will be distributed according to the following scale:

A = $270 \leq x \leq 300$

B = $240 \leq x < 269$

$$C = 210 \le x < 239$$
$$F = x < 210$$

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Regular attendance is considered an important part of the Early Childhood Education program. For this reason, it is vital that ECED teacher candidates demonstrate regular and punctual attendance. Students are expected to attend every scheduled tutoring session. Unexcused absence will result in points being deducted from the student's final grade equivalent to the percentage of missed days compared to total possible days of attendance. Three or more unexcused absences will result in the student receiving an Unsatisfactory (U) grade, for the lab course.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Students are expected to adhere to the professional behaviors outlined in the College of Education's (2013) *Educator Preparation Handbook* as well the professional behaviors outlined in Georgia Professional Standard Commission's (2009) *Code of Ethics* at all times while serving as tutors in College of Education Clinics. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

CLASS OUTLINE

Clinic Session	To Prepare For Class	Assignments Due
Week 1	Orientation	
Week 2	Pre-test	
Week 3	Plan instruction/tutor	Lesson plan
Week 4	Plan instruction/tutor	Lesson plan
Week 5	Plan instruction/tutor	Lesson plan
Week 6	Plan instruction/tutor	Lesson plan
Week 7	Plan instruction/tutor	Lesson plan
Week 8	Plan instruction/tutor	Lesson plan
Week 9	Plan instruction/tutor	Lesson plan
Week 10	Plan instruction/tutor	Lesson plan
Week 11	Plan instruction/tutor	Lesson plan
Week 12	Plan instruction/tutor	Lesson plan
Week 13	Plan instruction/tutor	Lesson plan
Week 14	Post-test	
Week 15	Parent conference	

Program View Request (Read-Only)

Originator

College of Science and Mathematics ▼	Geosciences Department ▼	Mayer, James R. ▼
College	Department	Originator

Action

○ Add ○ Modify ● Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Modification Details

Senate Action Item ▼

Program Selection

College of Science and Mathematics ▼	Bachelor of Science with a Major in Environmental Science ▼
College	Program

Bachelor of Science with a Major in Environmental Science	On Campus ▼	Undergraduate ▼
Program Name	Program Location	Degree Level

Bachelor of Science	Fall ▼ 2013 ▼
Degree Name	Effective Semester/Year

Modification Details

Deactivate program.

(Max 4000 characters)

Rationale

This is a low-enrollment program consisting primarily of courses from Biology, Chemistry and Geosciences. The program is unnecessary because its objectives can be met in other, more robust programs in the physical sciences.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 6

Comments

(Max 4000 characters)

College Approvals

Scott Gordon   [APPROVED 2013-07-01]
Coordinator, COSM Curriculum Committee

Curtis L. Hollabaugh   [APPROVED 2013-07-01]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Program View Request (Read-Only)

Originator

College of Science and Mathematics ▼	Mathematics Department ▼	Landman, Bruce ▼
College	Department	Originator

Action

○ Add   ● Modify   ○ Deactivate   ○ Terminate
○ Reactivate

Modifications

☐ Program Name   ☑ Program Description   ☐ Degree Name   ☐ See Modification Details

Senate Action Item ▼

Program Selection

College of Science and Mathematics ▼	Bachelor of Science with a Major in Mathematics ▼
College	Program

Bachelor of Science with a Major in Mathematics	On Campus ▼	Undergraduate ▼
Program Name	Program Location	Degree Level

Bachelor of Science	Spring ▼ 2014 ▼
Degree Name	Effective Semester/Year

Modification Details

Delete the two tracks called "Applied Discrete Mathematics" and "Applied Computational Mathematics." Add a new option called "Applied Mathematics." The requirements for the track are attached.

(Max 4000 characters)

Rationale

By combining two tracks within the B.S. into a single track, we will have more efficiency in upper level mathematics course offerings.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 10

Comments

The projected annual enrollment is for the applied math track only

(Max 4000 characters)

College Approvals

Scott Gordon   [APPROVED 2013-08-14]
Coordinator, COSM Curriculum Committee

Bruce Landman   [APPROVED 2013-07-02]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course Requirements for the B.S. Degree In Mathematics
(Applied Mathematics Track)
Fall 2013-

Course	Hours
ENGL 1101 (Core Area A1)	3
ENGL 1102 (Core Area A1)	3
Core Area B1 & B2*	4
Core Area C1	3
Core Area C2	3
Core Area D1	4
Core Area D1	4
Core Area E1	3
Core Area E2	3
POLS 1101 (Core Area E3)	3
Core Area E4	3
CS 1300 (Core F)	4
CS 1301 (Major)	3
MATH 1113 (Core A2(3) F(1))	4
MATH 1634 (Core D2(3) F(1))	4
MATH 2009 (Core F)	1
MATH 2644 (Core F)	4
MATH 2654 (Core F)	4
MATH 2853 (Core F)	3
MATH 3003 (Major, DSW)	3
MATH 3243 (Major, DSW)	3
MATH 3303 (Major)	3
MATH 4013 (Major)	3
MATH 4353 (Major)	3
MATH 4363 (Major)	3
MATH 4413 (Major)	3
MATH 4473 (Major)	3
MATH 4483 (Major)	3
MATH 4513 (Major)	3
MATH 4983 (Major)	1
Directed Elective**	3
Directed Elective**	3
Directed Elective**	3
Elective**	3
Elective**	3
Elective**	3
Elective**	3
Elective**	3
Elective**	2

| | | 120 |

*At least one course from Core B1

**Directed Electives must be at or above the 2000-level from one of the following lists: 1) ACCT, ECON, FINC, MGMT, MKTG   2) BIOL, CHEM, PHYS, GEOL   3) CS

**At least 8 hours of the 26 hours of directed electives and electives must be at the 3000-level or above.

Program View Request (Read-Only)

Originator

Richards College of Business ▼	Management ▼	Gainey, Thomas ▼
College	Department	Originator

Action
- ◉ Add ○ Modify ○ Deactivate ○ Terminate
- ○ Reactivate

Modifications
- ☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item ▼

Program Selection

Richards College of Business ▼	Management ▼
College	Department

Operations Management Certificate	On Campus ▼	Undergraduate ▼
Program Name	Program Location	Degree Level

Operations Management Certificate	Summer ▼ 2013 ▼
Degree Name	Effective Semester/Year

Modification Details
A complete description of proposed certificate is attached.

