Memorandum

To: General Faculty

Date: September 10, 2019

Regarding: Faculty Senate Agenda for September 13, 2019 in Nursing 106

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1. Call to Order

2. Roll Call

3. Minutes

   A) April 19th meeting minutes were approved electronically on April 25th

4. Committee Reports

   Committee I: Undergraduate Programs Committee (Nick Sterling, Chair) Action Items (Addendum I):

   A) College of Social Sciences

      1) Department of Political Science

         a) POLS 3111 - Interest Groups and Lobbying

            Request: Add

      2) Department of Sociology

         b) SOCI 4523 - Intersection of Race and Sex

            Request: Add

   Committee II: Graduate Programs Committee (Ben Geyer, Chair) Action Items (Addendum II):

   A) College of Education

      1) Department of Communication Sciences and Professional Counseling

         a) Higher Education Administration Ed.D.

            Request: Modify

         b) HESA - 6170 - Foundations of College Student Affairs

            Request: Add

c) [HESA - 6172 - Theories of College Student Development](#)

Request: Add

d) [HESA - 6174 - Higher Education Administration](#)

Request: Add

e) [HESA - 6175 - Student Affairs Practicum](#)

Request: Add

f) [HESA - 6176 - Campus Crisis, Ethical, and Legal Issues](#)

Request: Add

g) [HESA - 6177 - Theory and Assessment of Educational Environments](#)

Request: Add

h) [HESA - 6178 - The American College Student](#)

Request: Add

i) [HESA - 6179 - Capstone Seminar: Student Affairs](#)

Request: Add

j) [HESA - 7145 - Advocacy and Leadership](#)

Request: Add

k) [HESA - 7152 - Research and Program Evaluation](#)

Request: Add

l) [HESA - 9210 - History of Higher Education](#)

Request: Add

m) [HESA - 9211 - Organizational Theory](#)

Request: Add

n) [HESA - 9212 - Advanced Seminar in Leadership](#)

Request: Add

o) [HESA - 9213 - Critical Issues and Trends in Higher Education](#)

Request: Add

p) [HESA - 9214 - Analysis of Higher Education Literature](#)

Request: Add

q) [HESA - 9215 - Advanced Legal Issues and Policy Analysis](#)

Request: Add

r) [HESA - 9216 - Values and Ethics in Higher Education Leadership](#)

Request: Add

s) [HESA - 9217 - Diversity Issues in Higher Education](#)

Request: Add

t) [HESA - 9218 - Higher Education Finance and Advancement](#)

Request: Add

u) [HESA - 9219 - Governance in Higher Education](#)

Request: Add

v) [HESA - 9220 - Enrollment Management](#)

Request: Add

w) [HESA - 9221 - Qualitative Research in a Higher Education Environment](#)

Request: Add

x) [HESA - 9222 - Quantitative Research in a Higher Education Environment](#)

Request: Add

y) [HESA - 9223 - Applied Research Practices](#)

Request: Add

z) [HESA - 9224 - Institutional Assessment and Program Effectiveness](#)

Request: Add

aa) [HESA - 9225 - Directed Doctoral Research](#)

Request: Add

bb) [HESA - 9999 - Dissertation](#)

Request: Add

cc) [Professional Counseling, M.Ed., Concentrations in College Student Affairs](#)

Request: Modify

2) Department of Literacy and Special Education

a) [READ - 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom](#)

Request: Add

b) [READ - 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition](#)

Request: Add

c) [READ - 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience](#)

Request: Add

B) Richards College of Business

1) Department of Management

a) [Master of Business Administration, M.B.A.](#)

Request: Modify

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items (Addendum III):

A) Undergraduate Catalog

1) Specific Requirements for a Minor

Request: Modify

Committee IV: Institutional Planning Committee (Felix Tweraser, Chair)

Information Items:

A) Faculty Priorities for the new UWG President

The Institutional Planning Committee is working on a mechanism to provide the incoming President with a faithful representation of faculty priorities.

5. Old Business

6. New Business

A) UWG New Branding, Jami Bower

B) President's Search, Judy Butler **(Addendum IV)**

7. Announcements

A) Senate Liaison Reports

8. Adjournment

Addendum I

POLS - 3111 - Interest Groups and Lobbying

2020-2021 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Spring	**Desired Effective Year***	2020

Course Information

Course Prefix*	POLS	**Course Number***	3111

Course Title*	Interest Groups and Lobbying

Long Course Title	

Course Type*	Political Science

Catalog Course Description*	Students in this class will read the literature of American interest groups to understand their development and role in a democratic system. Students will also learn the process of lobbying for political influence and the implication of exerting group pressures on politics.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	○ Yes ◉ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	3

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

Prerequisites	POLS 1101

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course?*	○ Yes ◉ No

If yes, which area(s) (check all that apply):	☐ Area A ☐ Area B ☐ Area C ☐ Area D ☐ Area E

Status*	◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Undergraduate Standard Letter

Justifications and Assessment

Rationale*	

Organized interests are an important electoral and policy entrepreneur in the American political context. As organized interests have become more significant players in American politics, the academic literature on them has become more sophisticated and inspired more courses specifically on interests to be added to university curricula in Political Science. As many students now seek post-graduate careers as lobbyists, the course is particularly useful in pre-career preparation.

Student Learning Outcomes - Please provide these in a numbered list format. *	Demonstrate understanding of the role of interest groups in the U.S. political system, chiefly at the noational level of government.
	Explain theories of group formation and organization.
	Analyze the effect of interest group activities (e.g. lobbying, grass roots action)
	Describe the role of interest groups in the U.S. political system
	Be cognizant of the practical political implications of interest group pressure
	Apply interest group strategies to lobbying efforts
	Exhibit knowledge of lobbying efforts by organized interests
	Analyze the impacts of lobbying on American democracy and democratic theory

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

Will this course have special fees or tuition required?*	☐ Yes ☑ No	If yes, what will the fee be?*	0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*	Department of Political Science

Is this a School of Nursing course?*	○ Yes ● No	Is this a College of Education course?*	○ Yes ● No

Is this an Honors College course?*	☐ Yes ☑ No

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

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

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

Syllabus
POLS 3111 Interest Groups and Lobbying

College of Social Sciences
Department of Political Science
Dr. Chapman Rackaway
Chair and Professor

1. COURSE Objectives

Upon completion of this course, students will:
- Demonstrate understanding of the role of interest groups in the U.S. political system, chiefly at the national level of government.
- Explain theories of group formation and organization.
- Analyze the effect of interest group activities (e.g. lobbying, grass roots action).
- Describe the role of interest groups in the U.S. political system.
- Be cognizant of the practical political implications of interest group pressure.
- Apply interest group strategies to lobbying efforts.
- Exhibit knowledge of lobbying efforts by organized interests.
- Analyze the impacts of lobbying on American democracy and democratic theory.

Political Science Program Learning Outcomes satisfied in this course are:
- Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
- Construct research designs to systematically investigate political phenomena.
- Illustrate the effective collection and use of information related to political phenomena.
- Produce evidence of application of political science knowledge to political phenomena.
- Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
- Analyze political issues and phenomena using political science concepts, theories, and methods.

2. COURSE DESCRIPTION

Students in this class will read the literature of American interest groups to understand their development and role in a democratic system. Students will also learn the process of lobbying for political influence and the implication of exerting group pressures on politics.

UNIVERSITY POLICIES
Common Language for course syllabi:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

1

3. TEXTBOOK AND COURSE MATERIALS

3.1. Required Textbooks

- Holyoke. *Interest Groups and Lobbying*. ISBN 978-0-8133-4581-9 (H in the course schedule)
- Cigler, Loomis, and Nownes. *Interest Group Politics,* 9th Ed. ISBN 978-1-4833-7481-9 (CLN in the course schedule)
- Levine. *The Art of Lobbying*. ISBN 978-0-87289-462-4 (L in the course schedule)

4. COURSE INFORMATION

1.1. Credit Hours **3**
1.2. Semester and Year XXX
1.3. Course Prerequisites **POLS 1101 or PSC 101**
1.4. Location of Class **XXX**
1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be entirely delivered in person. The course will be a combination of instructor-led and group-led discussion. It is imperative that every student complete their readings prior to each class meeting.

Instructional Approach

I believe as an instructor I am a guide to facilitate your learning as a student. I do not lecture in classes – instead, I will begin with questions. Your readings will help inform the conversation we have in class.

Course Structure

There are eight modules for this course's materials. I have divided them into a logical progression to cover the development of modern parties and then to dissect and analyze their component parts.

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.

A sample table showing learning modules (preferred by week), topics, reading, assignments, or quizzes and due dates is provided below as a reference.

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Module # & Range of Dates for Module	Topics	Reading	Assignments/ Quizzes	Due Date
Module 1 ()	Why Study Groups	H Chapter 1; CLN Chapters 1, 2; The Federalist #10	Discussion 1, Short Paper 1	September 14
Module 2	Development of the Interest Group System	H Chapter 2; CLN Chapter 3; L Introduction	Discussion 2, Short Paper 2	September 14
Module 3	Group Theories	Mancur Olson, The Logic of Collective Action Chapter 1; C. Wright Mills, The Power Elite, Chapter 1; Robert Dahl, Who Governs? pp. 1-24; CLN Chapter 5	Discussion 3, Short Paper 3	September 14
Module 4	The Current Interest Group System	H Chapter 3; L Chapter 2, 3	Discussion 4, Short Paper 4	October 12
Module 5	Formation of Groups	H Chapter 4 ; CLN Chapter 4	Discussion 5, Short Paper 5	October 12
Module 6	Group Maintenance	H Chapter 9; CQ Researcher: Lobbying Boom	Discussion 6, Short Paper 6	October 12
Module 7	Strategies of Groups	H Chapter 5; CLN Chapter 6 L Chapter 4	Discussion 7, Short Paper 7	October 12
Assessment	Article Critique			October 12
Module 8	Interest Groups and the Legislature	H Chapter 6; Wright Chapter 4; CLN Chapters 10, 11; L Chapters 5,6	Discussion 8, Short Paper 8	November 9
Module 9	Interests and the Executive	H Chapter 7; Lowery and Brasher Chapter 6, 7; CLN Chapter 12	Discussion 9, Short Paper 9	November 9
Module 10	Interests and the Judiciary	H Chapter 8; Caldeira; Hojnacki; & Wright, "The Lobbying Activities of Organized Interests in Federal Judicial Nominations" *The Journal of Politics*, Vol. 62, No. 1. 51-69.; John F. Manley, "Presidential Power and White House Lobbying " *Political Science Quarterly*, 93: 2. pp. 255-275	Discussion 10, Short Paper 10	November 9
Module 11	Campaign Finance History	H Chapter 10; CLN Chapters 7, 8, 9;	Discussion 11, Short Paper 11	November 9

		Wright Chapter 5		
Assessment	Interest Group Rating			November 9
Assessment	Article Critique #2 (Graduate Students Only)			November 9
Module 12	Campaign Finance Reform	Smith Chapters 1, 2; L Chapter 7	Discussion 12, Short Paper 12	December 7
Module 13	Groups and Policy	CLN Chapters 13, 14, 15, 16	Discussion 13, Short Paper 13	December 7
Module 14	Group Impact	H Conclusion; Levine Chapter 8	Discussion 14, Short Paper 14	December 7
Module 15	Looking Forward	H Chapter 11; CLN Chapter 17;	Discussion 15, Short Paper 15	December 7
Assessment	Research Paper			December 7
Assessment	Service Learning Reflection Paper Due			December 7

7. ASSESSMENT METHODS AND GRADING SCALE

1) <u>Discussion Board Participation</u>. Students are expected to have done their readings and be prepared to discuss the material for each section on the Discussion Boards.   You must post at least three times for each discussion board. Each board will be worth ten points, scored on a rubric.

2) <u>Written Assignment #1 – Topic Papers.</u> Each module will include a 25-point assessment in a two-to-three page paper (four-to-five for graduate students). Instructions for each paper will be included with the assessment in that module. Students will upload .doc or .rtf files to an upload link, also provided in the module.

3) <u>Written Assignment 1: Article Critique.</u> Part of the intent of this class is to help you become a more sophisticated consumer of information on interests. To be an informed research consumer, you must look critically at party research in the political science literature. Each student will have to pick an area of interest to him or her in interest scholarship and find a research article on them in a political science journal
   Suggested Journals (By no means a complete list):
       a)   American Political Science Review
       b)   American Journal of Political Science (formerly Midwest Journal of Political Science)
       c)   The Journal of Politics (Formerly Western Political Quarterly)
       d)   Legislative Studies Quarterly
       e)   Party Politics
   •   Note that newspapers, news magazines, and opinion publication are not in this list and unacceptable. After finding an article, each student will read that article and prepare a three-to-four page critique. Be sure to include a summary, the strengths, weaknesses, and possibilities for future research that the article offers. Your critique is worth fifty points.

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4)   <u>Written Assignment 2: Interest group rating</u>. One essential work of interest groups is rating legislators. Each student will choose a particular interest group and rate 100 members of the 112th to the 114th Congress on a selection of ten bills that the student will report as being important to the group. Students will turn in both a three-to-four page paper explaining the group and the choice of bills, a summary of the ratings, as well as the votes recorded and the total scores.

5)   <u>Written Assignment 3: Interest group paper</u>. The paper for this course is a 9-10 page research project on an interest group that you choose. You may write a traditional research paper on general interest group tactics or you may choose to write a piece specific to a particular interest group. The paper will be worth 100 points. You may not "double-up" or submit the same paper for this class and another course you are currently taking. You must use either the FHSU Writing Center or SmartThinking prior to submitting your rough draft to me.

6)   <u>Service Learning Project</u>: Class Interest Group. Students will create their own virtual interest group, choose a lobbying project and strategy, then implement the strategy within the time frame of the course. I will distribute instructions separately. Students will complete a brief reflection paper (5-7 pages for all students) on the project.

Assessment Methods	Unit Points	Total Unit Points
15 Discussions	10	10 × 15 = 150
1 Article Critique	50	50× 1 = 50
15 short papers	25	25 × 15 = 375
1 project	50	50 x 1 =50
1 course paper	100	100 × 1 = 100
1 service learning project	100	100 x 1 =200
Total Points	825	825

743–825 = A (90% and above)
661–742 = B (80%–89%)
578–660 = C (70%–79%)
496–577 = D (60%–69%)
below 495 = U (below 60%)

responsible for attending all classes on time, beginning with the first day of classes. If the student's participation in organized university activities should require missing a class or classes, it is the student's responsibility to notify instructors <u>in advance</u> and arrange to make up missed work. Make-ups will <u>only</u> be allowed for absences with advance notification. If the student misses classes due to illness, the student should seek treatment at the Student Health Center in order to facilitate early return to class. If the student is hospitalized, ill at their parental home, or has extenuating circumstances, the student should report this to the Student Health Center. A death in the immediate family should be reported to the Office of Student Affairs. It is the student's responsibility to see instructors and arrange to make up all missed work.

In advance of any off-campus, officially approved group activity (athletics, music, conferences, etc.), the group's sponsor must place on file a list of participating students in the office of each dean (arts and sciences, business and leadership, education, and health

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and life sciences). Lists should be alphabetized for easy reference. In special individual cases or situations, certain offices (Student Health, Registrar, Student Affairs, etc.) may inform instructors of extenuating circumstances, but these are not excuses. The student is still held responsible for the work missed during the absence.

Class Participation

Students must conduct themselves so other students are not distracted from the pursuit of learning. Discourteous or unseemly behavior will not be tolerated. Faculty members, staff and other students are to be treated with courtesy and respect. If unacceptable behavior occurs, the student may be asked to leave the classroom and may be subject to disciplinary action up to and including being dropped from the class with a grade of "U." Since this is a discussion-based class and we will discuss some sensitive topics, your courtesy and respectful disagreement with others is absolutely necessary. I will tolerate no personal attacks during discussion whatsoever.

Assignment Due Date
Assignment due dates are set prior to the semester, listed in this syllabus, and in the course calendar.

Procedures for Assignment Submission
All materials will be submitted via CourseDen unless I note otherwise. I DO NOT accept attachments via e-mail for grades. No document submitted to me via e-mail will be graded.

Test Make-ups
I do not provide make-ups except for a) previously excused university-sponsored events, and b) illnesses for which you have notified the instructor ahead of time. Unless one of those two criteria have been satisfied, I provide no allowance for exam retakes, late submissions of quizzes, discussion posts, or assignments.

Bonus Points
I do not provide extra credit / bonus point op

6

SOCI - 4523 - Intersection of Race and Sex

2020-2021 Undergraduate New Course Request

Introduction

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Desired Effective Semester* Spring	**Desired Effective Year*** 2020

Course Information

Course Prefix* SOCI	**Course Number*** 4523

Course Title* Intersection of Race and Sex

Long Course Title

Course Type* Sociology

Catalog Course Description* An examination of the intersecting oppressions of race, gender, and sexuality as systems of power and, ultimately, domination. Analysis of how the matrix of domination permeate society and social relations. Special attention will be given to the historical rise of contemporary racism and sexism, controlling images, and the white racial frame.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	○ Yes ◉ No	If yes, indicate maximum number of credit hours counted toward graduation.*	3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites	SOCI 1101 and (SOCI 3603 or SOCI 4323)

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course?*	○ Yes ◉ No

If yes, which area(s) (check all that apply):	☐ Area A
	☐ Area B
	☐ Area C
	☐ Area D
	☐ Area E

Status*	◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face
	☐ Entirely Online
	☐ Hybrid
	☐ Fully Online

Frequency - How many semesters per year will this course be offered?	1	Grading*	Undergraduate Standard Letter

Justifications and Assessment

Rationale*	The course has been taught multiple times at UWG as a special seminar and has full enrollment. In addition the course contributes to department level learning outcomes on the diversity of American society and is a common offering among sociology departments around the country. Moreover, allows students to further their education in key sociological topics: Gender, Sexuality, and Race

Student Learning Outcomes - Please provide these in a numbered list format. *	1. Identify basic concepts, perspectives, and their interpretive applications related to intersectionality, gender, race, and sexuality. 2. Analyze social issues and/or current events through lenses of intersectionality, gender, race, and sexuality. 3. Discuss, measure, and evaluate the reciprocal relationship between the individual/agency, and society/social structure with regard to race, gender, and sexuality. 4. Construct an organized, informed, and detailed description of the diversity of American society with regard to race, gender, and sexuality.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	35

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department *	Department of Sociology

Is this a School of Nursing course? *	○ Yes ◉ No	**Is this a College of Education course?** *	○ Yes ◉ No

Is this an Honors College course? *	☐ Yes ☑ No

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

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

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

Syllabus
SOCI 4523 Intersection of Race & Sex

UNIVERSITY of West Georgia.	College of Social Sciences Department of Sociology Dr. Elroi Windsor Chair and Associate Professor

1. COURSE OBJECTIVES

Upon completion of this course, students will:
- Identify basic concepts and perspectives of intersectionality, gender, race, and sexuality.
- Identify the interpretive applications of basic concepts and perspectives.
- Analyze social issues and/or current events through the sociological lenses of intersectionality, gender, race, and sexuality.
- Discuss, measure, and evaluate the reciprocal relationship between the individual/agency and society/social structure with regard to race, gender, and sexuality.
- Construct an organized, informed, and detailed description of the racial, gendered, and sexual diversity of American society.
- Demonstrate the ability to think critically through writing and/or oral communication.

Sociology Department Learning Outcomes satisfied in this course are:
- Communicate in writing how sociology contributes to an understanding of social reality.
- Understand basic concepts, perspectives, and their interpretive applications.
- Demonstrate and understanding of the reciprocal relationship between the individual and society.
- Demonstrate an understanding of the diversity of American society.
- Demonstrate an ability to think critically

2. COURSE DESCRIPTION

Catalog description
This class examines the intersecting oppressions of race, gender, and sexuality as systems of power and, ultimately, domination. Students will learn how the matrix of domination permeates society and social relations. Special attention will be given to the historical rise of contemporary racism and sexism, controlling images, and the white racial frame.

UNIVERSITY POLICIES
Common Language for course syllabi:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

3. TEXTBOOK AND COURSE MATERIALS

1

Texts:
- Collins, Patricia Hill. 2005. *Black Sexual Politics: African Americans, Gender, and the New Racism.* NY: Routledge.
- Nagel, Joane. 2003. *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers.* Oxford, England: Oxford University Press.
- Chou, Rosalind S. 2012. *Asian American Sexual Politics: The Construction of Race, Gender, and Sexuality.* Lanham, MD: Rowman & Littlefield.

Video:
- Bordertown. 2006. (Jennifer Lopez, Martin Sheen, and Antonio Banderas)
- Confirmation. 2016. (Kerry Washington, Wendell Pierce, Greg Kinnear)
- Jungle Fever. 1991 (Wesley Snipes, Annabella Sciorra)
- Meet the Patels. 2014. (Ravi Patel, Geeta Patel)

Technology:
- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

4. COURSE INFORMATION

1.1. Credit Hours 3
1.2. Semester and Year Spring 2020
1.3. Course Prerequisites SOCI 1101 or SOC 101; SOCI 3603 or SOCI 4323
1.4. Location of Class **XXX**
1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

Instructional Approach
The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

Course Structure

2

The course is composed 12 lessons organized into 3 units.

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Eastern Time Zone.

A sample table showing units, lessons, topics, instructional content, assignments, or quizzes and due dates is provided below as a reference.