(Max 4000 characters)

Rationale
The justification for the proposed certificate is attached.

(Max 4000 characters)

Planning Info
- ◉ Library Resources are Adequate
- ○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 35

Comments
Additional comments are attached.

(Max 4000 characters)

College Approvals

Thomas Gainey   [APPROVED 2013-02-05]
Chair, Course Department

Faye McIntyre   [APPROVED 2013-06-14]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Hilde Patron   [APPROVED 2013-03-05]
RCOB Undergraduate Program Committee Chair

James R. Mayer   [APPROVED 2013-09-12]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Richards College of Business
Department of Management
"Operations Management Certificate"

Justification:

- Based on discussions with employers and the RCOB Board of Visitors, many organizations are interested in hiring students with knowledge and skills in the operations management (OM) area.
- An "Operations Management Certificate" would provide students with a solid foundation in OM and make them more attractive to potential employers. This is especially critical in the current labor market.
- The program will utilize a combination of courses in the Management Department (three courses) and the Marketing Department (one course). It is hoped that students in both majors will take advantage of this program.

Program:

A. Eligibility:

- An "Operations Management Certificate" can be completed by either a business or a non-business major. Business majors are eligible when they have attained "Major Status" within the Richards College of Business and have taken the appropriate prerequisites. Non-Business majors are eligible when they have completed 45 hours of classes with at least a 2.0 GPA and have taken the appropriate prerequisites.
- Students can formally apply to enroll in the certificate program in the Department of Management.

B. Course Requirements:

MGNT 3615 – Operations Management (offered each semester)
MGNT 4616 – Project Management (offered in the Spring semester)
MGNT 3625 – Quality Assurance (offered in the Summer semester)
MKTG 4885 – Logistics (offered in the Fall semester)

Note: Quality Assurance, and Logistics will initially be offered under the "special topics" course designation within each department.

C. Certification: The Registrar will be notified by the Management Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Management Department.

Addendum III

Program View Request (Read-Only)

Originator

College of Education ▼	Clinical and Professional Studies ▼	Harris Brown, Karen ▼
College	Department	Originator

Action
○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

[Senate Action Item ▼]

Program Selection

College of Education ▼	Master of Education with a Major in Speech-Language Pathology ▼
College	Program

Master of Education with a Major in Speech-Language Pathology
Program Name

On Campus ▼
Program Location

Graduate ▼
Degree Level

Master of Education
Degree Name

Fall ▼ 2013 ▼
Effective Semester/Year

Modification Details
Some prerequisites for graduate students entering the program without a background in speech-language pathology were removed from the sequence. Some Additionally, some
required graduate courses were deleted, modified, and

(Max 4000 characters)

Rationale
The curriculum review committee met as part of the program evaluation process and recommendations were made to enhance students' preparation and overall experiences. Additionally, modifications were made to align with the revised standards of the program's accrediting body, the Council on Academic

(Max 4000 characters)

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 25

Comments

(Max 4000 characters)

College Approvals

Rebecca Stanard   [APPROVED 2013-07-02]
Associate Dean, College of Education

Michael T. Garrett   [APPROVED 2013-03-11]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-09-12]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

University of West Georgia
MASTER OF EDUCATION
COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
Program of Study

Name: _____ **SID#:** _____

PLAN OF STUDY	Hrs	Gr	Trf/ Sub		Hrs
	59			**PREREQUISITES**A, C	**24**
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science	3
SLPA 6711 Assess & TX of CDs in a Global Society	2			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3				
SLPA 6760 Auditory Disorders	3				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3				
SLPA 6784 Research Seminar in Speech–Language Pathology	3				
SLPA 6790 Clinical Practicum and Methods in SLP I**	3				
SLPA 6791 Clinical Practicum and Methods in SLP II**	3				
SLPA 6792 Clinical Practicum and Methods in SLP III*	3				
SLPA 6793 Medical Clinical Practicum & Methods**	3				
SLPA 6794 Medical Externship in Speech-Language Pathology**	6				
SLPA 6796 School Internship in Speech-Language Pathology**	6			**Courses for Educator Certification Only**	
				CONCENTRATION A, B, C D G **(PSC Certification)**	12
				CEPD 4101 Psychology of Education	3
				SPED 3713 Introduction to Special Education w/Mild Disabilities	3
ELECTIVE (May be repeated for credit) H				SPED 3714 Behavior and Classroom ManagementD	3
				MEDT 6401 Instructional Technology E	3
SLPA 6785 Special Topics in Speech-Lang Pathology	1 - 3				
				TOTAL Prerequisites	24
				TOTAL Concentration (Certification)	12
TOTAL PROGRAM	59-95F			**TOTAL Prerequisite requirements**	36

☐ 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_____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes

A   A grade of C or better is required in courses in these sections.
B   Minimum 2.5 GPA is required for enrollment in CEPD 4101, MEDT 6401, SPED 3713, and SPED 3714.
C   Admission to Teacher Education is required before enrolling in these courses.
D   Substitutions must be approved by advisor.
E   The prerequisite for MEDT 6401 and MEDT 3401 is any one of the following courses: MEDT 2401 (for those who may have taken it earlier), CISM 2201, CS 1020, CS 1030, and GEOL 2002. Students may pass a competency test to exempt the prerequisite requirement. Contact the Media and technology Department for details.
F   64 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology;
    88 Hour Program (9 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students without an undergraduate degree in speech-language pathology
G   Students who choose to earn PSC certification to work in the K-12 school system will be required to complete an additional 12 credit hours. This may extend the number of semesters beyond what is listed above.
H   This special topics course _may_ be required for remediation and/or an opportunity to gain additional experiences.
I   ALL ASHA math and science requirements **must** be satisfied prior to submitting an application for the comprehensive examination.

**Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech-language pathologist, in cooperation with the program requirements. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

1. **Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses.**
2. **It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.**
6. **Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6793 and 6794.**
7. **All students must complete CEPD 4101, SPED 3713, SPED 3714, and MEDT 6401 prior to initial certification. Students may take MEDT 3401 in place of MEDT 6401.**
8. **All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)**

Student's Signature   **Date**

Advisor's Signature   **Date**

University of West Georgia
MASTER OF EDUCATION
SPECIAL EDUCATION: SPEECH LANGUAGE PATHOLOGY
Plan of Study

Name: _____ SID#: _____

PLAN OF STUDY	Hrs	Gr	Trf/ Sub		Hrs
CONTENT SPECIALIZATION[B]	52-61			PREREQUISITES/COREQUISITES[AB]	39
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6703 Organic Communication Disorder	3			SLPA 3703 Phonetics	3
SLPA 6704 Neuropathologies of Language	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6705 Adv. Assess of Speech-Lang Disorders	3			SLPA 3790 Clinical Practicum: Observation	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 4704 Introduction to Manual Communication	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech & Hearing Science	3
SLPA 6740 Motor Speech Disorders	3			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3			SLPA 4701 Language Disorders in Children	3
SLPA 6760 Auditory Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6784 Research Seminar in Speech–Language Pathology	3			SLPA 4784 Professional Practices Seminar in Communication Disorders	3
SLPA 6761 Methods Of Clinical Management	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
SLPA 6790 Adv. Clinical Practicum: SLP I*	1			SLPA 4724 Counseling Issues in Communication Disorders	3
SLPA 6791 Adv. Clinical Practicum: SLP II*	1				
SLPA 6792 Adv. Clinical Practicum: SLP III*	1				
SLPA 6793 Adv. Clinical Practicum: SLP IV*	1				
SLPA 6794 Medical Externship in Speech-Language Pathology*	6				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3			CONCENTRATION A, B, C (Certification)	12
SLPA 6796 Student Teaching Internship in Speech-Language Pathology (If not already accomplished)	9			CEPD 4101 Psychology of Education	3
SLPA 7720 Language and Literacy	3			SPED 3713 Introduction to Special Education w/Mild Disabilities	3
ELECTIVE (May be repeated for credit)[B]				SPED 3714 Behavior and Classroom Management[D]	3
				MEDT 6401 Instructional Technology [E]	3
SLPA 6785 Special Topics in Speech-Lang Pathology	1 - 3				
				TOTAL Prerequisites/corequisites	39
				TOTAL Concentration (Certification)	12
TOTAL PROGRAM	52-61[F]			TOTAL Prerequisite requirements	51

☐ 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_____

University of West Georgia
Master of Education
Special Education: Speech Language Pathology
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   Minimum 2.5 GPA is required for enrollment in CEPD 4401, MEDT 6401, SPED 3713, and SPED 3714.
D   Substitutions must be approved by advisor.
E   The prerequisite for MEDT 6401 and MEDT 3401 is **MEDT 2401**. Students may pass a competency test to exempt MEDT 2401 prerequisite requirement. Contact the Media and technology Department for details.
F   52 Hour Program (5 semesters): 4 courses and a 1 hour practicum for 2 semesters; 3 courses and a 1 hour practicum for 2 semesters; and a 6 hour medical externship for 1 semester, plus comprehensive examination (as part of summative assessment) during the last semester of study.
61 Hour Program (6 semesters): 4 courses and a 1 hour practicum for 2 semesters; 3 courses and a 1 hour practicum for 2 semesters; a 9 hour student teaching Internship for 1 semester, and 6 hour medical Externship for 1 semester, plus comprehensive examination (as part of summative assessment).

*Students are expected to be available for Involvement in clinical services as assigned, either on campus or off campus (or both) each semester enrolled In SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 with progressively more time per week Invested In successive enrollments. For example, students will spend more time In therapy for SLPA 6792 and SLPA 6793 than for SLPA 6790 or SLPA 6791. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments In clinic take priority over students' personal schedules, with assignments In clinic made according to times when students are not in classes. Regardless of the credit hours taken, all students must complete 400 clock hours of clinical Involvement, with 25 hours of observation and up to 50 hours of intervention allowable at the undergraduate level. Any of the 400 clock hours not accomplished at the undergraduate level must be accomplished at the graduate level. Refer to the Clinical Handbook for additional Information regarding clinics.

1.   A passing score on GACE Basic Skills Assessment Is required for admission to Teacher Education for both the Graduate M.Ed. and the Undergraduate prerequisite/co-requisite courses In Speech-Language Pathology.
2.   Admission to Teacher Education Is required for course enrollment for both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses. (See reverse side.) The application for admission to Teacher Education must be filled out with advisor prior to enrollment In both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses, and requires the students to sign a Personal Affirmation Form.
3.   Applicants with undergraduate majors In other fields may be admitted with permission of the Chair of Special Education and Speech-Language Pathology and the approval of the Graduate Program Committee. Students admitted to the M.Ed. program who do not have an undergraduate degree In Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling In graduate speech-language pathology courses. (Reverse side.)
4.   All electives must be approved by advisor, Program Director, or Department of SED/SLP Chair.
5.   It Is the student's responsibility to complete a typed Program of Study, Application for Candidacy, Application for Graduation, and sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation and submit these materials to his/her advisor.
6.   Application for field placement for SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 practica Is required approximately 2 semesters before practicum enrollment. Students who enroll In SLPA 6796 must also apply approximately 2 semesters In advance for placement. Check catalog or Dean's office for Application for Field Placement deadlines.
7.   All students must complete CEPD 4101, SPED 3713, SPED 3714, and MEDT 6401 prior to Initial certification. Students may take MEDT 2401 _and_ MEDT 3401 In place of MEDT 6401.
8.   All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Department of Special Education and Speech-Language Pathology