Week, Unit, and Lesson #s.	Topics	Instructional Content	Assignments/ Quizzes	Due Date/Time TBA
Week 1	Overview and Introduction	Syllabus		
Week 2 Unit 1, Lesson 1	Foundations: Race, Gender, & Sexuality	Collins 1	Quiz 1 Reflection 1	
Week 3 Unit 1, Lesson 2	The New Racism	Collins 2-3 Confirmation	Quiz 2 Reflection 2	
Week 4 Unit 1, Lesson 3	Gender Ideology	Collins 4-6 Dreamworlds	Quiz 3 Reflection 3	
Week 5 Unit 1, Lesson 4	Sexual Politics	Collins 7-8	Quiz 4 Reflection 4	
Week 6 EXAM 1			EXAM 1	
Week 7 Unit 2, Lesson 5	Ethnosexual Frontiers	Nagel 1 – 2 Jungle Fever	Quiz 5 Reflection 5	
Week 8 Unit 2, Lesson 6	Sex, Race, & Conquest	Nagel 3-4 Lives for Sale	Quiz 6 Reflection 6	
Week 8 Unit 2, Lesson 7	Sex, Nationalism, & War	Nagel 4-6 Bordertown	Quiz 7 Reflection 7	
Week 10 Unit 2, Lesson 8	Sex, Tourism, & Globalization	Nagel 7-8	Quiz 8 Reflection 8	
Week 11 EXAM 2			EXAM 2	
Week 12 Unit 3, Lesson 9	Sexual Politics Revisited	Chou 1 – 2	Quiz 9 Reflection 9	
Week 13 Unit 3, Lesson 10	External Forces: Western Eyes	Chou 3 Meet the Patels	Quiz 10 Reflection 10	
Week 14 Unit 3, Lesson 11	Race, Gender, & Sexuality Revisited	Chou 4-5	Quiz 11 Reflection 11	
Week 15 Unit 3, Lesson 12	Resistance, Empowerment, and Counterframes	Chou 6-7	Quiz 12 Reflection 12	
Week 16 EXAM 3			EXAM 3	

3

1) Participation, Discussion and Learning Exercises:
   ● Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
2) Reflections:
   ● Students are expected to critically think about the assigned instructional content weekly and write a brief reflection that indicates they understand the material in one of the following ways:
     ● Applying it to a personal experience
     ● Applying it to a current event/situation
     ● Arguing with the material.
3) Quizzes:
   ● There are 12 quizzes, true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
4) Exams:
   ● There are three unit exams throughout the semester. Each exam will consist of four essay prompts from which students will choose two and have one week to construct both, well thought out, argumentative essay supported by course content and outside resources.

Grading:
Participation	25%
Quizzes	20%
Reflections	25%
Exams	30%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

8. COURSE POLICIES

Class Attendance

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. I will take weekly attendance (for both face-to-face and online formats), however, students do not earn credit for attending class.

4

Class Participation

Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

Academic Integrity & Honesty

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#) For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and result in an F for the course. If this a student already has a violation reported, I will seek her/his expulsion from the University.

Late/Make Up Assignments:

Under most circumstances, I will not accept late work and do not give make up work. In face-to-face classes, I will allow students who miss unannounced, in-class exercises due to severe/contagious illness or UWG sponsored event to make up the exercises during my next office hours.

5

Addendum II

Higher Education Administration, Ed.D.

2020-2021 Graduate Revise Program Request

Introduction

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

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

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If you have any questions, please email curriculog@westga.edu.

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

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2020`

Program Information

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

Type of Program*
- ⦿ Program
- ◯ Shared Core

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

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

Program Name
Program Description

Program Name*	Higher Education Administration, Ed.D.

Program ID - DO NOT EDIT*	2850

Program Code - DO NOT EDIT	

Program Type*	Doctorate

Degree Type*	Doctorate in Education

Program Description*	The Ed.D in Higher Education in Administration aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach students to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate from this program will be able to understand the intricacies and nuances of higher education. Students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Online

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."**
>
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
>
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

> ## Admission Requirements Include:
>
> **Graduate Application Letter of intent articulating professional goals Three letters of support from: Previous faculty member, (if able) Direct supervisor, Applicant's choosing Official university transcripts from all schools attended Masters degree A graduate cumulative GPA of at least 3.5 (all graduate coursework) Vita At least 3 to 5 years of supervisory or budgetary full time professional experience in a higher education setting Writing sample - a term paper at least 5 pages and no longer than 10 pages in length Competitive GRE scores* with minima preferred scores: GRE Verbal, 151 GRE Quantitative, 142 Writing, 3.5**

Curriculum

HESA 9210 History of Higher Education

HESA 9211 Organizational Theory

HESA 9212 Advanced Seminar in Leadership

HESA 9213 Critical Issues and Trends in Higher Education

HESA 9214 Analysis of Higher Education Literature

HESA 9215 Advanced Legal Issues and Policy Studies

HESA 9216 Values and Ethics in Higher Education Leadership

HESA 9217 Diversity Issues in Higher Education

HESA 9218 Higher Education Finance and Advancement

HESA 9219 Goverance in Higher Education

HESA 9220 Enrollment Management

HESA 9221 Qualitative Research in a Higher Education Environment

HESA 9222 Quantitative Research in a Higher Education Environment

HESA 9223 Applied Research Practices

HESA 9224 Institutional Assessment and Program Effectiveness

HESA 9225 Directed Doctoral Research

HESA 9999 Dissertation

Total Hours: 60

**Please see the website for further information:
https://www.westga.edu/academics/education/cspc/eddhea/**

Justification and Assessment

Rationale*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
If making changes to the Program Learning	No changes.

Outcomes, please provide the updated SLOs in a numbered list format.	

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments	

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔲➕ **in the top right corner.**

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

2.) Assessment Plan

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

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

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

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

| School/ Department - DO NOT EDIT* | Department of Communication Sciences and Professional Counseling |

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program?* ● Yes ○ No

Is Senate Review required?* ● Yes ○ No

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

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

Old Plan of study
Higher Education Administration

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 9210 History of Higher Education	3			
CEPD 9211 Organizational Theory	3			
CEPD 9212 Advanced Seminar in Leadership	3			
First Spring Semester				
CEPD 9213 Critical Issues and Trends in Higher Education	3			
CEPD 9214 Analysis of Higher Education Literature	3			
CEPD 9215 Advanced Legal Issues and Policy Studies	3			
First Summer Semester				
CEPD 9216 Values and Ethics in Higher Education Leadership	3			
CEPD 9217 Diversity Issues in Higher Education	3			
Second Fall Semester				
CEPD 9219 Governance in Higher Education	3			
CEPD 9222 Quantitative Research in a Higher Education Environment	3			
CEPD 9218 Higher Education Finance and Advancement	3			
Second Spring Semester				
CEPD 9220 Enrollment Management	3			
CEPD 9224 Institutional Assessment and Program Effectiveness	3			
CEPD 9221 Qualitative Research in a Higher Education Environment	3			
Second Summer Semester				
CEPD 9223 Applied Research Practices	3			
CEPD 9225 Directed Doctoral Research	3			
Third Fall Semester				
CEPD 9999 Dissertation*	3			
Third Spring Semester				
CEPD 9999 Dissertation*	3			
Third Summer Semester				
CEPD 9999 Dissertation*	3			
Third Fall Semester				
CEPD 9999 Dissertation*	3			
Total Hours	**60**			
COMMENTS:				

New Plan of study
Higher Education Administration

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
HESA 9210 History of Higher Education	3			
HESA 9211 Organizational Theory	3			
HESA 9212 Advanced Seminar in Leadership	3			
First Spring Semester				
HESA 9213 Critical Issues and Trends in Higher Education	3			
HESA 9214 Analysis of Higher Education Literature	3			
HESA 9215 Advanced Legal Issues and Policy Studies	3			
First Summer Semester				
HESA 9216 Values and Ethics in Higher Education Leadership	3			
HESA 9217 Diversity Issues in Higher Education	3			
Second Fall Semester				
HESA 9219 Governance in Higher Education	3			
HESA 9222 Quantitative Research in a Higher Education Environment	3			
HESA 9218 Higher Education Finance and Advancement	3			
Second Spring Semester				
HESA 9220 Enrollment Management	3			
HESA 9224 Institutional Assessment and Program Effectiveness	3			
HESA 9221 Qualitative Research in a Higher Education Environment	3			
Second Summer Semester				
HESA 9223 Applied Research Practices	3			
HESA 9225 Directed Doctoral Research	3			
Third Fall Semester				
HESA 9999 Dissertation*	3			
Third Spring Semester				
HESA 9999 Dissertation*	3			
Third Summer Semester				
HESA 9999 Dissertation*	3			
Third Fall Semester				
HESA 9999 Dissertation*	3			
Total Hours	**60**			
COMMENTS:				

*The dissertation hours can be taken between 1 – 6 credits, based on progress of dissertation. Must have at least 12 credits.

HESA - 6170 - Foundations of College Student Affairs

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`	**Desired Effective Year*** `2020`

Course Information

Course Prefix* `HESA`	**Course Number*** 6170

Course Title* Foundations of College Student Affairs

Course Type* `Higher Education and Student Affairs`

Catalog Course Description* This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

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

Is this a variable credit hour ☐ Yes ☑ No

course?*	
Lec Hrs*	3
Lab Hrs*	0
Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

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

Prerequisites	
Concurrent Prerequisites	
Corequisites	
Cross-listing	
Restrictions	
Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face
	☐ Entirely Online
	☐ Hybrid
	☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Be able to evaluate the major historical and philosophical foundations of higher education that inform student affairs practice. 2. Assess the values of the profession and how these guide practice 3. Be able to interpret the codes of ethics that guide student affairs practice.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
◯	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

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

HESA 6170: Foundations of College Student Affairs

*Instructor Information

Instructor: Sarah Jones
Class Meeting Time & Location: Thursdays
Office Location: Education Annex 253
Telephone (direct): 678-839-3935

Telephone (department): 678-839-6567
Online Hours: Mondays, Wednesdays, and Thursdays 11 AM- 2:30 PM and by appointment
Westga email: sejones@westga.edu
Skype or Google+ name

*Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Schuh, J.H., Jones, S.R., & Torres, V. (2017). *Student services: A handbook for the profession* (6th ed.). San Francisco: Jossey-Bass.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and approximately > 20% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

The students will:
1. Be able to evaluate the major historical and philosophical foundations of higher education that inform student affairs practice.

2. Assess the values of the profession and how these guide practice

3. Be able to interpret the codes of ethics that guide student affairs practice

Assignments

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

Points	Due Date	Assignment
15	Ongoing	Preparation, Participation, and Attendance; Journals
5	8/22	Personal Philosophy 1.0
5	8/29	APA Error Find
10	Ongoing	Student Affairs Functional Area Presentation
10	9/19	History Noun Project
15	10/10	Contested Issue Paper
15	11/14	Personal Philosophy 2.0—TK20 Assignment
15	11/29	Program Presentation
10	12/6	Cumulative Exam

Preparation, Attendance, Journals and Participation (15 points): ONGOING
The metrics and rubric for Preparation, Attendance, and Participation in this course will be determined by you all as a group on the first day of this course. After we collectively agree on the metrics, you will set goals for yourself (via discussion post), and then evaluate yourself at the end of the semester based on your goals and the designed rubric. The results of your personal evaluation (and my notes) will be utilized as your grade in this area.
Journals Due: 9/12; 9/26; 10/17; 11/7 by 11:59 PM to CourseDen

***Personal Philosophy Paper* (5 points): August 22 by 11:59 in CourseDen**
Rationale: A core priority of this course is to enhance your understanding of the history of higher education, and also student affairs as a profession. In addition, it is our hope that you are

consistently reflecting on how your skills and abilities are an asset to student affairs. This paper is intended to help encourage you to grapple with your philosophies and understanding of the field.

Guidelines: Prepare an initial paper discussing your current understanding of student affairs, including the role played by student affairs professionals in relation to students and as part of the higher education community. Throughout the semester, you will edit this paper, incorporating changes in your thinking as a result of your experiences, readings, and class discussions. This is designed to help you focus on and begin to articulate your own attitudes and beliefs concerning the field of student affairs. This assignment is also intended to help you begin to develop your own identities and career aspirations as student affairs professionals.

More specifically, this paper should address the following questions: 1. What role is/should be played by student affairs professionals in relation to students and why? 2. What role does/should student affairs play within the higher education community, and what is the basis for your perceptions?

The first submission of this paper is meant to be a statement of your thoughts as you enter this course. It is not meant to be a research paper. This paper is intended to be at most 750 words in length (3 pages double spaced). It is not necessary to include references but you should follow APA style (for formatting minimally). You should also write thoughtfully and use correct grammar, spelling, and punctuation.

Functional Area Presentation **(10 points): Ongoing**

Rationale: To learn about different functional areas frequently associated with student affairs. Guidelines: Beginning with the appropriate chapter from the *CAS Professional Standards for Higher Education* (8th ed.), prepare a visual aide (PowerPoint, etc.) This handout should include:

1. A few key points from a recent article in the *Chronicle of Higher Education* or *Inside Higher Ed* that addresses an issue for the functional area (summarize the article; do not include the full text)
2. One or two highlights from the relevant CAS standards that help to explain the essence of your functional area
3. A website address for a professional organization related to your functional area
4. A job announcement for an entry-level, Master's-required (or preferred) position in that functional area; try to find one that includes a salary and include Web address of the posting
5. APA citations for the article and CAS Standards

On the day your assignment is due, come prepared to help facilitate an engaging discussion on the functional area during the 15 minutes of the class devoted to this topic. Compelling discussion will focus on difficult issues, controversies, current news, or legal challenges rather than "What was your experience with this functional area as an undergraduate?"

History "Noun" Project (**10 points**): **9/19 by 11:59 PM** Each of you is responsible for choosing a person, place, or idea (the "noun") that relates to higher education and student affairs history (that was not thoroughly covered in class). After you have chosen your "noun" you are to write a paper, create a video, digital collage, or something else that thoroughly represents your "noun." You should do your best to cite your source material in APA. After you have completed and submitted your project to CourseDen you will be asked to share a brief overview of your "noun" and how it fits in the timeline of higher education that we have discussed so far.

Contested Issue Paper (**15 points**) **NOTE: DUE TO COURSEDEN BY 10/10 @ 11:59 PM**
rationale: Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.
Guidelines: To accomplish this task, identify an important, current, compelling (or at least interesting!), and controversial issue in student affairs and collect resources addressing it. Be certain that a reasonable argument supporting and opposing a position on both issues can be made. For example, sexual assault and sexual harassment are not controversial issues. One cannot reasonably argue in support of sexual assault or harassment. One can, however, argue the merits of a particular policy for handling charges of sexual harassment or assault. You should focus on a policy or practice question, not a research question. In other words, "Should we have this policy?" vs. "Is this policy effective?" The latter is a research question. However, you might argue for a position (pro or con) based on the effectiveness (or lack of it) as supported by research (e.g., research supports the effectiveness of this approach, I agree with it philosophically, and therefore I support the position). I recommend that you talk with me about your topics before you commit to them. Browsing literature from our field will help spark your ideas. In addition to journals such as *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, (replaced *NASPA Journal*) *Journal of Higher Education*, *Journal of College Student Affairs*, and *Journal of College and University Student Housing*, you may also get ideas from non-referred publications such as *About Campus, Inside Higher Ed*, and the *Chronicle of Higher Education.*
Each issue paper must include at least three references and at least two should be from a refereed journal. At least one citation in both papers must be from a higher education journal (see above). Since a major purpose of this assignment is to introduce you to the profession's literature base, citations from the popular press (e.g., *newspapers and magazines*) and websites (e.g., Wikipedia) should be avoided and will not count toward the three required references.
You will write the paper using this format:

1. Briefly explain the issue, making clear the particular question at hand (e.g., Should we have this policy?). The issue should be clear to the reader in the first paragraph. Being able to pose a question to which one can reasonably argue yes or no is a good indication of having focused on a particular issue and not just be swimming in a large topic.
2. What is the most compelling argument supporting a position on the issue?
3. What is the most compelling argument opposing that position on the issue? (2 and 3 can appear in either order)
4. What is *your* position on the issue? Make a convincing case to explain why you have taken that position.
5. To which functional area(s) is this issue most relevant?
6. What are the implications of your position for student affairs practice?

One purpose of this assignment is to learn to write in APA style; therefore, your paper (including references and citations) must follow APA guidelines in the *Publication Manual of the American Psychological Association*.

Issue papers **may not exceed 750 words** excluding the references list (approximately 3 pages double spaced). **Do not include a cover page**. Use the word count function of your word processor and type the word count at the end of the text of paper, prior to the reference list (e.g., word count = 748). Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 3 and 4 of the APA manual.

Issue papers are graded on the clarity of the issue and positions argued, strength of the arguments made, implications drawn, quality of writing (i.e., graduate-level writing that is free of APA, grammar, spelling, syntax, logic, organization, clarity, and style errors). Choose an appropriate title for your issue paper. You may revise and resubmit your first issue paper once. *Submit originals with revisions.*

Program Proposal **(5 points) NOTE: DUE TO COURSEDEN BY 10/31 @ 11:59 PM** *Rationale*: As professionals, we have an obligation to share our ideas with colleagues via conference presentations and workshops to continue the progression and growth of the field. To help prepare you for this skill, you will (with an assigned partner) develop a program proposal using one of your assigned functional areas and issues. This task will be completed via an online form (similar to those for real conferences).

Personal Philosophy Paper 2.0 **(15 points) NOTE: DUE TO COURSEDEN BY 11/14 @ 11:59 PM** *Rationale*: All good ideas (and software) need updating and revision. This paper is meant to show the evolution of your thinking as you conclude this course. It should address the same three questions as you addressed in your Personal Philosophy Paper Draft. In regard to your own philosophy, what has and has not changed and why? A primary focus should be upon how your experiences (in and out of class), course readings, and course discussions have had an

impact on your thinking. In addition, it should include an analogy of your choosing to explain your understanding of the purpose of student affairs to another person. Be specific in your connections in your analogy.

Grading will take into consideration your ability to **integrate reading material, discussions, and ideas** included in the course during the semester. This paper is intended to be approximately 5-7 pages (1,250 – 1,750 words) in length and should be in APA format. **The final version of your personal philosophy must be submitted electronically in the CourseDen assignments box AND via TK-20.**

Program Presentations **(15 points) 11/29** [CourseDen Dropbox] As a final display of your understanding of higher education functions, issues, and their potential solutions, you and your partner will present your proposed presentation to the rest of the first-year cohort at the UWG Foundations of College Student Affairs Conference. For this presentation, you will be asked to

1. Dress professionally
2. Prepare a 45 minute presentation that (1) briefly outlines your functional area, (2) describes your chosen issue thoroughly, (3) explains a proposed solution to your issue, and (4) effectively integrates student development theory into the solution
3. Prepare a visual aid for your presentation (e.g. PowerPoint) [This is what should be submitted to CourseDen]
4. Prepare a handout to distribute to your audience (your other first-year cohort mates and invited guests)

Grading Information and Policy

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Quality of Work: This is a graduate level course; therefore, the level of work should represent the level of the course. There will be reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable that falls outside of the rubric. The rubric is a guide, but if an assignment is far below the standards of the rubric, the instructor can alter the grade to reflect the quality of work.

Technology Needs: This class will require some technology application such as creating videos using PowerPoint. I will provide you resources to help complete these assignments; however, there is a level of expectation that students will learn these new skills to complete the

course. **TK20: Failure to submit the student diversity paper to TK20 will result in an F for the class.**

Attendance Policy:

Attendance is expected at a graduate level course. If you are t miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester Usually, these absences are applied to professional conference attendance or other work related travel, but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity), you will be deducted a standard 3% off of your overall course grade per day missed.

Extra Credit: There will not be opportunities for extra credit in this course. You do have an opportunity to resubmitted ONE assignment that was submitted on time, however, you must speak to me about this opportunity before you redo/resubmit. In this process, you can earn up to half of the points you lost with the original assignment. Note, assignments that were not completed on time are not eligible for a resubmit.

Late Work:

10% of your total grade will be deducted each day your assignment is late.

Professional Conduct:

At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone maintains a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

UWG 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. There is a chance that written work will be uploaded into Turn It In, where software checks for areas of plagiarism. Plagiarism occurs when a **student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas, words, or information obtained from another person without giving proper credit to that person or source, including, but not limited to, providing quotation marks, page numbers, or other standards outlined by APA.** Additionally, plagiarism occurs if a student uses words form a website in any form without giving proper credit. 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 as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

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.. 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.

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Student Email Policy: 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.** I will send emails through CourseDen occasionally, but I prefer communication through my westga.edu email to your student email account. Please be sure to check your student email account. If you would like to forward your student email account, please contact ITS for instructions. Because of the influx of emails that I receive I recommend writing your course number and or class in the subject line to help me respond to your email. I am teaching multiple classes, and attend to many responsibilities on campus. I please ask that you allow for a window of 24 business hours for me to respond to your email(s). **To protect your privacy as a student,**

I do not correspond with students via Facebook messages, Twitter, etc. I ask that you please refrain from emailing me through that mode of communication.

Network Etiquette:

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

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

Expected Response Times

I will make every effort to return emails within 24 business hours and graded assignments within 7-10 days. However, the amount of feedback required may extend that time.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1	8/16	8/22	Read: Whitt: "Don't Drink the Water?": A Guide to Encountering a New Institutional Culture Read: Kluczykowski: The secret to college success: Read the syllabus Read: Kuk & Cuyjet: Chapter 5—Graduate Preparation Programs: The First Step in Socialization	Personal Philosophy 1.0 due in CourseDen on or before 8/22 @ 11:59pm
2	8/23	8/29	Thelin & Gasman: Chapter 1 or 1—Historical Overview of American Higher Education	APA Error Find due in CourseDen on or before 8/29 @ 11:59pm

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
3	8/30	9/5	Read: Edgerton: Chapters 1 & 2—Education White Paper: Three Minute History of Higher Education	Journal 1 in CourseDen by 9/5 @ 11:59 pm
4	9/6	9/12	Read: Lloyd-Jones & Smith: Chapters 1 & 2 Read: Schwartz: How Deans of Women Became Men Functional Area Presentations: Brianna Harris; Devin Blackwell; Bethany Karnowski	
5	9/13	9/19	Bring to class: *Your undergraduate institutions founding date, seal, and some interesting facts about it* Preparation for Session: Read: Hevel: Toward a History of Student Affairs Functional Area Presentations: Jenna Volpe; Lauren Hatcher; Jordan Flythe	History Noun Project due in CourseDen on or before 9/19 @ 11:59pm
6	9/20	9/26	*ONLINE MODULE* Read: SS, Dungy & Gordon: Chapter 4—The Development of Student Affair Chapter 2: The History of Student Affairs Read: Greenburg: The New GI Bill Is No	Journal in CourseDen by 9/26 @ 11:59 pm

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
			Match for the Original	
7	9/27	10/3	Read: Evans & Reason: Guiding Principles: A Review and Analysis of Student Affairs Philosophical Statements [CourseDen] Read: ACE: The Student Personnel Point of View (1937) [CourseDen] Read: ACE: The Student Personnel Point of View (1949) [CourseDen] Functional Area Presentations: Karrie Gilroy; Blake Bowden; Emily Robinson	
8	10/4		*NO CLASS FALL BREAK*	Contested Issue Paper due in CourseDen on or before 10/10 @ 11:59pm
9	10/11	10/17	Read: Read: ACPA: The Student Learning Imperative: Implications for Student Affairs [CourseDen] Read: ACPA & NASPA: Principles of Good Practice for Student Affairs [CourseDen] Read: NASPA & ACPA: Learning Reconsidered [CourseDen] Read: American Psychological Association Manual: Chapter 3—Writing	Journal in CourseDen by 10/17

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
			Clearly and Concisely [APA] Functional Area Presentations: Elizabeth Sanchez; Meagan Dugan; Se,Veyon Willis-Hill	
10	10/18	10/24	Read: Arminio: Chapter 27 or 27—Professionalism Read: Reason & Broido: Chapter 5 or 3—Philosophies and Values Read: Blimling: United Scholarship and Communities of Practice in Student Affairs [CourseDen]; Functional Area Presentations: Christopher Foster; Sosie Quarrie; Taylor Brandt	
11	10/25	10/31	Read: Freeman & Taylor: Chapter 4—Changing Student Characteristics and Socialization [CourseDen] Read: Chang, Milem, & antonio: Chapter 3—Campus Climate and Diversity or Griffin: Chapter 3—Campus Climate and Diversity [SS6] Functional Area Presentations: Amber Clark	Conference Proposal due 10/31 @ 11:59 pm

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
12	11/1	11/7	Ardoin: Chapter 2—New Professionals through the Magnifying Mirror [CourseDen] Read: Collins: Chapter 1—The Socialization Process for New Professionals [CourseDen]	Journal due by 11/7 at 11:50 pm in CourseDen
13	11/8	11/14	Janosik: Chapter 10—Professional Organizations and Socialization	
14	11/15	11/21	ead: Fried: Chapter 6—Ethical Standards and Principles [SS5] or Saunders & Wilson: Chapter 6: What is Ethical Practice [SS6] Read: Janosik, Cooper, Saunders, & Hirt: Chapter 5—Legal and Ethical Issues [CourseDen] Read one of the following: ACPA Statement of Ethical Principles & Standards, CAS/NASPA Statement of Ethical Standards, or NIRSA Professional Member Code of Ethics [CourseDen]	Personal Philosophy 2.0—TK20 Assignment due in CourseDen on or before 11/14 @ 11:59pm
15	11/22		*No Class Thanksgiving Break*	

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
16	11/29	12/5	Due: *Program Presentations* **(15 points)** [CourseDen Dropbox]	Program Presentation due in CourseDen 11/28 by 11:59pm
17	11/6		Read: Hirt & Strayhorn: Chapter 21—Staffing and Supervision [SS5] or Hirt, Frank, & Perillo: Chapter 25: Staffing & Supervision [SS6] Read: Tull: Chapter 7—Supervision and Mentorship in the Socialization Process [CourseDen] *Final Exam*	*Final Exam*

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

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at Technology Requirements.

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **The Office of Accessibility Services**
  https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrgefffvts1f

HESA - 6172 - Theories of College Student Development

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	HESA	Course Number*	6172

Course Title* Theories of College Student Development

Course Type* Higher Education and Student Affairs

Catalog Course Description* This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Apply the major theories of college student development to their practice 2. Analyze the intersection of race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs in student affairs practice 3. Be able to criticize and appraise research about student development; 4. Examine their own development and the theories in use.

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
◯	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

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

HESA 6172: Theories of College Student Development

Semester

Class Meeting Time/Location	Mondays 2:30 – 5:00 pm/EC 4	**Online Hours**	N/A
Instructor	Dr. Dena Kniess	**Telephone**	(678) 839-6122 (office) (678) 839-6554 (dept.)
Office Location	Education Annex 247	**westga email**	dkniess@westga.edu
Office Hours	Tuesdays, 10 am – 1 pm Wednesdays, 9 am – 1 pm Thursdays, 11 am – 2pm	**Skype or Google+ username**	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

Required Text(s):

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Additional resource for APA: http://owl.english.purdue.edu/owl/resource/560/01/

Evans, N.J., Forney, D.S., Guido-DiBrito, F., Patton, L.D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

Suggested Text(s):

Jones, S. R., & Abes, E. S. (2013). Identity Development of college students: Advancing frameworks for multiple dimensions of identity. San Francisco: Jossey-Bass.

Schuh, J. H., Jones, S. R., & Harper, S. (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Required Instructional Resource:
Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Approaches to Instruction

The structure of the class will focus on a practice-to-theory-to-practice model. As such, this course will primarily utilize assistantship experience, classroom discussion, readings, lecture,

case studies, presentations, and group projects as methods of instruction. These methods will help re-emphasize the classroom material to their practical experience.

Course Objectives and Learning Outcomes

Students will:
1. Apply the major theories of college student development to their practice
2. Analyze the intersection of race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs in student affairs practice
3. Be able to criticize and appraise research about student development;
    4. Examine their own development and the theories in use,

Assignments and Evaluation Procedures

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

All of my assignments should be written in a formal academic tone regardless of assignment type. For example, reflection papers may include first person, but common speak and colloquial statements are not acceptable. All assignments are to follow APA Guidelines, but do not need an abstract unless otherwise specified. All assignments have a page range that refers to pages of content. Title pages and references do not qualify the page ranges. Should an assignment exceed the page range, the paper will be graded on the material already presented.

Assignment 1: Reflection Paper (10 points)

This is a two-part assignment. The first part of the assignment is for you to write an 8 – 10-page paper following all APA guidelines except for the abstract. The first paper is to focus on your personal growth during your undergraduate years. The focus of the paper should be on specific examples where your undergraduate career affected your life. The focus could be on certain relationships, academics, social involvement, etc. and

can be either positive or challenging experiences. It will be important to provide specific examples, as it will help you significantly in the next paper.

Some other ideas include examples that address the following: your transition to undergraduate from high school; your involvement in academics, extra-curricular, and off-campus activities; reflect on the development of your morals, ethics, and values; reflect on you as a person and your identity; reflect on your relationships between your friends, parents, and others. These are merely suggestions; less is more with this paper.

You can identify any challenges you may have faced during college, whether it is personal, academic, or both; discuss how you overcame those challenges. Please be as detailed as possible and reference specific examples as often as possible. Please note, the more detailed the paper, the easier the second part of this assignment will be later in the semester. This is not to be a recap of your resume.

APA Guidelines:
This paper must be in APA format except for an abstract; this includes proper margins, font, title page, and format. This is a formal writing assignment. For this paper, first person is acceptable, but the rest of the paper should be written in a formal academic style and not include colloquial statements, common speak, contractions, or other informal language.

Grading:
(Please note, the point distribution is subject to change)
Writing: 10 points

Course Objectives: 1, 3, 5

Assignment 2:   **Reflection Paper Analysis (20 points)**
At the end of the semester, you will revisit your reflection paper and identify any theories present from your experiences. This should be a new paper based on the previous assignment and should not be a rewrite of your original paper. You will need to **directly** address how the theory may or may not apply, and why you believe it does or does not apply. A direct connection is important to signal not only your understanding of the application, but also your understanding of the theory. It should not include Sanford, Astin, or Tinto as these theories can easily apply to

everyone. Your paper should review at least three theories, one from different categories: identity theories, cognitive theories, self-authorship, social identity theories, moral development theories, and any others that we discuss in class that apply to your personal development.

Before this assignment is submitted, you will be provided an opportunity to submit a portion of your paper, identified by me, earlier in the semester that has been applied to theory. It is my hope to scaffold this assignment and have you apply theory earlier in the semester. I will provide feedback that you can use in your final paper. This is a non-credit assignment, but it will significantly help you earn a higher grade on your final paper.

APA Guidelines:
This paper must be in APA format. The paper must be in APA format without an abstract. First person is acceptable for this paper. Please cite the theories directly, not the book a I want you to have practice citing sources.

Grading:
(Please note, the point distribution is subject to change)
Writing: 10 points
Theory and Content: 10 points

Course Objectives: 1, 3, 5

Assignment 3:   Write Your Own Theory (20 points)

This assignment involves reading and thinking critically about student development theory and your beliefs about student growth throughout college. You will write your own theory on college student development and present the theory in a research paper format. You can select the college-aged population you wish to write about, but you must use academic literature and research to develop and support your understanding of student growth, identity, or the development that you present. The theory should be a minimum of 8 full content pages and should not exceed 10 pages. The paper should be in APA format including, but not limited to, title page, references, citations, and font. There should a minimum of 10 peer-reviewed sources.

I would like for you to include a visual representation of your model that is included in the paper. Finally, you should consider how your theory can be applied. I encourage you to review the rubric for the assignment to identify all of the areas under evaluation.

Please see some of the examples on CourseDen.

Journals that may be useful in Writing Your Paper:
Journal of College Student Development
College Student Affairs Journal
NASPA Journal
Journal of College Counseling
Journal of Counseling and Development
Journal of College and University Student Housing
Review of Higher Education
Journal of College Orientation and Transition
Counselor Education and Supervision
Adult Education Quarterly
American Educational Research Journal Change Magazine
Jossey-Bass Monograph Series: "New Directions Student Services"
Journal of American College Health
Journal of Counseling Psychology Journal of Higher Education
Journal of Multicultural Counseling and Development
Research in Higher Education
Review of Educational Research

Course Objectives: 1, 2, 4

Assignment 4: [TK20]

Application Project (20 points: 10 paper 10 presentation)

The application project is designed for students to develop an application presentation on a functional area of their choosing that best fit their assigned class. The purpose of this assignment is to highlight your understanding on applying student development theory to practice.

As a group of four to five students (assigned by CourseDen), you are to identify an issue in a functional area of your choosing and, utilizing a theoretical framework, develop a new service or initiative that uses theory to address/solve that issue. A "service," in this sense, is a long-term investment by the institution to fulfill a gap. It is not to be a single program often associated with Residence Life.

Groups are assigned a week and are to use one of the theories discussed in class that week to present their idea and facilitate a discussion on the application of the theory to their functional area and issue. The presentation should include an activity or case study that demonstrates

application of the theory. The application activity does not need to relate to a functional area, but should demonstrate how to apply theory.

For example, you are assigned group 1 with three other students. Your application project is due on September 11. Your project should focus on one or more of the following theories: Erikson, Josselson, Marcia, or Astin. You should use these theories as a framework to identify a problem or gap on campus, and then utilize the theory, develop a program or initiative that fulfills or addresses that gap.

During the development of the presentation, you will be expected to meet with staff in that functional area to understand any gaps regarding student services as well as use current research to support your program and theoretical application. In short, you are to create a **service or initiative** based on student needs, institutional needs, and that is based on current student affairs literature and driven by student development theory.

PRESENTATION:
The presentation to the class should present your functional area, issue, and program/initiative based on theory. There should be a direct relationship to the theory and issue and it should be very clear how the theory informed the development of your project. In addition to the presentation, there should be an interactive component to communicate the application of the theory to the issue. All group members are expected to present.

PAPER:
In addition to the presentation, a 5-page paper will need to be submitted. The paper should describe the program, functional area, issue, and how the theory relates to the issue being addressed. The paper should be in APA format with published academic research supporting ideas and theories. The paper should be written in a way that informs the stakeholders and decision makers of the programs; therefore, it should be succinct, informative, practical, and developmental. It should be exactly 5 pages of content.

Each group, in its entirety, is required to schedule a meeting with me at least two weeks before the assignment is due. Please note, after class meetings may not be acceptable and groups should formally schedule a time to meet with me. If the group fails to meet with me before the two-week mark, there will be a 25% deduction from the overall grade.

Course Objectives: 1, 2, 3, 4

<mark>**THE PAPER PORTION OF THIS ASSIGNMENT MUST BE SUBMITTED TO COURSEDEN AND TK20 FAILURE TO DO SO WILL RESULT IN A ZERO FOR THIS ASSIGNMENT. THIS IS THE DECISION OF THE COE FACULTY.**</mark>

<mark>**The paper should be submitted by the group in CourseDen, but EACH INDIVIDUAL must submit the paper to TK20.**</mark>

Assignment 5:   **Higher Learning Project (20 Points)**

The Higher Learning Project is based on the movie Higher Learning. Students will be in groups of 4 or 5. Each group will be assigned a character in the movie *Higher Learning*. They are to develop a presentation to the class that demonstrates their character's development through specific theories. The presentations should connect and justify theoretical applications to the character's development through the movie. Additionally, students should present an intervention that would address or support their character's development. Students are to decide which theories they would like to use; however, some theories will be better than others for this project.

Course Objectives: 1, 2, 3, 4

Evaluation Procedures

Assignment	Objectives	Points	Assessment Tools	Submit Via	Due Date
Reflection Paper	1, 3, 5	10	Rubric	D2L	August 28, 2:29 PM
Reflection Paper Analysis	1, 3, 5	20	Rubric	D2L	October 16, 2:29 PM
Section of Reflection Analysis	1, 3, 5	0	Feedback	D2L	September 25, 2:29 PM
Application Project Paper	1, 2, 3, 4	10	Rubric	D2L, TK20	Varies
Application Project Presentation	1, 2, 3, 4	10	Rubric	N/A	Varies
Write Your Own Theory	1, 2, 4	20	Rubric	D2L	November 27, 2:29 PM
Higher Learning Project	1, 2, 3, 4	20	Rubric	D2L	November 6
Final Evaluation	1 - 5	10	Assessment	D2L	December 4, 5:00 PM
Total		**100**			

Grading

The assignments equal 100 points. As such the grading scale will be as follows:

A = 90 - 100, B = 80 - 89, C = 70 - 79, and F = Below 70.

Grading Rubrics:

All grading rubrics are available on D2L.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

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 or presenting another's work as their own; this includes improperly cited materials. 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*. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester. Usually, these absences are applied to professional conference attendance or other work related travel but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity) you will be deducted a standard 3% off of your overall course grade per day missed.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your

phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

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: *No* extra credit opportunities will be offered for this class.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. Communication may take place through D2L, but this is not the preferred means of communication.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Communication Rules

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. If the return date will be beyond the 7-10 day time-frame, I will let you know.

CLASS OUTLINE

August 14: Class introduction; Syllabus; Introduction to Developmental Theories

Required Readings:
Evans, Forney, Guido-DiBrito, Patton, and Renn (2010, pp. 1 - 46) Chapters 1 & 2
Schuh, Jones, and Harper (2011, pp. 149-168)*

Class Objectives:
1. To become introduced to the course and syllabus
2. To understand the importance of theory
3. To become introduced to theoretical concepts
4. To become introduced to college student development theory and the types of theories

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August 21: TeachLive

Class will be from **3:00 PM – 6:00 PM**. The room is 201.

Please do not be late.

August 28: Application and Uses of Theory and Chickering and Reisser's Theory of Identity Development

Theories:
- Chickering's and Reisser Identity Development Theory
- Astin's Student Involvement Theory

Required Readings:
Evans, Forney, Guido, Patton, and Renn (2010, pp. 47 - 81) Chapter 3: Psychosocial Identity Development
Astin (1999)*

Class Objectives:
1. To learn how to apply theory to practice
2. To learn Chickering's theory of Education and Identity
3. To understand how to apply Chickering's theory to practice
4. To understand how Astin's student involvement theory applies to student development

Assignments Due: Reflection Paper

September 4: Labor Day

September 11: Psychosocial Identity Development

Theories:
- Erikson's Identity Development Theory
- Josselson's Theory of Identity Development in Woman
- Marcia's Theory

Required Readings:
Evans et al. (20160, pp. 47 - 81) Chapter 13: Psychosocial Identity Development
Widick, Parker, and Knefelkamp (1978)*

Class Objectives:
1. To review Erikson's development theory
2. To be able to apply Erikson's theory to college students
3. To understand how Marcia's theory applies to student development
4. To understand how Josselson's theory applies to student devleopment

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September 18: Transition Theories

Theories:
- Tinto's Theory of Student Departure
- Schlossberg's Transition Theory

Required Readings:
Evans et al. (2010, pp. 212 - 226) Chapter 12
Tinto (1993, pp. 84-137)*

Class Objectives:
1. To review Tinto's and Schlossberg's transition theories
2. To be able to apply their theories to examples

Assignments Due: Group 1 application facilitation and discussion

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September 25: Cognitive Skills and Intellectual Growth – (Higher Learning Part 1)

Theories:
- Perry's scheme of intellectual and ethical development
- Kohlberg's Theory of Moral Development
- Gilligan's Woman's Moral Development Theory

Required Readings:
Evans et al. (2010, pp. 82 - 118) Chapters 5 & 6
Love and Guthrie (1999)*

Suggested Reading:
Smith (1978)*

Class Objectives:
1. To learn Perry's developmental theory and understand it's application in student affairs
2. To review Kohlberg's theory and apply it to current issues in higher education
3. To review Gilligan's theory and recognize its role in working with women in higher education

Assignment Due: Section of Reflection analysis identified by me that has been applied to theory.
Assignments Due: Group 2 application facilitation and discussion

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October 2: Self-Authorship (Higher Learning Part 2)

Theories:
1. Baxter-Magolda's Theory of Self-Authorship
2. Kegan's Theory

Required Readings:
Evans et al. (2010, pp. 176 - 193) Chapter 10
Schuh et al. (2011, pp. 207-225)*

Class Objectives:
1. To identify the roles these theories have in higher education
2. To apply each theory to practice

Assignments Due: Group 3 application facilitation and discussion

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October 9: Cognitive Skills and Intellectual Growth

Theories:
- King & Kitchner Reflective Judgment Model
- Baxter-Magolda's Epistemological Reflection (Knowing and Reasoning)

Required Readings:
Patton et al. (2016, pp. 315-335) Chapter 14 *

Class Objectives:
1. To identify the cognitive roles of these theories on students' development in higher education
2. To apply each theory to practice

Assignments Due: Group 4 application facilitation and discussion

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October 16: Social Identity and Racial Identity Development

Theories:
- Cross and Fhagen-Smith's Model of Black Identity
- Helms' Model of White Identity Development
- Ferdman and Gallego's Model of Latino Identity Development
- Kim's Asian American Identity Development Model
- Phinney's Model of Ethnic Identity

Required Readings:
Evans et al. (2010, pp. 227-304) Chapter 13-16

Class Objectives:
1. To review social identity development theories and reflect on their importance in higher education
2. To apply social development theories to practice in higher education

Assignment Due: Reflection Paper Analysis
Must be turned into CourseDen

October 23: Sexual Identity Development

Theories:
- Cass Model of Sexual Orientation Identity Formation
- D'Augelli Model of Lesbian, Gay, and Bisexual Development
- Fassinger Model of Gay and Lesbian Identity Development

Required Readings:
Evans et al. (2010, pp. 305-326) Chapter 17

Class Objectives:
1. To review social identity development theories and reflect on their importance in higher education
2. To apply social development theories to practice in higher education

Assignments Due: Group 5 application facilitation and discussion

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October 30: No Class - SACSA

November 6: Presentations

Assignment Due: Higher Learning Project

November 13: Gender and Gender Identity Development and SafeZone Training
You are free to opt out of this class, as we will be doing the SafeZone training.

Required Readings:
Evans et al. (2010, pp. 327-345) Chapter 18
Nicolazzo (2016) "Just Go in Looking Good": The Resilience, Resistance, and Kinship-Building of Tran*College Students (pp.538-556)

Class Objectives:
1. To review Gender Identity development
2. To understand terminology regarding individual's identity

November 20: Thanksgiving Break

November 27: Teach Live

Class begins at 2:00 PM. The room is TBA

Please do not be late
Assignments Due: "Write Your Own Theory"

December 4: Final Evaluation

Final evaluation will be due by 5:00 p.m. through CourseDen (Take home exam)

References

Astin, A. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40*(5), 518-529.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

Love, P. G., & Guthrie, V. L. (1999). Perry's Intellectual Scheme. *New Directions for Student Services, 1999*(88), 5-15. doi:10.1002/ss.8801

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. Q. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). San Francisco: Jossey-Bass.

Schuh, J. H., Jones, S. R., & Harper, S. R. (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Smith, A. F. (1978). Lawrence Kohlberg's cognitive stage theory of the development of moral judgment. *New Directions for Student Services, 1978*(4), 53-67. doi:10.1002/ss.37119780406

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: The University of Chicago.

Widick, C., Parker, C. A., & Knefelkamp, L. (1978). Erik Erikson and psychosocial development. *New Directions for Student Services, 1978*(4), 1-17. doi:10.1002/ss.37119780403

HESA - 6174 - Higher Education Administration

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	HESA

Course Number*	6174

Course Title*	Higher Education Administration

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Apply basic program-level budgeting skills (ACPA/NASPA Competency: OHR). 2. Describe legal foundations of student personnel services, legal issues and legal research strategies (ACPA/NASPA Competency: LPG, OHR). 3. Compare and contrast administrative, leadership, and management theories and practices (ACPA/NASPA Competency: OHR). 4. Assess and apply essential skills for successful employee hiring, supervision, and performance appraisal ACPA/NASPA Competency: OHR).

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ⦿ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ⦿ No

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

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

UNIVERSITY *of* West Georgia® | College of Education

HESA 6174: Higher Education Administration, Semester

Instructor Information

Instructor: Dena Kniess, Ph.D.
(Salutation Dr. Kniess)
Class Meeting Time & Location: Education Center 2
Office Location: 247 Education Annex
Telephone (direct): 678-839-6122
Telephone (department): 678-839-6567

Office/Online Hours:
Mondays, 12:30 p.m. – 4:30 p.m.
Tuesdays, 9:30 a.m. – 1 p.m.
Thursdays, 11:00 a.m. – 1:30 p.m.
Westga email: dkniess@westga.edu
Skype or Google+ name: Dena Kniess

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CSA Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

Credit Hours: 3

This course syllabi was adapted from the following:

Cawthon, T.W. (Spring 2018). [EDSA 8090 Higher Education Administration, Clemson University, Clemson, SC].

Texts, Readings, and Instructional Resources

Required Text(s)

McClellan, G.S., Stringer, J. & Associates. (2015). *The Handbook of Student Affairs Administration* (4th ed.). San Francisco: Jossey-Bass.

Required Supplementary Readings

- *The Chronicle of Higher Education* – The University of West Georgia library subscribes to the online version of *The Chronicle.* It is accessible from any networked campus computer. Additionally, hard copies are kept in the library's periodicals department.

- *Inside Higher Ed***:** Sign-up for the **free** newsletter: http://www.insidehighered.com/newsletter/signup

*Additional readings will be posted on CourseDen.

Suggested Text(s)

ACPA & NASPA Professional Competencies

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Additional resource for APA: http://owl.english.purdue.edu/owl/resource/560/01/

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be face-to-face and in person. The class will be highly interactive and will feature a variety of methods to learn including panel discussions, group discussions, case studies, etc. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

The student will:
1. Apply basic program-level budgeting skills (ACPA/NASPA Competency: OHR).
2. Describe legal foundations of student personnel services, legal issues and legal research strategies (ACPA/NASPA Competency: LPG, OHR).
3. Compare and contrast administrative, leadership, and management theories and practices (ACPA/NASPA Competency: OHR).
4. Assess and apply essential skills for successful employee hiring, supervision, and performance appraisal ACPA/NASPA Competency: OHR).