_____
Student's Signature   Date

_____

Program View Request (Read-Only)

Originator

College of Education ▼	Clinical and Professional Studies ▼	Parrish, Mark ▼
College	Department	Originator

Action
- ○ Add ● Modify ○ Deactivate ○ Terminate
- ○ Reactivate

Modifications
- ☑ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details
- Senate Action Item ▼

Program Selection

College of Education ▼	Master of Education with a Major in Professional Counseling ▼
College	Program

Master of Education with a Major in Professional Counseling	On Campus ▼	Graduate ▼
Program Name	Program Location	Degree Level

Master of Education	Fall ▼ 2014 ▼
Degree Name	Effective Semester/Year

Modification Details

The curriculum for the M.Ed. in Professional Counseling (school counseling) has been revised based on revised accreditation body (CACREP) standards. The program remains at 48 semester hours with substitution of new

(Max 4000 characters)

Rationale

The proposed plan of studies is to accommodate changes to the CACREP accreditation standards for school counseling.

(Max 4000 characters)

Planning Info
- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 75

Comments

(Max 4000 characters)

College Approvals

Michael T. Garrett [APPROVED 2013-09-09]
Chair, Course Department

Rebecca Stanard [APPROVED 2013-09-09]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-09-12]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Modification details: The curriculum for the M.Ed. in Professional Counseling (school counseling) has been revised based on revised accreditation body (CACREP) standards. The program remains at 48 semester hours with substitution of new courses that align with CACREP standards and best practices and the deletion of other courses. The attached plan of studies is reflective of that change. The clinical mental health counseling program and school counseling program sheets have been combined into a single program sheet (see CSS submission for changes to clinical mental health concentration).

New Courses
CEPD 7140 Professional Orientation and Ethics in Counseling
CEPD 7105 Counseling Across the Lifespan
CEPD 6151 Assessment and Appraisal in Counseling

Deleted Courses
CEPD 8102 Lifespan Human Development
CEPD 7130 Assessment and Effective Use of Data
CEPD 6101 Psychology of Classroom Learning

Name change
CEPD 6140 from Introduction to Counseling Practice to Basic Counseling Skills
CEPD 6180 from Professional School Counselor to Principles of Professional School Counseling
CEPD 7112 from Career Counseling to Career Theory and Intervention

Rationale: The proposed plan of studies is to accommodate changes to the CACREP accreditation standards for school counseling.

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
(Clinical Mental Health and School Counseling concentrations)
Department of Clinical and Professional Studies
University of West Georgia

The M.Ed. in Professional Counseling is designed for candidates preparing for employment as professional counselors in schools, mental health facilities, hospitals, community agencies, and colleges or universities or for careers in college student services in colleges and universities. Three options of study, Clinical Mental Health Counseling (CMHC), School Counseling (SC), and College Student Affairs (CSA) are available. The SC and CMHC programs are accredited by the Council for Accreditation of Counseling and Educational Related Programs (CACREP). The CMHC program is accredited only as a Community Counseling Program until reaccreditation decision in July 2015 after which time it will be accredited as a CMHC program. Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Candidates must complete the appropriate program of studies with a 3.0 GPA and make a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate. Completion of the M.Ed. degree in Professional Counseling (clinical mental health and school counseling tracks only) meet the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Graduates will receive faculty endorsement only for the relevant option and plan of study completed.

The master's degree in clinical mental health counseling concentration requires completion of a minimum of 60 semester hours of study while the school counseling concentration requires completion of a minimum of 48 hours of study. The completion of the master's degree in school counseling meets <u>one</u> of the requirements for recommendation by the University of West Georgia for initial certification in Georgia as a school counselor (S-5 level). School counseling candidates must also pass the required certification test in school counseling before a certification recommendation is given by the University of West Georgia.

Name: _____   Student ID #: _____

Address:_____   Telephone: _____

_____

Email: _____   Advisor:_____

Completion Dates

_____ Initial Advising
_____ Application for Practicum/Internship
_____ Application for Candidacy
_____ Department written exam

PLAN OF STUDY

CORE CURRICULUM	HRS	G R	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 7105 Counseling Across the Lifespan	3				
II. SOCIAL AND CULTURAL FOUNDATIONS					
CEPD 7138 Multicultural Counseling and Education	3				
III. HELPING RELATIONSHIPS					
CEPD 6140 Basic Counseling Skills	3				
CEPD 6131 Counseling Theories	3				
CEPD 7155 Substance Abuse Counseling	3				
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3				
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling and Interventions	3				
VI. APPRAISAL					
CEPD 6151 Assessment and Appraisal in Counseling	3				
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3				
VIII. PROFESSIONAL ORIENTATION					
CEPD 7140 Professional Orientation and Ethics in Counseling	3				
CEPD 7145 Advocacy and Leadership	3				
CLINICAL INSTRUCTION					
CEPD 6188 Practicum: (CEPD 6160, 6131, 6140, Prerequisites)	3				
CEPD 6182 Internship (CEPD 6188 Prerequisites)	6				
TOTAL CORE CURRICULUM HOURS	42				
CLINICAL MENTAL HEALTH COUNSELING (42 core + 18 specific=60 hours)					
CEPD 7150 Crisis Intervention	3				
CEPD 6141 Principles of Clinical Mental Health Counseling	3				
CEPD 6135 Applied Counseling Theories	3				
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	3				
CEPD 7134 Counseling Children and Adolescents	3				
Elective: CEPD 6182 (Internship) or CEPD 7185 (Counseling Military Families) or other elective as approved by advisor	3				
SCHOOL COUNSELING (42 core + 6 specific*=48 hours)					
CEPD 6180 Principles of Professional School Counseling	3				
MEDT 6401 Instructional Technology**	3				

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, in addition to the 48 total program hours and 6 specific school counseling hours that are required, you must take SPED 6706: Special Education in the Regular Classroom.