Assignments

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

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
All of my assignments should be written in a formal academic tone regardless of assignment type. For example, reflection papers may include first person, but common speak and colloquial statements are not acceptable. All assignments are to follow APA Guidelines, but do not need an abstract unless otherwise specified. All assignments have a page range that refers to pages of content. Title pages and references do not qualify the page ranges. Should an assignment exceed the page range, the paper will be graded on the material already presented.

Participation: **Participation Goals (15 points)**

Under the participation section in the syllabus, you will see my philosophy. On the first day of class, we will create goals for our classroom environment. I would like you to create your own participation goals for this class for the semester in terms of what you will do to foster a collaborative environment and enhance our conversations. A goal could be "Bring up a current event for discussion" or "Ask a question based on the readings" – whatever you would like to work on this semester. You will create your individual goals in a discussion post and both you and I will evaluate your performance on your participation goals at the end of the semester.

Assignment 1:   **Institutional Comparison Interview (10 points)**

In *Where You Work Matters*, Joan Hirt and her team identified different institutional types. These include: Community Colleges, Hispanic Serving Institutions, Historically Black Colleges and Universities, Liberal Arts Institutions, Religiously Affiliated Institutions, Comprehensive Institutions, and Research Institutions. For this assignment, you are to interview someone who works at one of these types of institutions about the nature of student affairs work at that institution.

Your interview should focus on the history of the institution, student and faculty demographics and issues, the work environment of student affairs at that institution, pace of student affairs work, how decisions are made, and what role relationships play in student affairs. Your assignment is to write an integrated analysis paper (4-5 pages double spaced) on what you learned about the nature of higher and student affairs administration at that institution.

APA Guidelines:
This paper must be in APA format except for an abstract; this includes proper margins, font, title page, and format. This is a formal writing assignment. For this paper, first person is acceptable, but the rest of the paper should be written in a formal academic style and not include colloquial statements, common speak, contractions, or other informal language.

Grading:
(Please note, the point distribution is subject to change)
Content: 5 points
Writing: 5 points

Course objectives: 2, 4, 6, 9

Assignment 2:
[TK20]

Institutional Crisis Response (20 points)

Students will research a contemporary (no longer than 5 years past) institutional crisis or issue and write an analysis of the administration response to the issue (Penn State, Shorter University, Georgia State, Georgia Tech, etc.) The issue or crisis paper may not be written about an institution with which you were involved in any way, including your undergraduate institution.

In part one of the paper you must fully describe the crisis or issue; describe the administrative structure of the institution and where this crisis or issue rests; describe the outcome or consequences of the crisis or issue (especially if it directly affected a particular student population); and, analyze the administration's response to the crisis or issue. This part should contain facts and information and should be void of your opinion.

In a second part of the paper you will act as a consultant to the institution and develop a plan to move on from the crisis. Please consider the readings and discussions from the class as you make recommendations for institutional action. This section should include at least 8 numbered recommendations with explanations of the efficacy of the recommendations. This section should include your best thinking about how to best help the institution through the current crisis, and how to avoid such a crisis or issue in the future. Your opinion is welcome and expected in this section, but it should be supported by the facts uncovered in the first section.

The grading of this assignment will be based on the quality and comprehensiveness of your analysis and recommendations, as well as the quality of your writing. The paper should be approximately 10 pages, excluding the title and reference page, but can be shorter as long as it is complete. This paper also needs to be submitted to TK20 for assessment at the same time that you submit it for the class.

Course Objectives: 2, 3, 7, 8

Assignment 3: **Write and Evaluation Position Description (25 points)**
This is a two-part assignment. The total assignment is worth 30 points.

Part One: Write a position description for your "Dream Job" (be sure you are qualified to fill this position). You may use any format you wish but include a statement identifying the job function or purpose, a description of the job duties, the required knowledge, skills, and abilities and the minimum training and education. You will be evaluated on the effectiveness of the description based on the applicant's ability to read and understand what would be expected, the supervisor's ability to use the description to effectively evaluate the individual, and thoroughness. The description must no more than two pages and must be typed. (15 points)

Part Two: Identify and obtain a copy of a current job description for a UWG Student Affairs position (Assistant Director or higher). Using criteria discussed in class, evaluate this job description. You need to submit the job with your typed evaluation. (10 points)

Course Objectives: 4, 7, 8

Assignment 4: **Program Justification Video and Budget Proposal (30 points; 15 points each for video and budget) (Group Project)**
In groups of 3 you will create a new program and subsequent budget associated with this program

You currently serve as a department head of a functional area within student affairs. The University has started to assess a student activity fee and you have been given an opportunity to compete for a small portion of the money. In two weeks, you must make a presentation before the Vice President of Student Affairs and Enrollment Management and the Associate Vice President for Student Life and Dean of Students. Your task for this meeting is to present a proposal for a new program and to demonstrate why this program would benefit the institution and students. Few guidelines have been provided, but you do know priority acceptance will be given to programs that enhance student and academic affairs collaborations and programs that fulfill the Division of Student Affairs and Enrollment Management strategic imperatives of: 1) Student Success: Enhanced Learning, Access, Progression, and Development; 2) Academic

Programming and Faculty Support; 3) Building Engaged Mutually Beneficial Collaborations; and 4) Operation Success: Effectiveness and Sustainability.

*Your group will need to create a video presentation (via Camtasia, YouTube, etc.) detailing the need for this program. The video can needs to be between 4-6 slides (not including the title) and cannot be longer than 5 minutes. Your group's video must address the following:
1. Units involved
2. Mission/purpose of the program
3. Desired outcomes of the program (student learning, engagement, retention, operational success, etc.)
4. Description of the program (include timeline, personnel, etc.)
5. Explanation of proposed budget
6. Any other pertinent information

*You must also submit a budget worksheet (1 page) with what financial dollars are needed to ensure the success of this program. You are limited to $12,000.

*Your video and subsequent budget must be submitted electronically by the assigned due date to the Discussion Board in CourseDen.

*Each student must review ALL videos and budgets before December 7th our in-class activity on will require everyone to make decisions about the need for programs based on videos and budgets.

Course Objectives: 1, 5, 6

Evaluation Procedures

Assignment	Objectives	Points	Assessment Tools	Submit Via	Due Date
Participation	1-9	15	S/U	Class	August 28, 2:29 PM
Institutional Comparison Interview	2, 4, 6, 9	10	Rubric	D2L	September 18, 2:29 PM
Institutional Crisis Response	2, 3, 7, 8	20	Rubric	D2L, TK20	October 16, 2:29 PM
Write and Evaluate Position Description	4, 7, 8	25	Rubric	D2L	November 14, 2:29 PM
Program Justification Video & Budget	1, 5, 6	30	Rubric	D2L	November 27, 2:29 PM
Total		**100**			

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty Policy:

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 or presenting another's work as their own; this includes improperly cited materials. **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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program**.

Attendance Policy:

Attendance is expected in a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester. Usually, these absences are applied to professional conference attendance or other work related travel, but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity) you will be deducted a standard 3% off of your overall course grade per day missed.

Cell phones & Electronic Equipment:

The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class and may result in a deduction of participation points.

Class Handouts:

Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class Organization:

This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Extra Credit: There **will not be any extra credit** offered for this class.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Quality of Work:

This is a master's level course; therefore, your work should be master's level quality. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

Participation Policy:

I appreciate a collaborative classroom and a shared learning experience. This approach means reading and preparing prior to class, sharing and respecting each other's ideas, taking risks to share thoughts and ideas that may still need shaping, and genuinely listening to each other. Hold yourself and your classmates to high expectations, and come prepared to learn. It will be important to keep up with the reading assignments and be prepared to discuss and apply them.

To get the most from your readings, actively read the material assigned. Active reading means that for each reading you will: list the points you think are important, identify the questions you have, write down the inconsistencies you find, and be ready to discuss the connections with your previous reading and experiences. The quality of our discussion depends on your understanding of the class readings.

Consider the following as you prepare for class:
- What are the most important ideas and issues raised in the readings?
- What surprises me? With what do I agree or disagree with, and why?
- What questions do I have as a result?
- How can I use these readings to further my development as a future student affairs professional?

Why do I include "participation" in your grade? Because there is no place for "sitting it out" or faking your way through a small, collaborative classroom. Responsible participation means that you have read and thought about the topic for the week before you come to class, you take responsibility for your comments, and you do your part to cultivate a shared learning environment. Classroom discussion is not a contest where the one who speaks first or most frequently wins the most points.

Professional Conduct:

At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will

maintain a professional atmosphere and attitude. Additionally, class should be a place where we can discuss practical issues openly and confidentially.

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. I will send emails through your student email account and post in the Announcements section on CourseDen.

Rights of Reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time.

CLASS OUTLINE

August 21: Class introduction; Syllabus; Roles, Functions, and Values

August 28: Roles, Functions, and Values (cont.)

Assignment: Chapter 1, pgs. 3 – 24
                 Chapter 31, pgs. 637-655

*Bring an institution you would like to work at (a) mission statement (b) university organizational chart, and (c) MBTI and StrengthQuest results to the next class.

September 4: Leadership Theory

*Assignment***:**   Chapter 2, pgs. 25-46; and
                     Chapter 3, pgs. 49-72
Guest: Ms. Asia Anderson, Career Center

September 11: Organizational Development/Theories and Administrative Models

Assignment: Chapter 18, pgs. 367-388

September 18: Politics and Advocacy

Assignment: Chapter 22, pgs. 457-478
Due: *Institutional Comparison Interview*

September 25: Crises Management

Assignment: Chapter 30, pgs. 613-633
Guest (tentative): Dr. Whitaker, Dr. Adams, and Ned Watson

October 2: Budgets, Fiscal Issues, and Planning

Assignment: Chapter 4, pgs. 73-94
                 Chapter 25, pgs. 509-534
Guest (tentative): Dr. Scot Lingrell and Jo Etta Miller

October 9: Community Development

Assignment: Chapter 14, pgs. 287-308
                 Chapter 23, pgs. 479-488

October 16: Internationalization of Student Affairs

Assignment: Chapter 6, pgs. 113-131
Guest: TBA
Due: Institutional Crisis Response (D2L and TK20)

October 23: Supervision

Assignment: Chapter 19, pgs. 389-410

October 30: Supervision (cont.)/Facilities Management

Guest (tentative): Brendan Bowen, Associate Vice President – Campus Planning & Facilities

November 6: No Class – SACSA (Dr. Kniess is presenting and on the NASPA Region III Board)

November 13: Student Affairs and Academic Affairs Collaboration

Assignment: Chapter 21, pgs. 433-456
Due: Write and Evaluation Position Description

November 20: Thanksgiving Break

November 27: Program Development/Assessment

Assignment: Chapter 5, pgs. 95-112
                       Chapter 11, pgs. 225-244

Guest (tentative): Alicia Welch, Strategic Planning Analyst
Due: Program Justification Video and Budget Proposal

December 4: Ethics

Assignment: Chapter 10, pgs. 199-224
Due: Review Program Justification Videos and Budget Proposals for class activity

December 11: Final Activities

Additional Support Information

Technical Support

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

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 6175 - Student Affairs Practicum

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	6175

Course Title*	Student Affairs Practicum

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

| **Lec Hrs*** | 3 |

| **Lab Hrs*** | 0 |

| **Credit Hrs*** | 3 |

| **Can a student take this course multiple times, each attempt counting separately toward graduation?*** | ☑ Yes
☐ No | | **If yes, indicate maximum number of credit hours counted toward graduation.*** | 6 |

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

| **Prerequisites** | |

| **Concurrent Prerequisites** | |

| **Corequisites** | |

| **Cross-listing** | |

| **Restrictions** | |

| **Status*** | ◉ Active-Visible ○ Inactive-Hidden |

| **Frequency - How many semesters per year will this course be offered?** | 2 | | **Grading*** | Satisfactory/Unsatisfactory - No IP |

| **Type of Delivery (Select all that apply)*** | ☐ Carrollton or Newnan Campus: Face-to-Face
☑ Entirely Online
☐ Hybrid
☐ Fully Online |

Justification and Assessment

| **What is the rationale for adding this course?*** | We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. |

| **Student Learning Outcomes*** | 1. Examine one functional area within higher education,
2. Compare and contrast the administrative processes in that area and the requirements for working successfully in that area compared to previous experiences (CAS 5c).
3. Develop skills in program planning, implementation, and evaluation (CAS 5c).
4. Reflect on the implications of the experience for their own career planning |

and development.

<div align="center">

REQUIRED ATTACHMENTS

</div>

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ○ No

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the   4/4
✅ **icon in the Proposal Toolbox to make your decision.**

UNIVERSITY of West Georgia® | College of Education

HESA 6175: Student Affairs Practicum - Semester

Class Meeting Time/Location	Online	Online Hours	By appointment
Instructor	Dr. Kniess	**Telephone**	678-839-6122
Office Location	Education Annex 247	**westga email**	dkniess@westga.edu
Office Hours	Tuesday: 11 – 3 Wednesday: 11 - 3	**Skype or Google+ username**	Skype: Dena Kniess

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes.
Credit Hours: 3

Required Text(s)
ACPA & NASPA Professional Competencies

Manning, K., Kinzie, J., & Schuh, J. (2014). *One size does not fit all: Traditional and innovative models of student affairs practice* (2nd ed.). New York, New York: Routledge.

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Approaches to Instruction

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.
As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Reading	300 minutes
Assignments	500 minutes
Work Experience	9000 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:
1. Examine one functional area within higher education,
2. Compare and contrast the administrative processes in that area and the requirements for working successfully in that area compared to previous experiences (CAS 5c).
3. Develop skills in program planning, implementation, and evaluation (CAS 5c).
4. Reflect on the implications of the experience for their own career planning and development.

Assignments and Evaluation Procedures

Practicum Contract (Due: 6/9) (5 points)

A completed contract including expectations, duties, and goals must be signed and dated by the student and the practicum supervisor. For assistance with writing the contract, refer to pgs 37 - 42 in the Janosik et al., (2015) (from last semester) book and the ACPA & NASPA Professional Competencies.

Reading and Site Reflection Papers (Due: 6/18, 7/2, 7/16) (3 @ 15 points)
You are expected to complete the reading that is assigned for this course. The reading assignments consist of topics important to the practicum experience. **You will be expected to reflect on the readings and apply the material to your current and previous practices.**

You will complete and submit via CourseDen three analysis papers that focuses on integrating the theme(s) from your reading and practicum experience. This is a chance for you to bring to focus your thoughts and analysis on what you have read and what you have experienced at your practicum site. The purpose of the analysis paper is to illustrate your understanding of the material and how it relates to your practicum experience and future practice. Each paper should be between 2-3 pages.

Chapter(s)	Analysis Paper Due
Part I	6/18 @ 11:59pm
Part II	7/2 @ 11:59pm
Part III	7/16 @ 11:59pm

Please Note: The paper should be more than a journal entry or something that you write in a diary. It is expected to be thoughtful and applicable to your practicum experience. The paper should be professional and follow appropriate APA formatting.

This is also an opportunity to update me on your development and experience in your practicum as it relates to the reading and your professional experience. The topic of the writing should reflect your experience as it relates to the reading. **Your reflection should also focus on the knowledge, skills, and awareness you have gained as a result of the experience**. Please refrain from listing activities that you have done, but rather focus on what you've gained or learned from those experiences as it relates to the reading. You can also discuss growth areas and any questions you have based on the practicum experience.

Resume (Due: 7/19) (10 points)
After your practicum experience, we would like you to submit your resume for review. It should be up-to-date and reflective of all your experiences in your assistantship and practicums.

Final Self Evaluation and Professional Development Plan (Due: 7/19) (20 points)
You will complete and submit a 5 page paper that analyzes your understanding of student affairs, your practicum's functional area, and your professional goals. This paper should also include how your previous skills, awareness and knowledge have changed, were challenged, or affirmed throughout the course of this practicum. The paper should conclude with you reflecting on how this experience will impact your future practice.

In addition to reflecting on your practicum, you should now have the context needed to develop a personalized professional development plan. Student affairs professionals must remain committed to their own professional development. As such, in this course each of you will make a commitment to complete

your own IPDP, which is a personalized, just-in-time response to one's own social, emotional, cognitive, professional, physical, and academic needs as you realize your personal vision of being student affairs practitioner. The purpose of the IPDP is to help you take responsibility for realizing your own goals and your personal vision of becoming a professional. To complete this assignment you will:

1. Review the ACPA/NASPA Professional Development Competencies (hyperlink provided above)
2. Write at least seven professional development goals (four from at least four different competencies, one related to involvement in a professional organization, and two of your choosing)
3. You should be able to complete two of your goals by the end of the Fall semester.

You have the flexibility to choose your own goals, and the areas in which they are aligned, as long as they fit with where you see yourself needing to develop personally and professionally. Each goal should be Specific, Measurable, Achievable, Reasonable, and Timely (SMART). These goals should outline your professional development aims for the remainder of the CSA program.

You may design this plan any way that you like, just make sure it is clear to me what competency your goal aligns with and how the goal meets the SMART goal framework. It is my hope that you think carefully about this assignment and give it a personal twist. You will be evaluated on thoughtfulness of your goals so please spend some time thinking about them, and make it clear how each goal is appropriate and necessary for you.

Practicum Site Supervisor Evaluation (Due: 7/19) (20 points)
Each student's practicum supervisor will complete a student evaluation. Students must be making satisfactory progress at their practicum site in order to satisfactorily complete the course. This evaluation should be completed and submitted by the supervisor listed on the practicum contract. A poor evaluation can call into question your overall success in this course. Please take your placements and efforts seriously. This is evaluated based on your supervisor agreeing that you completed the 150 hours and should receive a satisfactory grade in the glass. The rest of the evaluation is for your development.

Evaluation Methods

Assignment	Points	Assessment Tool	Submit Via	Due Date
Practicum Contract	5	Complete/Inc.	CourseDen	6/9 @ 11:59pm
Reading and Site Reflection Papers	3@15	Assessment	CourseDen	6/18, 7/2, 7/16 @ 11:59pm
Resume	10	Complete/Inc	CourseDen	7/19@ 11:59pm

Final Self Evaluation and PD Plan	20	Assessment	CourseDen	7/19 @ 11:59pm
Supervisor Evaluation	20	Complete/Inc.	Survey	7/19 @ 11:59pm
TOTAL	**100**			

Grading

Satisfactory 100 – 80 points; Unsatisfactory 79 points and below

Grades of Incomplete ("I") are given only in cases of extreme emergency (e.g., death in family, illness, etc). Prior arrangements must be made with the instructor. Failure to attend class, tardiness, and/or leaving class early may result in a lower grade.

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

All assignments should be submitted to CourseDen. Submitting assignments via email may not count for credit.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information, the following policies apply to this course.

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, words, or information obtained from another person without giving credit to that person or source.** Additionally, plagiarism occurs if a student uses words form a website in any form without giving credit. 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* as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

Attendance and Engagement: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. For this course online engagement will be critical to students' success. Students are strongly encouraged to check their CourseDen classroom site on a daily basis. Meaningful online discussion posts and reflections will be a significant indicator of student success.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. If the work is accepted, late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5. Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty. I can work with students before an assignment is late, not after.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, race, first amendment issues, and other politically and racially charged ideologies. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Quality of Work: This is a graduate level course; therefore, the level of work should represent the level of the course. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

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.** I will send emails through CourseDen and to your student email account. Please be sure to check your student email account. If you would like to forward your student email account, please contact ITS for instructions.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning— in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

HESA - 6176 - Campus Crisis, Ethical, and Legal Issues

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* HESA	**Course Number*** 6176

Course Title*   Campus Crisis, Ethical, and Legal Issues

Course Type*   Higher Education and Student Affairs

Catalog Course Description*   This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases. This course also provides a brief introduction to the theory and practice of crisis intervention and trauma counseling as it relates to crisis response on college campuses. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced community level crises, disasters, or trauma.

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

Is this a variable credit hour course?*   ☐ Yes   ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. We are also updating the course description and changing the course title.

Student Learning Outcomes*	1. Explain the major laws that influence practice in higher education (ACPA Competencies) 2. Apply the concept of "state action" and differentiate between public and private institutions (ACPA Competencies)

3. Identify legal and ethical issues related to students, faculty, and administrators.
(ACPA Competencies)
4. Analyze and apply crises intervention strategies in higher education.

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course? * ◯ Yes ⦿ No

Is this a College of Education course? * ⦿ Yes ◯ No

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

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

University of West Georgia | College of Education

HESA 6176 Campus Crisis, Ethical, and Legal Issues - Semester

Class Meeting Time: **Location:**	Tuesday 2:00 – 4:30 pm EC 226	**Online Hours:**	None
Instructor:	Dr. Matt Varga	**Telephone:**	(678) 839 – 6160 (office) (678) 839 – 6554 (dept.)
Office Location:	Education Annex 247		
Office Hours:	Mondays, 11 am – 2 pm Tuesdays, 11 am – 2 pm Wednesdays, 10 am – 3 pm	**Email:**	mvarga@westga.edu

Support for Courses

CourseDen D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online Help (M – F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: (678) 839 – 6248
Email: online@westga.edu

24/7/365 D2L Help Center
Call 1 855 772 0423 or search:
https://d2lhelp.view.usg.edu/

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

Student Services
http://uwgonline.westga.edu/online--student--guide.php

Center for Academic Success
http://www.westga.edu/cas/
678--839--6280

Distance Learning Library Services
http://libguides.westga.edu/

Ingram Library Services
http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

UNIVERSITY of West Georgia | College of Education

Course Information

Course Description

This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases. This course also provides a brief introduction to the theory and practice of crisis intervention and trauma counseling as it relates to crisis response on college campuses. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced community level crises, disasters, or trauma.

Required Text(s)

American Psychological Association (2009). Publication manual of the American Psychological Association, (6th ed.). Washington, DC: American Psychological Association/Author.

Bird, L., Mackin, M.B., & Schuster, S. (2006). The first amendment on campus: A handbook for college and university administrators. Washington, D.C.: NASPA.

Kaplin, W.A., & Lee, B.A. (2009). A legal guide for student affairs professionals (2nd ed.). San Francisco: Jossey--Bass.

Myer, R. A., James, R. K., & Moulton, P. (2011). This is not a fire drill: Crisis intervention and prevention on college campuses. Hoboken, NJ: Wiley.