** Note If this requirement has been met, an elective, preapproved by your advisor must be substituted

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Professional School Counseling

Counselor Education Program
University of West Georgia

The completion of the master's degree curriculum in school counseling meets <u>one</u> of the requirements for initial certification in Georgia as a school counselor (S-5 level) and for recommendation by the University of West Georgia. A passing score on the required certification test in school counseling <u>and</u> passage of the departmental exam must be accomplished before a recommendation is given by the University of West Georgia. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and requires successful completion of a minimum of 48 semester hours. Educational requirements for licensure as a professional counselor and as a nationally certified counselor (NCC) are also met through the degree.

Name: _____   **Student ID #:** _____

Address: _____   **Telephone:** _____

_____

_____   **Advisor:**

Email: _____   _____

_____

_____

_____

Completion Dates		
____	Initial Advising	____	GACE Content Assessment in School Counseling
____	SPED 6706*		
____	Application for Candidacy		Pass GACE Basic (if needed)**:
____	Application for Practicum / Internship	____	Exempt: hold teaching certificate
____	Department written exam	____	Exempt: SAT, GRE, ACT Score

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 7130 Assessment and Effective Use of Data in Schools	3		Fall/Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6180 Professional School Counselor	3		Fall/Spring		
CEPD 6101 Psychology of Classroom Learning	3		Fall/Spring/Sum		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
MEDT 6401 Instructional Technology if this requirement is met, an elective approved by advisor, may be taken	3		Fall/Spring		
IX. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6188 Practicum: Professional Counseling (CEPD 6160, 6131, 6140 Prerequisites)	3		Fall/Spring		
CEPD 6182 Internship: Professional Counseling (CEPD 6188 Prerequisite)	6		Fall/Spring		
X. CEPD ELECTIVE					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	3		Fall/Spring/Sum		

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, you must take **SPED 6706: Special Education in the Regular Classroom**. This may not be counted as your program elective and will be in addition to the 48 hour program. You should obtain the practicum and internship handbook as soon as possible.

Student signature: _____ **Date:** _____

Advisor signature: _____ **Date:** _____

Program View Request (Read-Only)

Originator

College of Education ▼	Clinical and Professional Studies ▼	Parrish, Mark ▼
College	Department	Originator

Action
○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☑ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item ▼

Program Selection

College of Education ▼	Master of Education with a Major in Professional Counseling (community counseling) ▼
College	Program

Master of Education with a Major in Professional Counseling (community counseling)
Program Name

On Campus ▼
Program Location

Graduate ▼
Degree Level

Master of Education
Degree Name

Fall ▼   2014 ▼
Effective Semester/Year

Modification Details
The curriculum for the M.Ed. in Professional Counseling (community counseling) has been revised based on revised accreditation body (CACREP) standards. The attached plan of studies is reflective of that change. The clinical

(Max 4000 characters)

Rationale
The community counseling concentration is no longer an accredited area of study under the new CACREP accreditation standards. Instead CACREP accredits clinical mental health counseling programs which requires an increase from 48 semester hours to 60 hours in order to meet accreditation

(Max 4000 characters)

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? YES ▼ (See Policy)
Present or Projected Annual Enrollment: 75

Comments

(Max 4000 characters)

College Approvals

Michael T. Garrett   [APPROVED 2013-09-09]
Chair, Course Department

Rebecca Stanard   [APPROVED 2013-09-09]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-09-12]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Modification details: The curriculum for the M.Ed. in Professional Counseling (community counseling) has been revised based on revised accreditation body (CACREP) standards. The attached plan of studies is reflective of that change. The clinical mental health counseling program and school counseling program sheets have been combined into a single program sheet (see CSS submission for changes to school counseling concentration).The following modifications have been made to the 48 semester hour community counseling program to convert it to a 60 semester hour clinical mental health counseling program (see attachment):

New Courses
CEPD 7140 Professional Orientation and Ethics in Counseling
CEPD 7150 Crisis Intervention
CEPD 6135 Applied Counseling Theories
CEPD 7105 Counseling Across the Lifespan

Deleted Courses
CEPD 8102 Lifespan Human Development

Name change
CEPD 6140 from Introduction to Counseling Practice to Basic Counseling Skills
CEPD 6141 from Professional Community Counseling to Principles of Clinical Mental Health Counseling
CEPD 7112 from Career Counseling to Career Theory and Intervention
CEPD 6151 from Psychological Appraisal to Assessment and Appraisal in Counseling
CEPD 7111 from Psychopathology to Diagnosis and Treatment of Mental and Emotional disorders
CEPD 7134 from Play Therapy to Counseling Children and Adolescents

Rationale: The community counseling concentration is no longer an accredited area of study under the new CACREP accreditation standards. Instead CACREP accredits clinical mental health counseling programs which requires an increase from 48 semester hours to 60 hours in order to meet accreditation standards.

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
(Clinical Mental Health and School Counseling concentrations)
Department of Clinical and Professional Studies
University of West Georgia

The M.Ed. in Professional Counseling is designed for candidates preparing for employment as professional counselors in schools, mental health facilities, hospitals, community agencies, and colleges or universities or for careers in college student services in colleges and universities. Three options of study, Clinical Mental Health Counseling (CMHC), School Counseling (SC), and College Student Affairs (CSA) are available. The SC and CMHC programs are accredited by the Council for Accreditation of Counseling and Educational Related Programs (CACREP). The CMHC program is accredited only as a Community Counseling Program until reaccreditation decision in July 2015 after which time it will be accredited as a CMHC program. Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Candidates must complete the appropriate program of studies with a 3.0 GPA and make a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate. Completion of the M.Ed. degree in Professional Counseling (clinical mental health and school counseling tracks only) meet the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Graduates will receive faculty endorsement only for the relevant option and plan of study completed.

The master's degree in clinical mental health counseling concentration requires completion of a minimum of 60 semester hours of study while the school counseling concentration requires completion of a minimum of 48 hours of study. The completion of the master's degree in school counseling meets one of the requirements for recommendation by the University of West Georgia for initial certification in Georgia as a school counselor (S-5 level). School counseling candidates must also pass the required certification test in school counseling before a certification recommendation is given by the University of West Georgia.

Name: _____   Student ID #: _____

Address:_____   Telephone: _____

_____

Email: _____   Advisor:_____

Completion Dates
_____ Initial Advising
_____ Application for Practicum/Internship
_____ Application for Candidacy
_____ Department written exam

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 7105 Counseling Across the Lifespan	3				
II. SOCIAL AND CULTURAL FOUNDATIONS					
CEPD 7138 Multicultural Counseling and Education	3				
III. HELPING RELATIONSHIPS					
CEPD 6140 Basic Counseling Skills	3				
CEPD 6131 Counseling Theories	3				
CEPD 7155 Substance Abuse Counseling	3				
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3				
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling and Interventions	3				
VI. APPRAISAL					
CEPD 6151 Assessment and Appraisal in Counseling	3				
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3				
VIII. PROFESSIONAL ORIENTATION					
CEPD 7140 Professional Orientation and Ethics in Counseling	3				
CEPD 7145 Advocacy and Leadership	3				
CLINICAL INSTRUCTION					
CEPD 6188 Practicum: (CEPD 6160, 6131, 6140, Prerequisites)	3				
CEPD 6182 Internship (CEPD 6188 Prerequisites)	6				
TOTAL CORE CURRICULUM HOURS	42				
CLINICAL MENTAL HEALTH COUNSELING (42 core + 18 specific=60 hours)					
CEPD 7150 Crisis Intervention	3				
CEPD 6141 Principles of Clinical Mental Health Counseling	3				
CEPD 6135 Applied Counseling Theories	3				
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	3				
CEPD 7134 Counseling Children and Adolescents	3				
Elective: CEPD 6182 (Internship) or CEPD 7185 (Counseling Military Families) or other elective as approved by advisor	3				
SCHOOL COUNSELING (42 core + 6 specific*=48 hours)					
CEPD 6180 Principles of Professional School Counseling	3				
MEDT 6401 Instructional Technology**	3				

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, in addition to the 48 total program hours and 6 specific school counseling hours that are required, you must take SPED 6706: Special Education in the Regular Classroom.

** Note If this requirement has been met, an elective, preapproved by your advisor must be substituted

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Community Counseling
Counselor Education Program
University of West Georgia

The Master's program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). The degree requires successful completion of 48 semester hours and passing the department exit exam (CPCE).

Name: _____   **Student ID #:** _____

Address: _____   **Telephone:** _____

_____

_____   **Advisor:** _____

Email: _____   _____

_____

_____

Completion Dates	
_____	Initial Advising
_____	Application for Practicum / Internship
_____	Graduation Application
_____	Department written exam
_____	NCE / NBCC National Counselors' Exam

PLAN OF STUDY

CORE CURRICULUM	HRS	G R	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
CEPD 7111 Psychopathology	3		Fall		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 6151 Psychological Appraisal	3		Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6141 Professional Community Counseling	3		Fall		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
IX. CEPD ELECTIVES					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	6		Fall/Spring/Sum		
X. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6188 Practicum: Professional Counseling (CEPD 6160, 6131, 6140, Prerequisites)	3		Fall/Spring/Sum*		
CEPD 6182 Internship: Professional Counseling (CEPD 6188 Prerequisites)	6		Fall/Spring/Sum*		

TOTAL   48 HOURS

*CEPD 6188 and 6182 offering in Summer is contingent upon sufficient enrollment and availability of faculty to supervise and is open only to students enrolled in the community counseling option. Maximum number of credit hours for CEPD 6182 in summer is 2 hours (200 hours of direct service).

Student signature: _____   Date: _____

Advisor signature: _____   Date: _____

Course Update Request (Add, Delete, Modify)

Originator

Criminology Department	College of Social Sciences	Johnson, Mike
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▼ | (See Procedure)

Course Details

CRIM	6333	Victimology
Prefix	Number	Course Title

This course provides an advanced analysis of the nature, causes, and consequences of criminal victimization and will include international and human rights perspectives.

Course Catalog Description

3	0	3	Spring - 2014	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Victimology is a major subfield of criminology and has become a regular part of graduate course curricula across the country, including those at other USG institutions. Several of our recent students have expressed a strong interest in victimology, even doing victimological theses. Adding this course will make our program consistent with the current state of the discipline. Programs without a victimology course are vulnerable to being accused of ignoring victims? issues.

Planning Info
- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 12

Comments

College Approvals

David Jenks	[APPROVED 2013-03-28]
Chair, Course Department	

Amber Smallwood	[APPROVED 2013-08-15]
Coordinator, COSS Executive Committee	

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish	[APPROVED 2013-09-12]
Chair, Graduate Programs Committee	

Final Approval

Jon Anderson	[REQUIRED]
Final Approver	

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1303... 9/17/2013

CRIM 6333: VICTIMOLOGY
Sample Course Syllabus

Professor: Mike Johnson, Ph.D.
Office: 230 Pafford; **Phone:** (678) 839-6330; **E-mail:** ljohnson@westga.edu
Department Website: http://www.westga.edu/criminology/
Office Hours:

Required Books:

*Daigle, 2013, *Victimology: A Text/Reader*
*Lee, 2011, *Trafficking and Global Crime Control,*

Course Description (from the *Graduate Catalog*):

"This course provides an advanced analysis of the nature, causes, and consequences of criminal victimization and will include international and human rights perspectives."

Learning Outcomes (adapted from the *Graduate Catalog* Criminology program outcomes)

Demonstrate a theoretical understanding of victimology and be able to apply principles to the development, monitoring, and evaluation of victimization policies.

Possess a broad range of knowledge about victimization and justice and be able to apply this knowledge, humanely and competently, in criminological agencies or other contexts.