Required Instructional Resource:
Tk20 Subscription (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/academics/education/tk20--system.php. For assistance, email tk20@westga.edu.

Approaches to Instruction

The structure of the class will focus on a practice--to--theory--to--practice model. As such, this course will primarily utilize assistantship experience, classroom discussion, readings, lecture, case studies, presentations, and group projects as methods of instruction. These methods will help re--emphasize the classroom material to their practical experience.

Course Objectives and Learning Outcomes

Students will:

1. Explain the major laws that influence practice in higher education (ACPA Competencies)
2. Apply the concept of "state action" and differentiate between public and private institutions (ACPA Competencies)
3. Identify legal and ethical issues related to students, faculty, and administrators. (ACPA Competencies)
4. Analyze and apply crises intervention strategies in higher education

Assignments, Evaluation Procedures, and Grading

Assignment 1: Legal Case Briefs (3 x 10 Points)

Each student is to bring case briefs to class every week except when case studies are due. Randomly throughout the semester, I will collect three case briefs. Once I collect the case brief, in order to receive a grade, it must be submitted in CourseDen as well. Should it not be submitted to CourseDen, a grade of 0 may be earned. Late submissions of case briefs are not permitted except for extenuating circumstances communicated to me in advance of class.

The case briefs should focus on the following areas: facts, issues, holdings, rationale, and implications for practice.

Facts:	The facts related to the issues and holding. The facts should also be used in the rationale. Only identify facts that are directly related to the case, some facts are irrelevant. The facts are what connect the issues to the rationale. It is a logical argument that the student must uncover.
Issues:	The issues are what is being challenged in the court. It is the sole purpose for the case being heard and generally takes the form of "whether X." For example:

- Whether the imposition of a fine and the placement of an administrative hold on David Gauder was a violation of his right to substantive due process?
- Whether Michael Leckrone is entitled to qualified immunity?

Holding:	The holding is the answer to the issues and is generally a few sentences. For example, in the example above, the holding would be: The Western District of Wisconsin declared the imposition of a fine and placing the student's records on hold was not a violation of procedural due process. Therefore, it becomes unnecessary to consider whether Michael Leckrone is entitled to qualified immunity.
Rationale:	The rationale is the "why" to the holding, and should be an in--depth and logical explanation. This section should include facts mentioned above and recap (not quote) the courts reasons for coming to the conclusion it did. What logic did the court use to come to their conclusions? This section, depending on the case, can be anywhere from a page to a few paragraphs. See the example below for a well--articulated rationale section.
Implications:	The implications section should outline what was the impact of this case on our field. It may or may not relate to your specific area, but it is important to recognize how a single case can affect the way we practice.
Length:	No more than 2 full pages of content, single spaced.
APA:	No

Each case brief should be no longer than two pages and should not contain any quotations as I want you to focus on comprehending the material being presented; quotations tend to take away from critically thinking about the material. The entire brief should be in your own words and not contain any references as you should be referencing the case provided.
(Course objectives: 1 – 7)

Assignment 2: Crisis Intervention Case Study Analysis (2 x 10 Points)

A case study is a review of an event, whether fictional or real. It is not a review of a legal case. Please do not confuse the two.

There will be two case studies. One will be at the beginning of the semester and the second will be at the end. The case study should focus on a situation that has some legal implications or a decision that can lead to legal action. Each case study should include the following: description and timeline of events, stakeholders, decisions, result, and discuss the legal implications of the decision that was made by utilizing legal concepts discussed in class. You are free to present the material however you like, but I do encourage you to use the headers below. Please be clear in your description and provide as much detail as possible. If it is a real situation, feel free to change identifying information, but please note this will not be shared outside of my viewing.

Description: The description of the case study should be thorough and detailed in such a way that clearly articulates the event in question. The case study description should also provide clear relationships to stakeholders, decisions, outcomes, and legal issues. The situation should have some questionable decision that may or may not lead to legal repercussions.

Stakeholders: Stakeholders are everyone that is affected by the case in some form. Their roles, as it contributed to the situation, should be identified as well.

Decision: When a questionably legal situation occurs, there is typically a decision that needs to be made that can either be legally sound or legally questionable. The decision section is to clearly identify the decision that was made and clearly articulate the reasoning behind the decision. This is probably the most important aspect as if there is no decision made, there is no legal or ethical issue.

Result: A decision always has consequences, outcomes, and/or results intended or not. The results section should identify the outcomes of the decision; what was the result of the decision being made – for example: a decision was made to expel a student for blackface at a public institution. As a result of that expulsion, the student was removed from school and was unable to be admitted to other institutions. The outcomes should be clearly identified and articulated as it relates to the situation and stakeholders. In some instances, the outcomes may be very clear and straightforward.

Legal Review: The legal review should be a discussion on the legal implications of the decision and the outcomes, results, or consequences. The review of legal implications is detailed, logical, and clearly connected to the case study. What was the legal or illegal ramifications of the decision and how does the outcome relate based on legal principles discussed in class? Identify why it was legal or illegal and how was it legal or illegal.

Length: Between 5 and 8 full pages of content.

APA: Yes

As a reminder, the case study is not a review of a legal case.

The first case study should focus on the legal issues reviewed since the beginning of the course. The second case study should focus on legal issues or a crisis response pertaining to the second half of the semester. The case study should be in APA format and must be submitted in CourseDen.
(Course objectives: 1 – 7)

Assignment 3: Research Paper (20 Points)

The culminating project is a review of a current legal issue in higher education.

The paper should focus on a current legal issue confronting higher education. The paper should contain a literature review of the topic supported by peer reviewed research, a discussion of a current legal issue, challenges or issues prompting change/challenge, the significance of those challenges, and the implications for future practice as it pertains to the impending legal implications. In the past, some students have confused the literature for a review of legal cases. Please avoid making this mistake as the literature review should be a review of current peer--reviewed literature discussing the implications and/or effects of your issue.

The paper should be a minimum of 10 full pages of content and no longer than 12 pages of content. A minimum of 10 academic (primary) sources are required for this research paper. Quotes are unnecessary (unless you're quoting); however, should the paper utilize quotes, there should be no more than 2 quotes and the quote should not exceed 39 words. The textbook for the class does not count as one of your ten. I encourage you to use the textbook; however, other primary sources will be needed. The research paper will need to be submitted via CourseDen and TK20.
(Course objectives: 1 – 7)

Assignment 4: 3--2--1 Reading Reflections (4 x 3 points = 12 points) (Due Monday by 11:59 PM)

The reading reflections should be written on the textbook, and not the cases we read.

Requirement 1: Read what is assigned, then choose and describe the three most important aspects (concepts, issues, factual information, etc.) of the reading, justifying your choices. A clear explanation as to why you chose these concepts is important.

Requirement 2: Identify two aspects of the reading you do not understand, and briefly discuss why these concepts were confusing to you and how it impacted understanding other concepts within the reading.

Requirement 3: Pose a question to the text's author, the answer to which should go beyond the reading and does not relate to the two concepts that confused you. The question should reflect your curiosity about the topic and reveal what you think are the implications or applications of the reading content.

The average length for quality 3—2—1 reflections is between 1 and 2 pages single spaced. There is an expectation this assignment will be thoughtful and well done. Failure to appropriately complete this assignment will result in a 0 as each reflection is considered either complete or incomplete.

Assignment 5: Current Legal Issue Facilitations (10 points)

To help prepare students to begin thinking about their current legal issues paper, this presentation will serve as an opportunity for a group of students to present a current legal issue to the class and facilitate a class discussion. The delivery of the presentation/discussion is left up to the group. It does not have to be a lecture or PowerPoint. The important aspect of the presentation is communication and facilitation of legal principles to current issues.

Group members have been assigned by CourseDen and are listed under the "Begin Here Module."

The presentation by all group members should include a current legal issue happening in higher education within the last year (3/1/18 – 3/1/19). The presentation should review the situation under question, provide any contextual background, review current laws and legal issues, and facilitate a discussion to help the class understand the legal issues and implications for practice relevant to the situation. This

assignment is comparable to the case study exercise, but serves as a way to bring the class together for collaborative learning.

There will be six groups and each group will have approximately 20 to 25 minutes. This should include discussions and presentation of material. Multiple groups cannot present on the same topic/focus, and groups will be given preference based on the random assignment in CourseDen. For example, CourseDen will assign the groups, and Group 1 will have first pick, Group 2 second pick, etc. The topic should differ; however, the legal principles may be the same. For example, a group may present on a racial incident that is related to the first amendment where another group may also focus on the first amendment and disciplinary process, but the incident is related to faculty censorship.

Topics could include any current legislation, legal cases under review, incidents on college campuses, etc. The emphasis is placed on connecting legal principles back to incidents on campus to evaluate the legality of the situation.

Assignment 6: Final Exam (10 Points)

The final exam will be in class. It will be open book and open notes. You will have the class period to complete the exam. You are not allowed to use each other as resources, but I encourage you all to study together.

Evaluation Procedures

For additional direction and clarity regarding evaluation of assignments, I encourage you to review rubrics provided online in CourseDen.

Evaluation Procedure and Grading Policy:

Assignment	Total Points	Assessment Tools	Due Date
Case Briefs	30	Rubric	Varies
Reading Reflections	12	Complete/Incomplete	Varies
Case Study 1	10	Rubric	February 26
Case Study 2	10	Rubric	April 16
Research Paper	20	Rubric	April 2
Current Issues Facilitation	10	Rubric	March 5
Final Exam	10	Instructor	April 30

A = 90 – 100%	B = 80 – 89%	C=70 – 79%	F = < 70%

A grade of Incomplete ("I") can be granted only in cases of non--academic emergency (i.e., major illness, death in family, etc.). Prior permission from the instructor is required, and this request must be approved by both the department chair and COE Dean.

Good Academic Standing for a student enrolled in a Non--Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher. Any graduate level student earning a grade of F or WF, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended from the program. The Department of Clinical and Professional Studies complies with the College of Education Academic Standards policy, which is located at http://www.westga.edu/catalog_grad/18844.htm

University of West Georgia | College of Education

Class, Department, and University Policies

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For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

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, words, or information obtained from another person without giving credit to that person or source. Additionally, plagiarism occurs if a student uses words form a source in any form without giving credit. Quotes improperly cited is also considered plagiarism as it is being misrepresented as your own idea. 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 as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to the graduate level of the course, two unexcused absences will result in a grade reduction of 10 points plus an additional 5 points for each additional missed unexcused class. Due to the time of year, class may be missed as a result of job searching so long as appropriate measures are taken to avoid missing class. If on campus interviews cannot be scheduled around class, it may count as an excused absence, but this is not to be abused and evidence may be requested to demonstrate missing class was unavoidable. Phone interviews, however, are not excusable. Please schedule phone interviews around class times.

Cell Phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non--class--related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic device for non--class--related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Class Handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class Organization: This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

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.

Diversity: The Department of Communication Sciences and Professional Counseling values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CSC will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work is considered any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case--by--case and case briefs are not subject to this policy as they will not be accepted late. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, race, first amendment issues, and other politically and racially charged ideologies. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Quality of Work: This is a graduate level course therefore, the level of work should represent the level of the course. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

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' responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Student Participation: When called upon, students will be expected to demonstrate higher--order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess

students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure.

Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

TK20: Failure to submit the research paper to TK20 will result in a 10 point deduction from your grade.

Changes to The Syllabus: This syllabus is subject to change with notice.

Center for Academic Success

Additional Support Information
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment--based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer--facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678--839--6280 or the email address is cas@westga.edu.

UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Expected Response Times

I will make every attempt to respond to emails within 24--48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7--10 days, but the amount of feedback required may extend that time. If the return date will be beyond the 7--10 day time--frame, I will let you know.

UNIVERSITY *of* West Georgia | College of Education

Class Outline

Date	Topic	Readings	Cases	Due
1/8/19	Overview of Legal System; syllabus	§1.1 - §1.6	Marbury v. Madison 5 U.S. 137 (1803) Trustees of Dartmouth v. Woodward	
1/15/19	College and the Government	§14.1, §14.2, §14.5, §14.8, §14.9, §14.10; §13.1 - §13.1.2.1; §13.2	DOE v. Miami and Chronicle Geier v. University of Tennessee	
1/22/19	Campus Community	§7	Washington v. Chrisman 455 U.S. 1 (1982) Duarte v. Commonwealth 407 SE 2d 41 (1991)	Reading Reflection 1 1/21 – 11:59 PM
1/29/19	Legal Status of Students	§5	Dixon v. Alabama State Board of Education 294 F.2d Gott v. Berea 161 S.W. 204 (1913)	
2/5/19	The Disciplinary Process	§9	Paine v. Board of Regents of the University of Texas System 355F Supp. 199 (W.D. Tx 1972) Dixon v. Alabama State Board of Education 294 F.2d (**Again**)	Reading Reflection 2 2/4 – 11:59
2/12/19	Students' Freedom of Expression	§10	Tinker v. Des Moines Independent Community School District 393 U.S. 503 (1969) Doe v. University of Michigan 721 F. Supp. 852 (E.D. Mich 1989) FIRE – Will Creely 3 – 4:30	Reading Reflection 3 2/11 – 11:59 PM
2/19/19	Student Organizations	Chapters 1, 3, 4 (Bird)	Healy v. James 408 U.S. 169 (1972)	
2/26/19	Institutional Liability for the Acts of Others	§2 Myer - 5	Tarasoff v. Regents of the Univ. of California 17 Cal. 3d 425 (1976) Shin v. MIT 19 MA (2005)	Case Study 1 2/26 1:59 PM
3/5/19	Presentations			
3/12/19	NASPA			
3/19/19	Spring Break			

Date	Topic	Reading	Guest Speaker	Assignment
3/26/19	Basics of Crisis Intervention	Myer – 2	Michael Nelson Director of Emergency Management	Reading Reflection 4 3/25 – 11:59 PM
4/2/19	Herding Cats: Organizing a Crisis Response	Myer – 3	Guest Speaker – Chief of Police Tom Saccenti; GBI Agent Mossman	Research Paper 4/2 1:59 PM
4/9/19	System Recovery After a Crisis	Myer – 8		
4/16/19	Threat Assessment Teams and Basic Training	Myer 9 & 10	UWG CARE Team	Case Study 2 4/16 1:59 PM
4/23/19	Ethical Issues and Decision Making			
4/30/19	Final Exam			Final 4/30 at 2:00 PM

List of Legal Terms (all from http://dictionary.law.com)

Appeal

1) v. to ask a higher court to reverse the decision of a trial court after final judgment or other legal ruling. After the lower court judgment is entered into the record, the losing party (appellant) must file a notice of appeal, request transcripts or other records of the trial court (or agree with the other party on an "agreed--upon statement"), file briefs with the appeals court citing legal reasons for over--turning the ruling, and show how those reasons (usually other appeal decisions called "precedents") relate to the facts in the case. No new evidence is admitted on appeal, for it is strictly a legal argument. The other party (Respondent or appellee) usually files a responsive brief countering these arguments. The appellant then can counter that response with a final brief. If desired by either party, they will then argue the case before the appeals court, which may sustain the original ruling, reverse it, send it back to the trial court, or reverse in part and confirm in part. For state cases there are Supreme Courts (called Courts of Appeal in New York and Maryland) which are the highest appeals courts, and most states have lower appealsn courts as well. For Federal cases there are Federal Courts of Appeal in ten different "circuits," and above them is the Supreme Court, which selectively hears only a few appeals at the highest level. 2) n. the name for the process of appealing, as in "he has filed an appeal."

Writ of Mandate (mandamus)

A court order to a government agency, including another court, to follow the law by correcting its prior actions or ceasing illegal acts.

Certiorari

n. (sersh--oh--rare--ee) a writ (order) of a higher court to a lower court to send all the documents in a case to it so the higher court can review the lower court's decision. Certiorari is most commonly used by the U.S. Supreme Court, which is selective about which cases it will hear on appeal. To appeal to the Supreme Court one applies to the Supreme Court for a writ of certiorari, which it grants at its discretion and only when at least three members believe that the case involves a sufficiently significant federal question in the public interest. By denying such a writ the Supreme Court says it will let the lower court decision stand, particularly if it conforms to accepted precedents (previously decided cases).

Dissent

n. 1) the opinion of a judge of a court of appeals, including the U.S. Supreme Court, which disagrees with the majority opinion. Sometimes a dissent may eventually prevail as the law or society evolves. Prime examples include the many dissenting opinions of Oliver Wendell Holmes, Associate Justice of the U.S. Supreme Court (1902--1932), which were widely quoted and often formed the basis for later majority decisions. 2) stated disagreement with prevailing thought.

Beyond a reasonable doubt

adj. part of jury instructions in all criminal trials, in which the jurors are told that they can only find the defendant guilty if they are convinced "beyond a reason-- able doubt" of his or her guilt. Sometimes referred to as "to a moral certainty," the phrase is fraught with uncertainty as to meaning, but try: "you better be damned sure." By comparison it is meant to be a tougher standard than "preponderance of the evidence," used as a test to give judgment to a plaintiff in a civil (non--criminal) case.

Preponderance of the evidence

n. the greater weight of the evidence required in a civil (non--criminal) lawsuit for the trier of fact (jury or judge without a jury) to decide in favor of one side or the other. This preponderance is based on the more convincing evidence and its probable truth or accuracy, and not on the amount of evidence. Thus, one clearly knowledgeable witness may provide a preponderance of evidence over a dozen witnesses with hazy testimony, or a signed agreement with definite terms may outweigh opinions or speculation about what the parties intended. Preponderance of the evidence is required in a civil case and is contrasted with

"beyond a reasonable doubt," which is the more severe test of evidence required to convict in a criminal trial. No matter what the definition stated in various legal opinions, the meaning is somewhat subjective.

Reasonable
adj., adv. in law, just, rational, appropriate, ordinary or usual in the circumstances. It may refer to care, cause, compensation, doubt (in a criminal trial), and a host of other actions or activities.

Summary Judgment
n. a court order ruling that no factual issues remain to be tried and therefore a cause of action or all causes of action in a complaint can be decided upon certain facts without trial. A summary judgment is based upon a motion by one of the parties that contends that all necessary factual issues are settled or so one--sided they need not be tried. The motion is supported by declarations under oath, excerpts from depositions which are under oath, admissions of fact and other discovery, as well as a legal argument (points and authorities), that argue that there are no triable issues of fact and that the settled facts require a summary judgment for the moving party. The opposing party will respond by counter--declarations and legal arguments attempting to show that there are "triable issues of fact." If it is unclear whether there is a triable issue of fact in any cause of action, then summary judgment must be denied as to that cause of action. The theory behind the summary judgment process is to eliminate the need to try settled factual issues and to decide without trial one or more causes of action in the complaint. The pleading procedures are extremely technical and complicated and are particularly dangerous to the party against whom the motion is made.

Finding
n. the determination of a factual question vital (contributing) to a decision in a case by the trier of fact (jury or judge sitting without a jury) after a trial of a lawsuit, often referred to as findings of fact. A finding of fact is distinguished from a conclusion of law which is determined by the judge as the sole legal expert. Findings of fact and conclusions of law, need not be made if waived or not requested by the trial attorneys, leaving just the bare judgment in the case.

Standing
n. the right to file a lawsuit or file a petition under the circumstances. A plaintiff will have standing to sue in federal court if a) there is an actual controversy, b) a federal statute gives the federal court jurisdiction, and c) the parties are residents of different states or otherwise fit the constitutional requirements for federal court jurisdiction. A state court example: a trade association will have standing to file a petition for a writ of mandate to order a state government agency to enforce a regulation if the association represents businesses affected by the regulation, and it would be impractical for each business to file its own petition.

College of Education

Case Brief Example

Gauder v. Leckrone, W.D. WISCONSIN ,366 F. Supp. 2d 780

Facts:
During a University of Wisconsin--Madison sanctioned band trip, twenty--nine students violated the University of Wisconsin (UW) Band Regulations of Conduct to which they are held accountable too. Consequently, the band director, Michael Leckrone, imposed a collective fine of $1,200 on all band members and ordered their university records placed on hold until their individual fine of $41.38 was paid. However, the written regulations and policies do not indicate the implementation of fines for misconduct, but does indicate fines for violating their contract between the university and themselves regarding the use of their respective instruments, uniforms, and property damage that occurs while representing the band. The band members are told each semester that fines could be placed for misconduct that fails them to meet their behavioral expectations.

The plaintiff, David B. Gauder, was a part of the band in question and received the $41.38 fine imposed by Leckrone. The plaintiff, who was not one of the twenty--nine that violated the standards of conduct, refused to pay the fine and the hold on his university records was maintained by the registrar's office. The plaintiff's counsel wrote a letter to the university explaining the situation and in response the hold was removed, but the fine remained on the student's record. The plaintiff completed his course work in the school of business and participated in the graduation ceremony. However, for two months after his graduation, he was denied his certificate of graduation as well as an official transcript. He contends his right to substantive due process was violated since UWS 17 declares a disciplinary process entitling the student to a hearing, an impartial fact--finder, the right to counsel, and the right to call witnesses, was not upheld or followed.

Issues:
- Whether the imposition of a fine and the placement of an administrative hold on David Gauder was a violation of his right to substantive due process?
- Whether Michael Leckrone is entitled to qualified immunity?

Holding:
The Western District of Wisconsin declared the imposition of a fine and placing the student's records on hold was not a violation of procedural due process. Therefore, it becomes unnecessary to consider whether Michael Leckrone is entitled to qualified immunity.

Rationale:
In order for an individual's substantive due process to become violated the plaintiff must demonstrate conduct that shocks the conscience because it is unjustifiable by any government interest.

The plaintiff's arguments supporting his due process claim consists of two parts: Leckrone disregarded the university's established disciplinary process for violations of non--academic misconduct and that Leckrone imposed sanctions that were not authorized in writing that applied to the university or the band.

In order to determine if the substantive due process was violated, it must be determined that his procedural due process was violated. Procedural due process is violated through the deprivation of life, liberty or property. The property interest is enrollment and continued attendance. Since Gauder was able to continue his education and complete his degree, this property interest was not deprived. Another potential property deprived from the plaintiff was the

$41.38. Since the plaintiff did not part from the property, it was not deprived. However, the plaintiff was deprived of his transcript and certification of completion for two months due to the hold on his records from the fine.

Due process requires notice and opportunity for a hearing before college students may be expelled for misconduct and in this case the plaintiff was faced with a far less serious deprivation. The plaintiff received notice once the bad trip was over and Leckrone informed the band of the fine and the reasons behind the fines.

The plaintiff also had multiple opportunities, and took advantage, for a hearing the plaintiff's stated meetings with multiple administrators, who had the authority to overturn the fine and remove the hold, constitutes an informal hearing and provided an arena to present his case. Secondly, the plaintiff does not deny other band members were violating the expectations of conduct, that the fine was imposed to all band members as a consequence to this misconduct, or that the school has a legitimate interest in correcting misconduct poorly representing the university. It can be concluded that Leckrone had justification for fining all band members since they all share responsibility in maintaining the conduct and representation of the university.

Gauder was also aware of the reasons why Leckrone fined the band and received notice of the fine the day after the misconduct occurred.

Since the plaintiff held meetings to argue his position, received notice, established Leckrone's justification for fining all band members, no property was deprived, and the plaintiffs implication that the fine would be justified had it been written down defaults his claim of a violation to his substantive due process. Therefore, the question to qualified immunity does not need to be considered since it is not relevant nor needed to the defendant.

Implications for Practice:
The implications for practice regarding Gauder v. Leckrone concern due process. All students are entitled to certain rights, especially due process, which ensures a student's life, liberty, or property is not deprived. Students' enrollment is considered property; as a result, policies and punishments that jeopardize a student's education must abide by a procedural due process since an institution can deprive a student of his property. Other forms of property include money, transcripts, and degree. All students are entitled to receive notice and opportunity for a hearing, whether formal or informal, before college students may be expelled or formally deprived of life, liberty, or property. Therefore, students must receive notice as to why the punishment is occurring in a timely manner and justification for the discipline action.

HESA - 6177 - Theory and Assessment of Educational Environments

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	6177

Course Title* Theory and Assessment of Educational Environments

Course Type* Higher Education and Student Affairs

Catalog Course Description* The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Propose select theories and approaches that define and describe human environments. (ACPA/NASPA Competencies: SLD) 2. Compare and contrast different campus environments and the different effects on students (ACPA/NASPA Competencies: SLD, SJI) 3. Apply environmental theories to educational policies and practices (ACPA/NASPA Competencies: OHR, SLD) 4. Apply a variety of formal and informal techniques of campus environmental assessment. (ACPA/NASPA Competencies: AER) 5. Evaluate how different institutional types influence the different

environmental theories discussed within the course. (ACPA/NASPA
Competencies: OHR)

REQUIRED ATTACHMENTS

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

1.) Syllabus

**Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning
objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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

**If yes, what will
the fee be?*** na

Fee Justification

Routing Information

**Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out
correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a
new proposal will be required.**

Please refer to this document for additional information: UWG Shared Governance Procedures for
Modifications to Academic Degrees and Programs**.**

**If there are any questions or concerns regarding the routing of your proposal please contact
curriculog@westga.edu.**

**School/
Department*** Department of Communication Sciences and Professional Counseling

**Is this a School of
Nursing course?*** ◯ Yes ⦿ No

**Is this a College
of Education
course?*** ⦿ Yes ◯ No

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

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

College of Education

HESA 6177: Theory and Assessment of Educational Environments, Semester

Instructor Information

Instructor: Dena Kniess, Ph.D. (Salutation Dr. Kniess)
Class Meeting Time & Location: 2:00 – 4:30 p.m. Education Center 225
Office Location: 247 Education Annex
Telephone (direct): 678-839-6122
Telephone (department): 678-839-6567

Office/Online Hours:
Mondays, 11:00 a.m. – 1:30 p.m.
Tuesdays, 9:30 a.m. – 1 p.m.
Thursdays, 12:00 p.m. – 4:00 p.m.
Westga email: dkniess@westga.edu
Skype or Google+ name: Dena Kniess

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CSA Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

Credit Hours: 3

This course syllabi was adapted from the following:

Broido, E. (Fall 2007). [CSP 603 Assessing Educational Environments, Bowling Green State University, Bowling Green, OH].

Evans, N.J. & Ranero, J. (Fall 2007). [HG ED 577-1 College Environments and Cultures, Iowa State University, Ames, IA]

Linder, C. & Jones, G.M. (Spring 2014). [ECHD 7430 Campus Ecology, University of Georgia, Athens, GA].

Texts, Readings, and Instructional Resources

Required Text(s)

Strange, C., & Banning, J. (2015). *Designing for learning: Creating campus environments for student success.* San Francisco, CA: Jossey Bass.

Required Supplementary Readings
- *The Chronicle of Higher Education* – The University of West Georgia library subscribes to the online version of *The Chronicle.* It is accessible from any networked campus computer. Additionally, hard copies are kept in the library's periodicals department.

- *Inside Higher Ed***:** Sign-up for the **free** newsletter:
  http://www.insidehighered.com/newsletter/signup

*Additional readings will be posted on CourseDen.

Suggested Text(s)

ACPA & NASPA Professional Competencies

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Additional resource for APA: http://owl.english.purdue.edu/owl/resource/560/01/

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be face-to-face and in person. The class will be highly interactive and will feature a variety of methods to learn including panel discussions, group discussions, case studies, etc. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

Students will:
1. Propose select theories and approaches that define and describe human environments. **(ACPA/NASPA Competencies: SLD)**
2. Compare and contrast different campus environments and the different effects on students **(ACPA/NASPA Competencies: SLD, SJI)**
3. Apply environmental theories to educational policies and practices **(ACPA/NASPA Competencies: OHR, SLD)**
4. Apply a variety of formal and informal techniques of campus environmental assessment. **(ACPA/NASPA Competencies: AER)**
5. Evaluate how different institutional types influence the different environmental theories discussed within the course. **(ACPA/NASPA Competencies: OHR)**

Assignments

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

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
All of my assignments should be written in a formal academic tone regardless of assignment type. For example, reflection papers may include first person, but common speak and colloquial statements are not acceptable. **All assignments are to follow APA Guidelines, but do not need an abstract unless otherwise specified. All assignments have a page range that refers to pages of content**. **Title pages and references do not count in the page ranges. Should an assignment exceed the page range, the paper will be graded on the material already presented**.

Assignment 1:   Campus Tour & Reflection (10 points)

Within the first three weeks of the semester, you will take a campus tour through the UWG Admissions Office. I will provide a sign-up sheet for possible tour times in class. If you show up and there are additional people from this class there, please do not congregate on the tour – try your best

to have your own experience and observe the dynamics of students and families on the tour. After the tour, please reflect on what you noticed through your "campus ecology" lens. Some questions might include:

- What were the high points that the tour guide shared?
- What kinds of questions did prospective students and families have?
- How did the tour guide's description of the campus culture match with your experience at UWG?
- What were your general reactions to the experience?
- Who was included/represented in the tour? Who may have been excluded?
- How did taking this tour inform your work as a student affairs practitioner?

Write a three to four page reflection paper describing your experience with the tour. You may include some summary, but please *react* more than you *summarize*.

Point allocation:

Section	Points
Depth of reflection on tour experience	4
Discussion of insights related to your role as a student affairs educator	4
Overall coherence, writing structure, flow, APA	2
TOTAL	**10**

Course objectives: 1, 2, 4, 6

Assignment 2:   **Reflection Papers on Environmental Theory (4 @ 10 points each = 40 points)**

Students will write four reflection papers, each worth 10 points. Each reflection paper responds to the reading/class discussion on one aspect of the environmental framework presented by Strange and Banning (physical environment, human aggregate, organizational structure, constructed environments). Students are to evaluate 1) how the major concepts in each framework are reflected in the environment at their graduate assistantship, work environment, or internship site, and 2) the impact of those influences on people's (students', staff's, your own) behavior. The length of the reflection should be three to four pages in length. The reflection should incorporate central themes from the book, additional readings, and class discussion supported with examples from the site you choose (graduate assistantship, work site, or internship).

Point allocation:

Section	Points
Depth of reflection on environmental framework	4

Discussion of insights related to your graduate assistantship, work, or internship site	4
Overall coherence, writing structure, flow, APA	2
TOTAL	**10**

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

Assignment 3: **Institutional Type Electronic Presentation (15 points)**

The purpose of this assignment is to provide you an opportunity to explore a specific institutional type and you will create and record a presentation to share with your classmates to educate them about the institutional type you are assigned. The electronic presentation should be seven minutes or less and should cover the following topics:

- Mission/Scope
- History: What were the social, political, and legal issues that led to the establishment of institutional type?
- Demographics and/or facts, figures, statistics (i.e. general information)
- Trends/Hot Topics/Current Events affecting this institutional type

In addition to the presentation, you will post a one-page handout that includes the references used to create your presentation and two scholarly sources (NOT news articles or websites) related to this institutional type. The purpose of these additional sources is to provide a resource for your peers who may be interested in getting more information about the institutional type.

The presentation can be a voice-over PowerPoint, a YouTube video, a Pecha Kecha presentation (http://www.pechakucha.org/), podcast, or any other audio-visual representation. We will use these assignments as the course "readings" for the weeks we discuss institutional type.

Point allocation:

Section	Points
All required sections were included in appropriate depth in the video	8
Professionalism, quality, and creativity of video presentation	5
Required information in the handout	2
TOTAL	**15**

Course objectives: 2, 3, 5

Assignment 4 <mark>[TK20]</mark>: Campus Population Project (Paper 25 pts; Presentation 10 pts)

Throughout the course of the semester, in a groups of 3-4 of your peers, will work to become familiar with the experiences of a group of students of which you are not a part. The purpose of this assignment is to allow you to explore ways members of a group may experience campus environments and to consider your own privileges and experiences with campus environments. In order to get the most out of this assignment, I recommend you choose a group of students you have not explored in another class (i.e. Theories, Interpersonal, Foundations, etc.). Some populations you may choose from include, but are not limited to, the following:

- Activist students
- Bi/Multi-racial students
- ESL students
- First-generation students
- Fraternity/Sorority Members
- GLB students
- Independent students
- International students
- Non-Christian students (choose a particular religious identity)
- Non-traditionally aged students
- Online students
- Parents as students
- Student athletes
- Students of Color (choose a particular population)
- Students with Autism/Asperger's
- Students with learning disabilities
- Students with mental health concerns (depression, bipolar, anxiety, etc.)
- Students with physical disabilities
- Students with substance abuse concerns
- Transgender students
- Undocumented students
- Veteran students

Learn about the experiences of this group in any way you feel is most appropriate. Learning activities might include, but are not limited, to the following:
- Reading research about the experiences of the group on the college campus – particularly, but not exclusively, student affairs journals and books.

- Attend conference presentations relating to this group's experiences.
- Attend lectures on topics relevant to the group.
- Explore web sites and listservs relating to this group.
- Attend social events sponsored by the group.
- Interview professionals who work with members of the group.
- Read biographies or autobiographies of members of the group.
- See movies or videos about the group.
- Talk to students who are members of the population.
- Complete a walking tour of campus, viewing it from the perspective of someone from the group you are studying.

This assignment is designed to be an ongoing project throughout the semester, **NOT** a one-time activity. Your report on this project will consist of two assignments. The first assignment is a reflection paper synthesizing what you have learned from this assignment, noting what you have learned about the experiences of the group you have studied, what have you learned about yourself in relation to the group you studied, and how these new understandings will shape your work in student affairs. In particular, relate what you have learned to the theoretical material in Strange and Banning's (2015) book and other material we have read this semester, including appropriate references to the literature. Include a list of the learning experiences in which you engaged and the dates of each experience. This paper also needs to be submitted to TK20 for assessment at the same time that you submit it for the class or you will receive a **ZERO** for the assignment.

Please use the following questions to guide your work in this assignment:
- What is the history of this group in higher education in the US?
- What conditions (social, legal, political, etc.) have surrounded major changes in this group's access to higher education?
- What are concerns of the members of this group on campus regarding their experiences?
- What is being done to address those concerns?

Point allocation:

Section	Points
Historical overview of group in higher education	5
Review of the literature on group's conditions in higher education	5
Concerns of group on campus (including activities)	8
Recommendations and suggestions to address group's concerns	4
Overall coherence, flow, and technical writing	3
TOTAL	**25**

The second part of this assignment is a group presentation where you can educate your peers about the experiences of the campus population you selected and to continue to refine your presentation skills. Each group will have 20 minutes to share the results of your study with the class. I recommend you spend the majority of the time in your

presentation on the concerns of the group you studied, and recommendations (including your connection to your literature and course materials). Be creative! This is an excellent opportunity to explore a variety of presentation methods – you can use video, Prezi, Pecha Kucha, or something we have not thought of yet!

Point allocation:

Section	Points
Clarity of presentation: • Brief overview of group (including intro and activities; maximum of one slide each!) (1 pt.) • Summary of recommendations (including quotes, pictures, or additional supporting evidence from activities) (2 pts.) • Discussion (including integration of your lit review and course materials) (2 pts.) • Recommendations for practice (2 pts.)	7
Creativity of presentation (visual aids, etc.)	2
Professionalism (i.e. transitions are smooth, no technical glitches, each group member contributes, etc.)	1
TOTAL	**10**

Course Objectives: 1 - 6

Evaluation Procedures

Assignment	Objectives	Points	Assessment Tools	Submit Via	Due Date
Campus Tour & Reflection	1, 2, 4, 6	10	Rubric	CourseDen	January 29 @ 1:59 PM
Reflection Paper	1, 2, 3, 4, 6	4 @ 10 pts. Each (40)	Rubric	CourseDen	February 5, 12, 19, 26 @ 1:59 PM
Institutional Type Electronic Presentation	2, 3, 5	15	Rubric	CourseDen Discussion Board	March 12 @ 1:59 PM
Campus Population Paper	1 – 6	25	Rubric	CourseDen, TK20	April 16 @ 1:59 PM
Campus Population Presentation	1-9	10	Rubric	Class	April 23 & April 30
Total		**100**			

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty Policy:

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 or presenting another's work as their own; this includes improperly cited materials. **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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program**.

Attendance Policy:

Attendance is expected in a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester. Usually, these absences are applied to professional conference attendance or other work related travel, but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity) you will be deducted a standard 3% off of your overall course grade per day missed.

Cell phones & Electronic Equipment:

The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not**

accepted in this class. If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate studies includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class and may result in a deduction of participation points.

Class Handouts:

Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class Organization:

This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Extra Credit: There **will not be any extra credit** offered for this class.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Quality of Work:

This is a master's level course; therefore, your work should be master's level quality. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

Participation Policy:

I appreciate a collaborative classroom and a shared learning experience. This approach means reading and preparing prior to class, sharing and respecting each other's ideas, taking risks to share thoughts and ideas that may still need shaping, and genuinely listening to each other. Hold yourself and your classmates to high expectations, and come prepared to learn. It will be important to keep up with the reading assignments and be prepared to discuss and apply them.

To get the most from your readings, actively read the material assigned. Active reading means that for each reading you will: list the points you think are important, identify the questions you have, write down the inconsistencies you find, and be ready to discuss the connections with your

previous reading and experiences. The quality of our discussion depends on your understanding of the class readings.

Consider the following as you prepare for class:
- What are the most important ideas and issues raised in the readings?
- What surprises me? With what do I agree or disagree with, and why?
- What questions do I have as a result?
- How can I use these readings to further my development as a future student affairs professional?

Responsible participation means that you have read and thought about the topic for the week before you come to class, you take responsibility for your comments, and you do your part to cultivate a shared learning environment. Classroom discussion is not a contest where the one who speaks first or most frequently wins the most points.

Professional Conduct:
At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a place where we can discuss practical issues openly and confidentially.

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. I will send emails through your student email account and post in the Announcements section on CourseDen.

Rights of Reservation:
Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time.

TENTATIVE CLASS OUTLINE

January 8:   Class introduction; Syllabus; Learning Community Expectations

Reading:
Magolda, P. M. (2001). What our rituals tell us about community on campus: A look at the campus tour. *About Campus, 5*(6), 2-8.

Bring to class an artifact or campus ritual from your undergraduate institution to talk about.

January 15:   Foundational Theories

Reading:
Astin, A. W., & Antonio, A. L. (2012). A conceptual model for assessment. In *Assessment for excellence, 2nd ed*., (pp. 17-39). Lanham, MD: Rowman & Littlefield Publishers, Inc.
Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40*(5), 518-29.
Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *Review of Higher Education*, 21, 279-302. Retrieved http://muse.jhu.edu/journals/review_of_higher_education/v021/21.3hurtado.html.
Renn K. A., & Arnold, K. D. (2003). Reconceptualizing research on college student peer culture. *The Journal of Higher Education, 74*(3), 261-291.

January 22:   The Physical Environment

*Reading***:**
Strange & Banning, Chapter 1
Brown, G. & Devlin, A. S. (2003). Vandalism: Environmental and social factors. *Journal of College Student Development, 44*(4), 502-16. doi: 10.1353/csd.2003.0037.
Spooner, D. (2011). Ten minutes wide: Human walking capacities and the experiential quality of campus design. *Planning for Higher Education, 39*(4), 11-22.
Wang, M. (2013, November 11). On 'country club campuses': A public university ex-president shares his second thoughts. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/11/11/country-club-campuses_n_4255806.html?utm_hp_ref=tw.

January 29:   The Human Aggregate Environment

Reading:
Strange & Banning, Chapter 2
Dugan, J. P. (2013). Patterns in group involvement experiences during college: Identifying a taxonomy. *Journal of College Student Development, 54*(3), 229-245.
Nuñez, A. (2011). Counterspaces and connections in college transitions: First-generation Latino students' perspectives on Chicano studies. *Journal of College Student Development, 52*(6), 639-655.
Due: *Campus Tour Reflection*

Completed MBTI Assessment from Career Services for activity next week

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February 5:   The Organizational Environment

Reading:
Strange & Banning, Chapter 3

Grasgreen, A. (2013, November 12). Educating the whole athlete. Retrieved from
http://www.insidehighered.com/news/2013/11/12/georgetown-takes-comprehensive-approach-athlete-development.

Kezar, A. J., & Kinzie, J. (2006). Examining the ways institutions create student engagement: The role of mission. *Journal of College Student Development, 47*(2), 149-172. doi: 10.1353/csd.2006.0018

Vacarro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice, 49*(4), 429-446. doi:10.1515/jsarp-2012-6473

Due: ***Reflection Paper – The Physical Environment***

February 12: The Constructed Environment

Reading:
Strange & Banning, Chapter 4

Garcia, G. A., Johnston, M. P., Garibay, J. C., Herrera, F. A., Giraldo, L. G. (2011). When parties become racialized: Deconstructing racially themed parties. *Journal of Student Affairs Research and Practice, 48*(1), 5-21. doi: 10.2202/1949-6605.6194

Hoover, E. (2013, October 22). Who says college admissions isn't entertaining? The Chronicle of Higher Education. Admissions & Financial Aid Videos,
http://chronicle.com/blogs/headcount/who-says-college-admissions-isnt-entertaining/37087?cid=at&utm_source=at&utm_medium=en.

Kuh, G. D., & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report Series, No. 1. Washington, DC: Association for the Study of Higher Education. ****(Read pp 25-43)**

Due: ***Reflection Paper – The Human Aggregate Environment***

February 19: Designing Campus Environments that Foster Student Learning & Success (part 1)

Reading:
Strange & Banning, Chapters 5 & 6

Due: ***Reflection Paper – The Organizational Environment***

February 26: Designing Campus Environments that Foster Student Learning & Success (part 2)

Reading:
Strange & Banning, Chapters 7 & 8

Ahlquist, J. (2013, October 22). Student affairs leadership online: 8 guidelines for social media use. [Web log post]. Retrieved from http://josieahlquist.com/2013/10/22/student-affairs-leadership-online-8-guidelines-for-sapro-social-media-usage/.

Howard, J. (2013, September 23). Worried about message, colleges scrutinize social media. Retrieved from http://chronicle.com/article/Worried-About-Message/141773/.

LaRiviere, K., Snider, J., Stromberg, A., O'Meara, K. (2012). Protest: Critical lessons of using digital media for social change. *About Campus, 17*(3), 10-17. doi: 10.1002/abc.21081

Warner, J. (2013, July 10). Rethinking Twitter in the classroom. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/blogs/just-visiting/re-thinking-twitter-classroom>

Due: ***Reflection Paper – The Constructed Environment***

March 5:   Assessing Campus Environments

Reading:
Strange & Banning, Chapter 9
Guest: Dr. Scot Lingrell, Vice President for Student Affairs and Enrollment Management

March 12: NASPA Conference Los Angeles, CA – No Class
Due: ***Upload Institutional Type Electronic Presentation to D2L***

March 19: SPRING BREAK – No Class

March 26:   Liberal Arts Colleges, Religiously-Affiliated Colleges

Reading:
Hirt, Chapters 2-3
Review Institutional Type Electronic Presentations on D2L

April 2:   Women's Colleges, Historically Black Colleges and Universities

Reading:
Hirt, Chapters 6
Review Institutional Type Electronic Presentations on D2L

April 9:   Community Colleges, Hispanic Serving Institutions

Reading:
Hirt, Chapters 7-8
Review Institutional Type Electronic Presentations on D2L

April 16:   Group Work Time – Campus Population Presentations

Due: Campus Population Paper – D2L & TK20

April 23:   Half of Campus Population Presentations

April 30:   Half of Campus Population Presentations

Additional Support Information

Technical Support

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

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 6178 - The American College Student

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* HESA	**Course Number*** 6178

Course Title* The American College Student

Course Type* Higher Education and Student Affairs

Catalog Course Description* This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs *	3

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.** *	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status *	● Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading** *	Graduate Standard Letter

Type of Delivery (Select all that apply) *	☑ Carrollton or Newnan Campus: Face-to-Face
	☐ Entirely Online
	☐ Hybrid
	☐ Fully Online

Justification and Assessment

What is the rationale for adding this course? *	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes *	1) Identify historical and contemporary views of college students. 2) Analyze the literature related to the effects of college on students and society. 3) Apply research and practice related to retention, progression, and graduation. 4) Identify student subcultures, examine projected student demographics and characteristics, and evaluate how that will influence their future work. 5) Apply student development theory to students' experiences as it relates to subcultures of the American College Student.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ⦾ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ⦾ No

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

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

HESA 6178: The American College Student

*Instructor Information

Instructor: Sarah Jones

Telephone (department): 678-839-6567

Class Meeting Time & Location:
Wednesdays 2:30-5:00
Education Center: TBD

Online Hours: Mondays, Wednesdays, and Thursdays 11 AM- 2:30 PM and by appointment

Office Location: Education Annex 253

Westga email: sejones@westga.edu

Telephone (direct): 678-839-3935

Skype or Google+ name

*Support for Courses

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

CourseDen D2L Home Page

678-839-6280

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

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

24/7/365 D2L Help Center
Call 1-855-772-0423

counseling@westga.edu

University Bookstore

Student Services

Center for Academic Success

College of Education Vision

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

College of Education Mission

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

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

Course Information
Course Description
This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)
American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Harper, S.R. & Quaye, S.J. (Eds.). (2015). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (2nd ed.). New York: Routledge.