Readings & Attendance:

The assigned readings are indicated in the "Tentative Course Schedule." They will serve as the bases for class discussions; therefore, it is imperative that you have the chapters read before class. Because of the design of the course, regular, productive attendance is the best way to learn, and you will be graded on the basis of how well you have learned. Much of the information you need to do well on exams and assignments is available only in class, so it is vital that you attend and take thorough notes. Chronic absence will severely limit your learning and hurt your performance in this course. You are always responsible for any material covered or announcements made in class. As a University of West Georgia student, you are expected to prioritize your academic obligations over many others. In most cases, it is inappropriate to make plans that conflict with your course schedules.

In-Class Exams:

There will be 4 in-class essay exams covering the assigned chapters from the required text. Each exam is worth 50 points and will require you to answer 5 questions. Answers will be handwritten on paper provided to you. I will grade the exams based on how well knowledge of the reading materials is demonstrated. Your answers must be very thorough and descript, and well written—legibility, organization, clarity, and coherence are needed to convey that you know

the material. Each answer must be at least one <u>full</u> page per question, avoiding "fluffing" techniques such as skipping lines, large writing, extra margins, and re-stating information. **Exams must be taken on the scheduled dates (see Course Schedule).** A make-up exam will only be given for an excused absence. In most cases, arrangements for make-ups must be made **prior** to the scheduled exam date. <u>A different version of an exam will be used as a make-up.</u>

Scholarly Paper:

This will be an original scholarly paper on a **specific** topic in victimology. If your topic does not directly pertain to this course, according to my discretion, I will reject the paper. You should have me approve your topic before writing your paper. Your paper may be an objective report or a well-supported argument, but **do not editorialize** in your paper—any opinions that are not properly <u>supported by qualified sources</u> will result in severe point loss. Also **avoid personal narratives**.

You may not include work that you have done on other projects—this paper must be original work done exclusively for this course. Your paper must incorporate analyses of a <u>minimum</u> of 10 separate sources. The qualified sources must be from authentic academic books and journals only—**no websites, newspapers, or magazines** (popular or professional) for example. You should have me approve your sources before using them. **You may <u>not</u> use the required book readings for this course, in any way, in this paper.**

The following conventions will be strictly enforced. The entire paper must be 14-16 <u>full</u> pages (<u>excluding references and title page</u>), double-spaced, with 1" margins, Times New Roman font, and 12 point size. Correct in-text, parenthetical, citations and full bibliographical references must be provided. Failure to provide me with the information needed to verify your sources will result in severe point loss or even be considered plagiarism. You must format and compose your paper according to ASA or APA Style. If interested in the ASA style of writing visit: http://www.westga.edu/~soccrim/Styleguide.htm.

To allow enough time to produce a satisfactory paper, you need to start on this paper right away. Completed papers must be turned in on CourseDen by the due date **at the latest (see Course Schedule).** Technological problems or any other excuses will not be accepted as reasons to turn a paper in late. Papers turned in late will not receive full credit.

I expect the paper to be publishable quality and will grade it according to very high standards. The paper is worth 100 points, and I will grade it according to: Overall Thoroughness and Descriptiveness in Addressing the Topic—30 points; Overall Organization, Coherence, and Clarity—30 points; Appropriateness & Coverage of Sources—40 points.

Academic Honesty/Plagiarism:

Important! This course is covered by the University's academic honesty policies. Familiarizing yourself with these policies will help you avoid plagiarism, unauthorized aid on exams/quizzes and assignments, and other activities that could create serious problems for you. Violations of these policies will be met with sanctions and ignorance of its provisions is not an

acceptable excuse. Please read the university policies regarding plagiarism and other forms of academic dishonesty in your student handbook.

Basically, plagiarism is the use of others' words and/or ideas without giving them proper credit, which includes passing another person's paper off as your own and failing to properly cite a source. **You are responsible for knowing how to properly cite sources**—being unfamiliar with a system of citing conventions (such as ASA and APA) will not be accepted as an excuse for failure to properly cite sources. For a more precise definition, go to the English Department at http://www.westga.edu/~engdept/Plagiarism/pladef.html.

Grading:

I use points and grades to assess <u>only</u> the student's knowledge of the subject matter delivered in a course. I do not *directly* evaluate your behavior. Rather, I directly evaluate how you demonstrate your knowledge of the subject of this course. Neither do I *directly* grade your effort. A great deal of effort on your part is essential in fulfilling the requirements of this course, and increases your chances of getting your desired grade, but does not guarantee that you get your desired grade. If you are working hard but not receiving the grade(s) you want, you need to consider revising your learning strategies for the course and seek the necessary assistance. Further, I do not consider hardships in students' lives when I grade their work—I will not "give you a break" because you are going through some tough times. I will make reasonable accommodations for students with excusable problems, but I will not lower standards or decrease the amount of work. Your final grade will be the percentage of your total accumulated points out of the 300 possible points from the exams and paper, using the following scale: **90% + = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F**

Course Schedule:

Week 1: Daigle Sections 1-2

Week 2: Daigle Sections 2-3

Week 3: Daigle Sections 3-4

Week 4: **Exam 1—Daigle 1-4**

Week 5: Daigle Sections 5-6

Week 6: Daigle Sections 6-7

Week 7: Daigle Sections 7-8

Week 8: **Exam 2—Daigle 5-8**

Week 9: Daigle Section 9

Week 10: Daigle Section 10

Week 11: Daigle Section 11

Week 12: **Exam 3—Daigle 9-11**

Week 13: Lee Chapters 1-4

Week 14: Lee Chapters 5-8

Week 15: **Exam 4—Lee**

Week 16: **Paper Due**

Program View Request (Read-Only)

Originator

Richards College of Business ▼	Management ▼	Pridmore, Jeannie ▼
College	Department	Originator

Action

○ Add ○ Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item ▼

Program Selection

Richards College of Business ▼	Management ▼
College	Department

MBA
Program Name

On Campus ▼
Program Location

Graduate ▼
Degree Level

Certificate in international Programs
Degree Name

Spring ▼ 2014 ▼
Effective Semester/Year

Modification Details

The certificate can be earned by completing six credit hours of courses in residence relevant to international studies and three credit hours in a non-domestic location.

(Max 4000 characters)

Rationale

We are experiencing a large demand for internal exposure and courses in the MBA program. This Certificate in International Programs will allow our MBA students to pursue their international interest while also obtaining a certification.

(Max 4000 characters)

Planning Info

⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 20

Comments

(Max 4000 characters)

College Approvals

Faye McIntyre   [APPROVED 2013-07-05]
Dean, RCOB

Thomas Gainey   [APPROVED 2013-06-21]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Sunil Hazari   [APPROVED 2013-07-03]
RCOB Graduate Program Committee Chair

Mark Parrish   [APPROVED 2013-09-12]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item ▼ (See Procedure)

Course Details

NURS	6125	Health Systems Leadership Clinical Nurse Leader Seminar
Prefix	Number	Course Title

This course is designed to provide students the opportunity to discuss and analyze leadership challenges in the development and implementation of the CNL role in clinical microsystems.

Course Catalog Description

1	0	1	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6122 and NURS 6124

Corequisites
NURS 6123

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▼ (See Policy)

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-05-07]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Health Systems Leadership Clinical Nurse Leader Seminar, NURS 6125

Credit hours and prerequisites: 1 hour (1-0-1) prerequisites of NURS 6122 and NURS 6124 and co-requisite of NURS 6123

Course Description: This course is designed to provide students the opportunity to discuss and analyze leadership challenges in the development and implementation of the CNL role in clinical microsystems.

Learning Outcomes:

1. Synthesize application of leadership and organizational theories related to the role of the CNL.
2. Analyze the challenges and opportunities available for implementing changes based on clinical microsystem cultures.
3. Evaluate the implementation of the CNL role in selected health care settings.

Sample textbooks:

Harris, J. & Roussel, L. (2010). Initiating and sustaining the clinical nurse leader role. Jones & Bartlett. ISBN: 978-0-7637-7631-2

Nelson E.C., Batalden P.B., Godfrey, M. M. & Lazar, J. (2011). Value by design: Developing clinical microsystems to achieve organizational excellence. San Francisco: Jossey-Bass. ISBN: 978-0-470-38534-0

Patterson, K., Grenny, J., McMilan, R. & Switzler, A. (2012). Crucial conversations tools for talking when stakes are high. (2n ed.). McGraw-Hill. ISBN: 978-0-07-177132-0

Kotter, J. (2007). Leading Change. Harvard Business School Press. Boston: MA. ISBN: 978-0-87584-747-1

Topics for class sessions:

Generic assignments/methods of evaluation:

Online Assignments: 45%
Online Blackboard Discussion: 35%
Professional Portfolio: 20%

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

Approved by SON Graduate Program Committee: 4/9/13

Addendum IV

Attachment for Item B (2)

    College of Social Sciences
        Department: Graduate Studies Office COSS
        Request: Graduate Policy Revision
        Originator: Caress, Stanley
        Rationale: I believe there needs to be a small modification to graduate policy on course overload. It seems some important wording was left out of the official policy and I believe the changes need to be made.

It makes sense for a graduate student who wants a course overload to have it approved at the department (program) level before it is approved at the college level. As it is now stated in the catalog (official UWG policy) a graduate student's course overload only needs to be approved by the College Director of Graduate Studies. Since each program has its own individual features, it makes great sense to have the Director of the specific program approve it first

Therefore, I would like to modify the statement in the Graduate Catalog (see below) by adding the words "Director of their graduate program."

Also, we could consider adding the College Dean as an alternative approver to the College Director of Graduate Studies.

Excerpt From The Online Graduate Catalog
(see **http://www.westga.edu/gradstudies/101.php** *)*

GRADUATE COURSE LOADS
Maximum Course Load for All Graduate Students

Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission. Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the **Director of their graduate program** and from the Director of Graduate Studies **(or Dean)** for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.
Action: Approved

Addendum V

Limited Course Withdrawals

Undergraduate students may withdraw from courses with a grade of "W" (Withdraw Passing) a maximum of six times during their entire undergraduate enrollment at the University of West Georgia. Students must withdraw from courses during the Withdrawal "W" Period, as noted on the Registrar's Calendar in The Scoop. Retroactive withdrawals for prior terms are not permitted. The Withdrawal "W" Period typically begins after Drop/Add and closes at mid-term. Grades of "W" do not count toward the grade point average.

It is recommended that students consult with the instructor, academic advisor, Financial Aid, Bursar, and International Services and Programs (if applicable) before making the decision to withdraw from a course, since undesirable consequences may follow. For example:

- ~~Students who fail to complete 67 percent of their class schedule *each term* jeopardize their eligibility for both federal and state financial aid.~~ Students must make Satisfactory Academic Progress (SAP) to maintain eligibility for both federal and state financial aid.
- Student athletes must maintain full-time status to retain athletic eligibility.
- International students on an F1 or J1 visa must maintain full-time status to protect their immigration status.
- Withdrawing from a course will delay progress toward graduation.

Students who attempt to withdraw from a course after reaching their maximum of six withdrawals will continue to be enrolled and will receive a grade at the end of the term, unless the Dean (or Dean's designee) approves the exception. See Petition for Exceptions below.

Automatic Exceptions

The following exceptions do not count toward the maximum of six course withdrawals:

- Grades of W placed on the transcript prior to Fall 2013
- Grades of W included in transfer work
- Withdrawals from courses taken during Summer terms
- Hardship withdrawal
- Military withdrawal
- Administrative withdrawal
- Formal withdrawal from the university

Petition for Exceptions

After the limit of six withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Students appeal in writing to the Dean (or Dean's designee) of the college or school that houses their major. Undeclared students should appeal in writing to the Dean of the Honors College (or Dean's designee). The written request (typewritten) should include the following: (1) description of the exact nature of the appeal, (2) reason for the appeal, and (3) supporting documentation, if applicable. Appeals are not heard unless the student has reached the maximum number of withdrawals allowed.