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction
Instruction in this course will be delivered through face to face class sessions and approximately > 20% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

The student will:

1) Identify historical and contemporary views of college students.
2) Analyze the literature related to the effects of college on students and society.
3) Apply research and practice related to retention, progression, and graduation.
4) Identify student subcultures, examine projected student demographics and characteristics, and evaluate how that will influence their future work.
5) Apply student development theory to students' experiences as it relates to subcultures of the American College Student.

Assignments

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

Ongoing Assignments:
Preparation, Attendance, Journals, and Participation
Identity Reflection Presentation
Identity Curator Activity

Assignments:
Unconscious Bias 8/21 (CourseDen 11:59 pm)
Practitioner Interview 9/11 (CourseDen 11:59 pm)
College Students Diverse Populations 12/4 (CourseDen 11:59 pm)

Preparation, Attendance, Journals, and Participation (15 points): ON GOING
The metrics and rubric for Preparation, Attendance, and Participation in this course will be determined by you all as a group on the first day of this course. After we collectively agree on the metrics, you will set goals for yourself (via discussion post), and then evaluate yourself at the end of the semester based on your goals and the designed rubric. The results of your personal evaluation (and my notes) will be utilized as heavy influences in your grade in this area.
Journals due in Course Den by 11:59 pm on 8/28; 9/19; 10/10; 10/30; 11/27

Identity Reflection Presentation **(IRP) (20 Points):** ON GOING An important factor for understanding American College Students is understanding our identity as it pertains to our undergraduate experience. We all identify with certain subcultures, some more than others. For example, I identify as gay, White, female, middle class. The purpose of this assignment is to have you reflect on your undergraduate experience and personal identities. This is similar to the Model of Multiple Dimensions Identity that you discussed in Student Development Theory. **After you have identified the identities you're comfortable sharing**, You can (but do not have to) use a PowerPoint, Video, Photo Slideshow, Monologue Performance, etc. You can be as

creative as you want as long as you provide the pertinent information in 10-15 minutes. This is an ambiguous assignment because I want you to determine what is most significant to talk about for you. As student affairs professionals you will be faced in many situations where you may want your students to share something vulnerable about their lives. This assignment is a small experiential snapshot into this similar experience. Some areas to consider are:

• What did it mean to identify as X(s) to me during undergrad?
• How did identifying as X (s) evolve during my undergraduate career?
• What privileges and/or challenges did I have because I was perceived to be X (s)?
• How does one of the developmental theories we have discussed help to explain your undergraduate experience? Your reflection should be 10-15 minutes. I want this to be a genuine representation/expression of you, your identity during your undergraduate career, and how you interpret it. For this assignment, identity is defined in the context of social identity, racial identity, sexual orientation, and cultural identity. There is no correct or incorrect presentation about your experiences only honest presentations. My expectation is being sincere about who you are in your presentation about your experiences. Each class we will have opportunity for three people to present their identity reflection. **Everyone must sign up for their presentations on the first day of class.**

Unconscious Bias Assignment (10 points) DUE 8/21 in Course Den @ 11:59 pm

• A valuable aspect of working with students from diverse backgrounds is understanding their lived experiences. We all have our own unique backgrounds, and will bring our perspectives to our functional areas. Identifying and becoming aware of our biases is invaluable not only in working with students, but also in working with other professionals. The purpose of this assignment is for you to identify your biases by taking the Harvard Implicit Association Test (IAT) at https://implicit.harvard.edu/implicit/takeatest.html. **Out of the 15 IAT's you are required to take five. Out of the five IAT's you must take: Disability, Race, Gender, and Sexuality IAT. The fifth IAT is your choice.** Once you have completed the IAT's write a two-page reflection paper discussing the following:
• What are your current biases? • What are your thoughts and feelings about the identified biases? • What are some potential ways that you envision cultivating a plan of action in managing, working with, and or dealing with your biases? The intention of this paper is for you to organize a reflection paper that clearly articulates your thoughts and feelings around this experience in a collegiate manner. Please write the paper in APA format, and submit via CourseDen.

Identity Curator Activity (20 points) ON GOING

Each of you will select one podcast, book chapter, journal article, video, or some other piece of external material to prepare a 15-minute discussion that aligns with and supplements a pre-assigned unit in our course (e.g. women of color). Once you have selected your material, you will distribute it (and a completed info to your classmates one week in advance (via email) of your chosen discussion date. Two or three of you will facilitate each week. I am comfortable with you collaborating, as long as each submits separate external sources for our review. If you work together, please understand that you will have a full 45-minutes of discussion to cover as a pair.

Practitioner Interview—Diverse Populations (15 points) <mark>DUE 9/11 in Course Den @ 11:59pm</mark>

For this assignment, you will interview a student affairs professional OUTSIDE your assistantship to glean strategies to engage diverse populations. After conducting the interview, write a 4-5 page paper summarizing, critiquing, and reflecting on the interview.

Questions to consider:
1. To what extent do student affairs policies, programs, practices and budget priorities support diverse and/or minoritized populations?
2. To what degree do academic and student affairs offices, programs, and personnel collaborate to facilitate student success for marginalized populations? How do these practices generate equity?
3. To what extent and in what ways are safety nets and structures for students in difficulty available and used? How does this impact diverse populations?
4. In what ways and to what extent do transition programs welcome and affirm all newcomers?
5. In what ways and to what extent are diversity experiences infused in the curriculum and co- curriculum and/or professional practices?
6. To what degree are data used to inform and evaluate resource allocation decisions and policies and practices related to student success for diverse populations?
   From Whitt—Student Success in College
7. In what ways do you and/or your office challenge negative views of students from minoritized groups?
8. How do you and/or your office create/sustain partnerships across the institution? How does this impact the diverse population of students you serve?
9. What spaces, if any, has your office created for students from minoritized groups?
10. How do you recognize, affirm and alleviate the educational value of diversity?

*Please note that it is NOT necessary to ask all of these questions or any of them—the point of the assignment is to glean strategies to engage diverse populations. In your reflective paper (5 pages maximum), summarize your interview, highlight the most important information, critique what you heard, compare these experiences with your own, and reflect on the ways SAP can impact retention, progression, and graduation of diverse populations/minoritized students.

College Student Diverse Populations Project (20 Points) <mark>FINAL PAPER DUE 12/4 @ 11:59 pm IN COURSEDEN</mark>

- Your College Student Diverse Populations Paper has three component parts: 1) an identity drawn at random from those we have discussed in class, 2) a functional area drawn at random from those we discussed in foundations last fall, and 3) a student development theory of your choice.
- Your task to help develop a student(s) with your assigned identity, using your chosen student development theory, within your assigned functional area. You can use a program, intervention, or whatever you think might be best to aid your students. The key is to use your chosen theory to frame exactly how you think your program will help students to grow.
- There are two products to this assignment. The first is an APA style paper explaining the intersection of your assigned identity, functional area, and chosen theory. To conclude your paper, you must articulate how your identity, biases, or worldviews might play a role in your chosen intervention. **The paper is to be between 4 - 5 full pages of content.** The second product is up to you. Using creativity and your administrative wherewithal, develop at least three supplemental materials for your idea. These could be posters, budgets, mock tweets, videos, or anything else that you think might help to make your idea "real". Think carefully about what materials you think might help or market help to your chosen identities and have fun with it!
- **Please be sure you submit this paper to TK20 and CourseDen in order to receive full credit.**

Grading Information and Policy
Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies
Quality of Work: This is a graduate level course; therefore, the level of work should represent the level of the course. There will be reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable that falls outside of the rubric. The rubric is a guide, but if an assignment is far below the standards of the rubric, the instructor can alter the grade to reflect the

quality of work.

Technology Needs: This class will require some technology application such as creating videos using PowerPoint. I will provide you resources to help complete these assignments; however, there is a level of expectation that students will learn these new skills to complete the course. **TK20: Failure to submit the student diversity paper to TK20 will result in an F for the class.**

Attendance Policy:

Attendance is expected at a graduate level course. If you are t miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester Usually, these absences are applied to professional conference attendance or other work related travel, but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity), you will be deducted a standard 3% off of your overall course grade per day missed.

Extra Credit:
There will not be opportunities for extra credit in this course. You do have an opportunity to resubmitted ONE assignment that was submitted on time, however, you must speak to me about this opportunity before you redo/resubmit. In this process, you can earn up to half of the points you lost with the original assignment. Note, assignments that were not completed on time are not eligible for a resubmit.

Late Work:

10% of your total grade will be deducted each day your assignment is late.

Professional Conduct:

At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone maintains a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

UWG 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. There is a chance that written work will be uploaded into Turn It In, where software checks for areas of plagiarism. Plagiarism occurs when a **student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas, words, or information obtained from another person without giving proper credit to that person or source, including, but not limited to, providing quotation marks, page numbers, or other standards outlined by APA.**

Additionally, plagiarism occurs if a student uses words form a website in any form without giving proper credit. 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 as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

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.. 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.

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

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

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

Communication Rules
Student Email Policy: 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.** I will send emails through CourseDen occasionally, but I prefer communication

through my westga.edu email to your student email account. Please be sure to check your student email account. If you would like to forward your student email account, please contact ITS for instructions. Because of the influx of emails that I receive I recommend writing your course number and or class in the subject line to help me respond to your email. I am teaching multiple classes, and attend to many responsibilities on campus. I please ask that you allow for a window of 24 business hours for me to respond to your email(s). **To protect your privacy as a student, I do not correspond with students via Facebook messages, Twitter, etc. I ask that you please refrain from emailing me through that mode of communication.**

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

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

Expected Response Times
I will make every effort to return emails within 24 business hours and graded assignments within 7-10 days. However, the amount of feedback required may extend that time.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1	8/15	8/21	In class: Read: Harper & Quaye – Ch. 1, Making Engagement Equitable for Students in U.S. Higher Education In class: Assign dates for *Identity Curator Activity* and *Identity Reflection Presentation*	

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
2	8/22	8/28	Preparation for Session: Read: Harper & Quaye – Ch. 10, Engaging Undergraduate Women and Men [CourseDen] Read: Haber-Curran & Linder – Ch. 8, Women in College: Environments and Identities [CourseDen] {Clubs}* Read: Tillapaugh – Ch. 9, Today's College Men: Challenges, Issues, and Successes [CourseDen] {Diamonds} * In class: Assign identities and functional areas for ***College Student Diverse Populations Project*** *Only half of the class will read each. Groups will be divided on 8/9* Identity Reflections	Unconscious Bias Assignment & Paper Due in CourseDen by 8/21 @ 11:59 pm
3	8/29	9/4	Preparation for Session: Read: Harper & Quaye – Ch. 2, Identity Reflections	Identity Reflection Journal Entry (1) in Course Den by 8/28 @ 11:59 pm
4	9/5	9/11	Read: Harper & Quaye – Ch. 3, Engaging Undergraduate Women of Color Identity Reflections Identity Curator	
5	9/12	9/18	Read: Harper & Quaye – Ch. 3, Engaging College Men of Color Identity Reflections Identity Curator	Practitioner Interview 9/11@ 11:59 pm

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
6	9/19	9/25	COURSE DEN MODULE: ONLINE CLASS Read: Minthorn & Shotton – Ch. 3, Native Amercian Students in Higher Education [CourseDen] * Read: Wadhwani – Ch. 5, Today's Asian Indian College Students [CourseDen]*	Journal Entry (2) Due in Course Den by 9/18 @11:59pm Module completed by 9/25 @ 11:59 pm; including discussion posts
7	9/26	10/2	Read: Harper & Quaye – Ch. 6, Engaging Multiracial College Students Identity Curator	
8	10/3	10/9	Read: Harper & Quaye – Ch. 7, Engaging International Students Identity Curator	Topic, + 1 article due in Course Den by 10/2 @ 11:59 pm
9	10/10	10/16	Read: Harper & Quaye – Ch. 8, Engaging Lesbian, Gay, and Bisexual Students Identity Curator	Journal Entry (3) due in Course Den by 10/9 @ 11:59 pm
10	10/17	10/23	Read: Harper & Quaye – Ch. 9, Engaging Trans* Students Identity Curator	

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
11	10/24	10/30	Read: Harper & Quaye – Ch.11, Engaging Religious Minority Students Identity Curator	Outline + 2 additional articles due in Course Den by 10/23 @ 11:59 pm
12	10/31	11/6	Read: Harper & Quaye – Ch. 12, Engaging Students with Disabilities Identity Curator	Journal (4) due in Course Den by 10/30 @ 11:59 pm
13	11/7	11/13	Read: Harper & Quaye – Ch. 13, Engaging Student Athletes Identity Curator	
14	11/14	11/20	Read: Harper & Quaye – Ch. 14, Engaging Homeless Students in College Read: Harper & Quaye – Ch. 15, Engaging Low-Income Students Identity Curator	Article for final paper due Course Den by 11/13 @ 11:59 pm
15	11/21	11/27	No Class	Thanksgiving break
16	11/28	12/4	Read: Harper & Quaye – Ch. 20, Engaging Student Veterans Inside and Outside of the Classroom Identity Curator	Journal (5) due in Course Den by 11/27 @ 11:59 pm
17	12/5	12/11	Read: Renn & Reason – Ch. 10, Serving College Students in the United States, Today and Tomorrow [CourseDen] Read: Mayhew, Rockenbach, Bowman,	College Student Diverse Population Project due

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
			Seifert, & Wolniak – Ch. 10, How College Affects Students [CourseDen] Identity Curator	in Course Den 12/4 @ 11:59 pm

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

Additional Support Information
Technical Support
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at Technology Requirements.

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

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

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

Full URL Support for Courses

UNIVERSITY of West Georgia | College of Education

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **The Office of Accessibility Services**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 6179 - Capstone Seminar: Student Affairs

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	6179

Course Title*	Capstone Seminar: Student Affairs

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Identify the intersection of personal and professional lives for student affairs professionals. 2. Design a professional development plan. 3. Identify strengths and weaknesses as a leader and identify opportunities to develop leadership skills. 4. Apply knowledge acquired from the program to their professional practice

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ◯ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ◯ No

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

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

University of West Georgia | College of Education

HESA 6179: Capstone Seminar in Student Affairs, Semester

Instructor Information

Instructor: Dena Kniess, Ph.D.
(Salutation Dr. Kniess)
Class Meeting Time & Location: 2:00 –
4:30 p.m. Education Center 200
Office Location: 247 Education Annex
Telephone (direct): 678-839-6122
Telephone (department): 678-839-6567

Office/Online Hours:
Mondays, 11:00 a.m. – 1:30 p.m.
Tuesdays, 9:30 a.m. – 1 p.m.
Thursdays, 12:00 p.m. – 4:00 p.m.
Westga email: dkniess@westga.edu
Skype or Google+ name: Dena Kniess

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and

CSA Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

Credit Hours: 3

This course syllabi was adapted from the following:

Varga, M. (Spring 2015). [CEPD 6179 Capstone Seminar in Student Affairs, University of West Georgia, Carrollton, GA].

Texts, Readings, and Instructional Resources

Required Text(s)

Magolda, P., & Carnaghi, J. (2014). *Job 2.0: Understanding the next generation of student affairs professionals* (2nd ed.). Lanham, MD: University Press of America. (Available online at UWG's Library).

Required Supplementary Readings

*Additional readings will be posted on CourseDen.

Suggested Text(s)

ACPA & NASPA Professional Competencies

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Additional resource for APA: http://owl.english.purdue.edu/owl/resource/560/01/

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be face-to-face and in person. The class will be highly interactive and will feature a variety of methods to learn including panel discussions, group discussions, mock interviews, etc. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

ACPA/NASPA Competencies

This course will address the **ACPA/NASPA Personal and Ethical Foundations (PEF)** Competency area, with a particular emphasis on:

1. Identify the intersection of personal and professional lives for student affairs professionals.
2. Design a professional development plan.
3. Identify strengths and weaknesses as a leader and identify opportunities to develop leadership skills.
4. Apply knowledge acquired from the program to their professional practice

Learning Outcomes

Students will:

1. Reflect on their graduate experience as a foundation for their future career;
2. Engage in career/life planning and develop effective job searching skills;
3. Further develop the skills necessary to be successful as student affairs professionals in the next stage of their careers;
4. Engage in meaningful conversations with colleagues about books important to the profession.

Assignments

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

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
All of my assignments should be written in a formal academic tone regardless of assignment type. For example, reflection papers may include first person, but common speak and colloquial statements are not acceptable. **All assignments are to follow APA Guidelines (unless otherwise specified), but do not need an abstract unless otherwise specified. All assignments have a page range that refers to pages of content**. **Title pages and references do not count in the page ranges. Should an assignment exceed the page range, the paper will be graded on the material already presented**.

Assignment 1:   Professional Self-Assessment (15 points)

Based on the course readings, self-assessment instruments, and class sessions, develop a reflective essay about the professional skills, abilities, and attitudes you would (1) bring to the two professional job descriptions in student affairs, and (2) those professional skills, abilities, and attitudes that you perceive you need to develop or improve in those areas. With

respect to the later, indicate what you might do to develop them. No one is perfect, and there is always something we can improve upon to make ourselves a more viable candidate.

The essay needs to be well-written, but does not need to be in APA format. The paper should be between 5 and 7 pages of content. Failure to meet the page minimum will result in a 0 and must be redone for credit. The purpose is for meaningful reflection that will help you on your job search.

Point allocation:

Section	Points
Articulation of skills, abilities, and attitudes brought to a position	5
Depth of reflection on skills, abilities, and attitudes to develop	5
Overall coherence, writing structure, flow	5
TOTAL	**15**

Course objectives: 1 - 3

Assignment 2:   **Applying for a job (3 @ 10 points each = 30 points)**
On the first day of class, students are to submit two job descriptions that are from two different institutions. These job descriptions will serve as the basis for the class and applications. The job descriptions will also be used to develop a resume and cover letter. Each cover letter and resume should be different and specifically tailored to the job for which you are applying. You will also conduct a virtual/Skype interview through the Office of Career Services at UWG. The evaluation for this job will be in three forms: phone interview offered, phone interview possible pending other candidates, and decline to interview. **Decline to interview is considered failing, and a 1 – 2 page reflection on how the resume and cover letter can be improved to ensure you receive a phone interview. The reflection will need to be submitted one week after the paper is returned**.

Course objectives: 2 & 3

Assignment 3:   **Presentation (20 points)**
At the end of class, two to three students will be offered an "on campus interview," where they will have to present on a specific topic relevant to their job description. Students should be aware that at any point, something could go wrong (e.g. computer doesn't work, internet isn't available, etc.) and should prepare accordingly. Unforeseen events will not excuse or serve as a determining factor for the presentation.

Each student will receive a topic, received from practitioners in the field, relevant to one of the two job descriptions provided at the beginning of the semester. The presentation will differ per student and may be a 20 minute presentation to 30 minute presentation. The presentation should incorporate the institution provided in the job description. The presentation should be specific to the presentation topic. The presentation should include audience participation, institutional facts, current practices, theory (if applicable). The evaluation will consist of three forms: a job offer, hirable, and decline to offer position. A job offer and hirable are considered passing. **Decline to offer a position is considered failing, and a reflection of what should be done differently next time will be needed to receive a passing grade. The reflection will need to be submitted one week after the presentation**.

Course objectives: 1 - 3

Assignment 4 [TK20]: Student Affairs Leadership Design Project (Paper 25; Oral Presentation 10)

Individually, or with a partner(s), you are to plan and develop a new entity, e.g. department, division, office, or the like, or a substantive addition to something we do not currently have or do, and be prepared to develop and "sell" the proposal. You are responsible for researching and planning every aspect of the project from the need (rationale) for the project, to its location and physical layout, to the staffing and budget, to the evaluation of the project. In researching the plan, you may use whatever resources seem appropriate, including experienced individuals in the field. The plan must be realistic, respond to a need you can defend, be sensitive to the relationship between the cost and benefits to be derived, and creative, to the extent possible.

You are to present the project in (1) a written proposal, and (2) a brief formal, oral presentation to be made to visiting practicing student affairs administrators who will act as "judges" responsible for sanctioning or vetoing such a project.

The **Written Proposal** should address each of the following:
1. An explanation of the **need** for your proposed entity, the evidence you can provide in support of the need, and how your proposal addresses that need;
2. A description of the **programs and/or services** to be provided through the entity;
3. An **organizational plan** showing where the proposed entity fits within the existing organizational structure and rationale for its placement;
4. **Goals and job objectives** for the proposed entity;

5. A **staffing plan** including job titles, job description, and the justification for the position (what they will do);
6. Detailed **budgets**: Start-up and Annual;
7. **Evaluation plan** for determining the achievement of the objectives. The plan should involve multiple sources of data, timelines for the conduct of the evaluation, and a description of how the findings will be used.

Note: If the project is a joint/group effort, the specific contributions of each member of the group must be identified and affirmed.

Oral Presentation: You will be expected to make a 10 – 12 minute oral presentation to "sell" your project to decision makers of the institution. (Senior level student affairs practitioners will serve as the decision-makers/judges). Clearly, you will not be able to cover all aspects of your proposal in the presentation, and will have to make strategic decisions about what is most important to cover in your presentation. The presentation will be assessed in terms of the substance and creativity of the plan, the choices you have made about what to present, and the effectiveness and professionalism of the presentation.

Each presentation will be assessed by both the judges and the other members of the class. (Copies will be distributed at the time of presentations). In addition, the written and oral projects will be assessed by me in terms of fulfilling the requirements of the assignment as specified and the criteria identified above.
The paper should be submitted to TK20. Failure to do so will result in an unsatisfactory grade for the class.

Course objectives: 1 - 4

Evaluation Procedures

Assignment	Objectives	Points	Submit Via	Due Date
Professional Self-Assessment	1 – 3	15	CourseDen	January 16@ 1:59 PM
Applying for a job – Resume and cover letter & Skype interview	2 &3	3 @ 10 pts. Each (30)	CourseDen	January 23 @ 1:59 PM
Presentation	1 - 3	20	In class	Varies
Student Affairs Leadership Design Project	1 – 4	35	CourseDen, TK20	April 17 @ 1:59 PM
Total		**100**		

*FAILURE TO SUBMIT ASSIGNMENT DESIGNATED AS KEY ASSESSMENT THROUGH TK20 WINTHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.

Students will be graded using the following scale:
A = PASS – 80 – 100; FAIL – Less than 80 points

Course Policies

Academic Honesty Policy:

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 or presenting another's work as their own; this includes improperly cited materials. **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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program**.

Attendance Policy:

Attendance is expected in a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Each of you will get one, work related, excused absence per semester. Usually, these absences are applied to professional conference attendance or other work related travel, but I will consider applying them to other personal needs upon request. If you miss additional days of class throughout the semester (even for work related activity) you will be deducted a standard 3% off of your overall course grade per day missed.

Cell phones & Electronic Equipment:

The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate studies includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class and may result in a deduction of participation points.

Class Handouts:

Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class Organization:

This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Extra Credit: There **will not be any extra credit** offered for this class.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Quality of Work:

This is a master's level course; therefore, your work should be master's level quality. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

Participation Policy:

I appreciate a collaborative classroom and a shared learning experience. This approach means reading and preparing prior to class, sharing and respecting each other's ideas, taking risks to share thoughts and ideas that may still need shaping, and genuinely listening to each other. Hold yourself and your classmates to high expectations, and come prepared to learn. It will be important to keep up with the reading assignments and be prepared to discuss and apply them.

To get the most from your readings, actively read the material assigned. Active reading means that for each reading you will: list the points you think are important, identify the questions you have, write down the inconsistencies you find, and be ready to discuss the connections with your previous reading and experiences. The quality of our discussion depends on your understanding of the class readings.

Consider the following as you prepare for class:
- What are the most important ideas and issues raised in the readings?
- What surprises me? With what do I agree or disagree with, and why?
- What questions do I have as a result?
- How can I use these readings to further my development as a future student affairs professional?

Responsible participation means that you have read and thought about the topic for the week before you come to class, you take responsibility for your comments, and you do your part to cultivate a shared learning environment. Classroom discussion is not a contest where the one who speaks first or most frequently wins the most points.

Professional Conduct:

At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition and the job search process. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a place where we can discuss practical issues openly and confidentially.

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. I will send emails through your student email account and post in the Announcements section on CourseDen.

Rights of Reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time.

TENTATIVE CLASS OUTLINE

Class session	Class Activities/Topics	Reading Due	Assignments Due
January 9	Course expectations/overview	None	2 Job Descriptions
January 16	Let it begin	Ardoin – Ch. 3 & 8 (CourseDen)	Professional Self-Assessment
January 23	Job Search	Magolda & Carnaghi – Ch.2 Ardoin – Ch. 5 Jeff Brown, Dean of Students, American University	1 Cover Letter & Resume (4 presentations)
January 30	Mock interviews		Skype interview recording
February 6	Mock interviews		1 Cover Letter & Resume
February 13	**Week of comps**		
February 20	Career Planning & Professional Development	Magolda & Carnaghi – Ch. 8 Bill McDonald, Dean of Students, University of Georgia (2 – 2:45 p.m.)	(4 presentations)
February 27	Becoming a new professional: Retirement, Financial Planning, and Student Loans	Guest: Human Resources	(3 presentations)
March 6	Professional Etiquette		(3 presentations)
March 13	**NASPA/No Class**		
March 20	**Spring Break/No Class**		
March 27	Current Issues/NASPA Recap		(4 presentations)
April 3	Becoming a new professional: Political Climate	Magolda & Carnaghi – Ch. 9	

April 10	Becoming a new professional: Supervision and the first year	Magolda & Carnaghi – Ch. 4	
April 17	Student Leadership Presentations		Student Leadership Presentations
April 24	Student Leadership Presentations		Student Leadership Presentations

Additional Support Information

Technical Support

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

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu

- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administratio

- n/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php

- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 7145 - Advocacy and Leadership

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Summer

Desired Effective Year*	2020

Course Information

Course Prefix*	HESA

Course Number*	7145

Course Title*	Advocacy and Leadership

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources in higher education in order to affect change.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	2	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

| What is the rationale for adding this course?* | We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

The previous CEPD 7145 was written and taught for counselors. This course adjusts the course description and learning outcomes to reflect leadership and advocacy in higher education. |
| --- | --- |

Student Learning Outcomes*	1. Assess and develop their leadership profile through an experiential approach emphasizing the development of leadership skills and qualities (ACPA/NASPA Competencies – LEAD); 2. Examine, discuss, and demonstrate knowledge of the qualities of effective leaders as viewed from a variety of perspectives, in order to distinguish effective from non-effective leaders (ACPA/NASPA Competencies) 3. Identify and demonstrate knowledge of successful strategies and approaches for student/professional advocacy in public policy and other matters of quality and accessibility, including the role of the student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competences – VPH, LEAD) 4. Articulate principles of advocacy actions and leadership needed to address institutional and social barriers that impede access, equity, and success in higher education (ACPA/NASPA Competencies - LEAD; 5. Demonstrate sufficient knowledge and skills for being an effective leader and advocate both individually and in groups ACPA/NASPA Competencies - LEAD)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	Is this a College of Education course?*	⦿ Yes ◯ No

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

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

UNIVERSITY of West Georgia | College of Education

HESA 7145: Advocacy and Leadership, Semester

Class Meeting Time/Location	Online	Online Hours	By appointment
Instructor	Dr. Kniess	**Telephone**	678-839-6122
Office Location	Education Annex 247	**westga email**	dkniess@westga.edu
Office Hours	Tuesday: 11 – 3 Wednesday: 11 - 3	**Skype or Google+ username**	Skype: Dena Kniess

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources in higher education in order to affect change.

Credit Hours: 3

Required Text(s)

Komives, S.R., Wagner, W., & Associates (2017). *Leadership for a better word: Understanding the social change model of leadership development (2nd ed.)*. San Francisco, CA: Jossey-Bass.

Recommended Text

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: APA.

Additional Readings

Throughout the course of the semester, the instructor will assign readings via CourseDen in addition to the readings outlined in the class schedule.

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Approaches to Instruction

This course will be delivered 100% online. Instruction in this course is delivered through the use of online content, online discussions, readings, student presentations, videos, and library resources.

Course Objectives

Students will demonstrate a knowledge and understanding of the following:

1. Assess and develop their leadership profile through an experiential approach emphasizing the development of leadership skills and qualities (ACPA/NASPA Competencies – LEAD);
2. Examine, discuss, and demonstrate knowledge of the qualities of effective leaders as viewed from a variety of perspectives, in order to distinguish effective from non-effective leaders (ACPA/NASPA Competencies)
3. Identify and demonstrate knowledge of successful strategies and approaches for student/professional advocacy in public policy and other matters of quality and accessibility, including the role of the student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competences – VPH, LEAD)
4. Articulate principles of advocacy actions and leadership needed to address institutional and social barriers that impede access, equity, and success in higher education (ACPA/NASPA Competencies - LEAD;
5. Demonstrate sufficient knowledge and skills for being an effective leader and advocate both individually and in groups ACPA/NASPA Competencies - LEAD)

Assignments and Evaluation Procedures

Introduction and Identity Inquiry (I^2) (Due: 6/3 at 11:59 p.m. EST) (5 points)
Post an introduction underneath the introduction section of the Discussion Board. Introduce yourself, your program of study (College Student Affairs, Clinical Mental Health Counseling, School Counseling, or Public Administration). For this course, you will also focus on an Identity Inquiry (I^2) for an identity (race, ethnicity, gender, individual with a physical or learning disability) that you will use to frame your final Advocacy Plan. The prompt will be in the Course Introduction Discussion Board.

Discussion Board Posts (Due: on Tuesdays (IP) and Thursdays (EP) (4 @ 5 points each = 20 points Your initial post (IP) is worth 2 points and your engagement posts (EP) is worth 3 points)
An online course is dependent on your active and thoughtful participation in discussion boards. In fact, your engagement is so important that it's worth 20% of your overall course grade. Each week there will be <u>**two different**</u> **discussion posts** that you are required to complete.

1. **Initial Posts (IP) – by Tuesday nights at 11:59 p.m. EST (Due: 6/5, 6/19, 6/26, 7/10)**
   Initial Posts require you to synthesize and respond to the reading materials in the course. Each week there will be (1) be a new prompt set to encourage you to thoughtfully describe your reactions to the reading materials. At the conclusion of your Initial Post each week you should (2) pose a question that invites your peers into a conversation about the materials.
   - **Initial Posts** are due Tuesday evenings at 11:59 p.m.
   - **Initial Posts** should be labeled with your last name underscore "Initial" (e.g. **Kniess_Initial**)

2. **Engagement Posts (EP) – by Thursday nights at 11:59 p.m. EST (Due: 6/7, 6/21, 6/28, 7/12)**

From Tuesday evening to Thursday you will be asked to read AT LEAST three of your peers' initial posts. After reading three other posts, you should do your best to synthesize the thoughts of three of your classmates and then extend their line of thinking. **Engagement Posts** should be completed by Thursday at 11:59 p.m.

- Engagement Posts should be labeled with your last name underscore "Engagement" (i.e. **Kniess_Engagement**)
- When you reply to or reference a classmate's thoughts, be sure to include their name within the text of the reply. Addressing each other by name will help us build community among the group.
- Finally, Engagement Posts should be additive in nature. This means you should comment on something your classmate(s) have said and then add something to what they had to say to enrich the conversation rather than just saying, "I agree with what Erica, Brandon, etc." said.

Noted Advocate Video (Due: 6/10 @ 11:59 p.m. EST) (10 points)

You will each select a noted leader who shares the Identity Inquiry (I^2) anchor(s) that you chose this semester (e.g. race, ethnicity, gender, individuals with a physical or learning disability) OR someone who openly advocates for individuals who identify similarly to your I^2. Via any method you choose, I want you to make a five (5) minute video introducing your leader, their background, and what contributions they have made to help advocate for your chosen I^2 anchor(s). For example, you could voice over a PowerPoint using software like Camtasia. Presentations should be informative and can formatted in any way you wish. When you have completed your video, please upload a YouTube (or other viewable link) to the CourseDen Discussion Board Post labeled **"Noted Advocate"**.

Leadership Self-Assessment (Due: 6/17 @ 11:59 p.m. EST) (15 points)

Leaders constantly work to become more self-aware. With this in mind, each of you will take two personality self-assessments and use your findings to conceptualize your strengths and areas of growth as a leader.

a. **StrengthsFinder:** Each of you will take (or recall your results) the StrengthsQuest inventory. You will receive instructions on how to access the assessment via email. StrengthsQuest is fast becoming one of the most popular personality assessments in the world. Your results should shed some light on your five greatest strengths. Read the profiles for each of your strengths (and maybe save them for later).

b. **Myers-Briggs:** Each of you will also take (or recall your results) the Myers-Briggs personality assessment offered through the website (http://www.16personalities.com/). After completing the assessment read the profile about your personality carefully (maybe even save it for later reference).

After completing the two inventories submit an APA style paper that addresses the following **four** questions:

a. What are your strengths as a leader?
b. What did these inventories teach you about your personality as a future counselor or student affairs professional?
c. What do the inventories tell you about yourself as an advocate?
d. With this new information, how might you challenge yourself to grow as a leader?

Your paper should explicitly list your five strengths from StrengthsFinder and your four letter Myers-Briggs personality type (e.g. ENFP). Successful papers will have carefully addressed the prior questions in between 750 and 1,000 words. All papers should be submitted through CourseDen Dropbox. *Course Objectives 1, 4-5, 7.*

Advocacy Philosophy (Due: 7/1 at 11:59 p.m. EST) (10 points)
It is important that you think carefully about yourself as an advocate during this course. With that in mind, you should submit a short advocacy statement:

   a. A short (200 words or less Advocacy Philosophy that addresses what YOU, personally, believe it means to be an advocate. Your philosophy should be based on your personal beliefs and the materials we have read thus far in the course. *Course Objectives* 2-8.

Make sure you submit a redundant copy of your Advocacy Philosophy to the Discussion Board

Advocacy Statement of Purpose and Literature Review (Due: 7/8 at 11:59 p.m. EST) (20 points)
Review literature about challenges someone who identifies similarly to your chosen identity anchor(s) may face on a college campus, school, or community setting depending on your graduate program emphasis (College Student Affairs, Clinical Mental Health Counseling, School Counseling, or Public Administration). Choose one challenge to create an effective intervention for, outline that challenge, and support your claim with **at least five (5) peer reviewed journal articles/book chapters**. This paper should be completed in APA format and should be approximately 750 words.

Advocacy Plan (Due: 7/19 at 11:59 p.m. EST) (20 points)
Using your problem statement, you will develop a program or intervention that aids your chosen population based on identified needs and the literature review. Your paper should (1) describe the program/intervention is including the vision, goals, and objectives of the program/intervention, the purpose of the program/intervention, (2) make a clear argument as to how your program/intervention will benefit your chosen population, and (3) include the materials including the human resources (people or groups) needed to execute your program/intervention and the funds. This paper should be completed in APA format and should be at least 1000 words. Feel free to be creative and include photos or other artifacts that support your design. **[Please include your Advocacy Statement and Literature Review with your plan]**.

*All students must submit their full Advocacy Plan in BOTH CourseDen and TK20 by the date indicated on the schedule below. **"FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT".**

Evaluation Methods

Assignment	Points	Assessment Tool	Submit Via	Due Date
Introduction	5	Complete/Inc.	CourseDen	6/3 @ 11:59pm
Discussion Board Posts (IP & EP)	4@5	Rubric	CourseDen	DB #1 – IP 6/5; EP 6/7 DB #2 – IP 6/19; EP 6/21 DB #3 – IP 6/26; EP 6/28 DB #4 – IP 7/10; EP 7/12
Noted Advocate Video	10	Complete/Inc	CourseDen Discussion Post	6/10 @ 11:59pm
Leadership Self-Assessment	15	Assessment	CourseDen	6/17 @ 11:59pm
Advocacy Philosophy	10	Complete/Inc.	CourseDen	7/1 @ 11:59pm
Advocacy Statement of Purpose & Literature Review	20	Rubric	CourseDen	7/8 @ 11:59pm
Advocacy Plan	20	Rubric	CourseDen	7/19 @ 11:59pm
TOTAL	**100**			

Grading Policy:
This is a graduate-level course, and as such, all students are expected to demonstrate graduate-level understanding of the course material and to produce work that reflects high levels of professional ability and critical thinking.

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

Evaluation: Your final grade in the course is the weighted average of grades received on individual assignments.

A= Indicative of an exceptionally clear grasp of the concepts of the course with demonstrated ability to apply this knowledge. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style).

B = Papers and assignments are a good. It may reflect some weaknesses in grammar, APA, or application.

Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

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, words, or information obtained from another person without giving credit to that person or source.** Additionally, plagiarism occurs if a student uses words form a website in any form without giving credit. 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* as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

Attendance and Engagement: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. For this course online engagement will be critical to students' success. Students are strongly encouraged to check their CourseDen classroom site on a daily basis. Meaningful online discussion posts and reflections will be a significant indicator of student success.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. If the work is accepted, late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5. Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty. I can work with students before an assignment is late, not after.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, race, first amendment issues, and other politically and racially charged ideologies. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Quality of Work: This is a graduate level course; therefore, the level of work should represent the level of the course. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

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.** I will send emails through CourseDen and to your student email account. Please be sure to check your student email account. If you would like to forward your student email account, please contact ITS for instructions.

Additional Support Information

Center for Academic Success
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning— in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

TENTATIVE SCHEDULE

6/3: Choosing You Identity Inquiry (I²)
Submit Online by 11:59pm: ☐ *Discussion Post*: **Course Introduction**

6/5: Leadership Basics
Preparation for Discussion: ☐ Read: Komives, Wagner, & Associates (2017)—Leadership for a Better World (Chs. 11, 2, 12 [in that order]) Submit Online by 11:59pm: ☐ *Discussion Post*: **Initial Post 1**

6/7: Leadership Basics
To be completed by 11:59pm: ☐ *Discussion Post*: **Engagement Post 1**

6/10: Noted Advocate Video
To be completed by 11:59pm: ☐ *Noted Advocate Video*: You will each select a noted leader who shares the Identity Inquiry (I²) anchor(s) that you chose this semester (e.g. race/ethnicity, physical disability) OR someone who openly advocates for people who identify similarly to your I². Via any method you choose, I would like for you to make a five (5) minute video introducing your leader, their background, and what contributions they have made to help advocate for your chosen I² anchor. (e.g. you could voice over a PowerPoint using software like Camtasia). Presentations should be informative and can be formatted any way that you wish. When you have completed you video, please upload a YouTube (or other viewable link) to the Discussion Board labeled "*Noted Advocate*".

6/12: Leadership Basics (part two)

Preparation for Discussion:
☐ Read: Komives, Wagner, & Associates (2017)—Leadership for a Better World (Chs. 3, 4 & 5)
☐ Complete: *StrengthsQuest Assessment*
    REGISTRATION
      1. Navigate to the StrengthsQuest OS website.
      NOTE: Your education institution will provide you the website's URL.
        (https://westga.gallup.com/signin/default.aspx?ref=main)
      2. On the Login page, click New Account below the Register heading.
      NOTE: If you have taken the Clifton StrengthsFinder assessment before, click Link Existing Gallup
    Account and follow the instructions provided.
      3. On the Registration page, type your information in the available fields, select the "I have read and agree ..." box, and then click Create Account.
      4. You will receive an email confirming your registration. Click the link in the email message to complete your registration. Once completed, you can log in to the StrengthsQuest site using your username and password.
    SIGN IN
      1. Navigate to the StrengthsQuest OS website.
      2. Below the Login page's Login heading, type your username and password in the available fields, and then click Login.
☐ Complete: *Myers-Briggs Assessment*

[http://online.cpp.com/en/CPPLandingPage.aspx?projectId=20c416a6-69d0-423f-8f7b-adaeeedf06bb]

Submit Online by 11:59pm:

☐ *Discussion Post*: **Initial Post 2**

6/14: Leadership Basics (part two)

To be completed by 11:59pm:

☐ *Discussion Post*: **Engagement Post 2**

6/17: Leadership Self-Assessment Paper

To be completed by 11:59pm:
Submit to DropBox:

☐ *Leadership Self-Assessment Paper*

Leaders constantly work to become more self-aware. With this in mind, each of you will take **two personality self-assessments** and use your findings to conceptualize your strengths and areas of growth as a leader.

    a. **StrengthsFinder:** Each of you will take the StrengthsQuest inventory. You will receive instructions on how to access the assessment via email. StrengthsQuest is fast becoming one of the most popular personality assessments in the world. Your results should shed some light on your five greatest strengths. Read the profiles for each of your strengths (and maybe save them for later).

    b. **Myers-Briggs:** Each of you will also take (or recall your results) the Meyers-Briggs personality assessment offered through the website (http://www.16personalities.com/). After completing the assessment read the profile about your personality carefully(maybe even save it for later reference).

After completing the two inventories submit an APA style paper that addresses the following four questions:

    a.   What are your strengths as a leader?
    b.   What did these inventories teach you about your personality as a future student affairs professional?
    c.   What do the inventories tell you about yourself as an advocate?
    d.   With this new information, how might you challenge yourself to grow as a leader?

Your paper should explicitly list your five strengths from StrengthsFinder and your four letter Myers-Briggs personality type (e.g. ENFP). Successful papers will have carefully addressed the prior questions in between 750 and 1,000 words. All papers should be submitted through CourseDen Dropbox. *Course Objectives 1, 4-5, 7.*

6/26: What is Advocacy?

Preparation for Discussion:

☐ Read: Palmer (2004)—Deep Speaks to Deep

☐ Read: Freire (1970/1993)—Pedagogy of the Oppressed (pp. 43 – 86)

☐ Read: Ezell (2001)—Advocacy in the Human Services (pp. 3- 36)
To be completed by 11:55pm:

☐ *Discussion Post*: **Initial Post 3**

6/28: What is Advocacy?

To be completed by 11:59pm:

☐ *Discussion Post*: **Engagement Post 3**

6/27: What is Advocacy? (Part 2)

Preparation for Discussion:

☐ Read: Komives, Wagner, & Associates (2017)—Leadership for a Better World (Chs. 6, 7 & 8)

☐ Read: Lee & Walz (1998)—Social Action: A Mandate for Counselors (pp. 3-34)

7/1: Advocacy Philosophy

Submit to DropBox:

☐ *Advocacy Philosophy*

It is important that you think carefully about yourself as an advocate during this course. With that in mind, you should submit short advocacy statements:

      a. A short (200 words or less) Advocacy Philosophy that addresses what YOU, personally, believe it means to be an advocate. Your philosophy should be based on personal beliefs and the materials we have read thus far in the course. <u>*Course Objectives*</u> *2-8*.

7/8: Advocacy Statement of Purpose and Literature Review

To be completed by 11:55pm:

Submit to DropBox:

☐ *Advocacy Statement of Purpose and Literature Review*

Review literature about challenges someone who identifies similarly to your chosen identity might face on a college campus. Choose one challenge that you think you can create an effective intervention for, outline that challenge, and support your claim with **at least five** peer reviewed journal articles/book chapters. This paper should be completed in APA format and should be approximately 750 words.

7/10: Thinking About Oppression

Preparation for Discussion:

☐ Read: Komives, Wagner, & Associates (2017)—Leadership for a Better World (Chs. 9 & 10)

☐ Read: Sue (2003)—Overcoming Our Racism (pp. 45-70)

Submit Online by 11:55pm:

☐ *Discussion Post*: **Initial Post 4**

7/12: Thinking About Oppression

To be completed by 11:59pm

☐ *Discussion Post*: **Engagement Post 4**
    a.

7/19: Advocacy Plan

To be completed by 11:59pm:

☐ *Advocacy Plan*

Using your problem statement, you will develop a program or intervention that aids your chosen population based on your identified needs and literature review. This paper should (1) outline what your program/intervention is, (2) make a clear argument as to how your program/intervention is of benefit to your chosen population, and (3) outline the materials, human resources, and funds that would be necessary to execute your program/intervention. This paper should be completed in APA format and should be at least 1000 words. Feel free to be creative and include photos or other artifacts that support your designs. **[Please include your Advocacy Statement and Literature Review with your plan].**

    All students must submit their Advocacy Problem Statement and Relevant Literature in BOTH CourseDen AND TK20 by the date indicated on the schedule below. "FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH

TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT". *Course Objectives* 2-8.

HESA - 7152 - Research and Program Evaluation

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Summer	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	7152

Course Title* Research and Program Evaluation

Course Type* Higher Education and Student Affairs

Catalog Course Description* This course is designed to provide college student affairs candidates with the research knowledge and skills necessary to understand and conduct research for practical implications in a higher education environment. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. The description and outcomes have been modified for more relevancy to College Student Affairs.

Student Learning Outcomes*	Students will 1) Apply statistical methods used in conducting research and program evaluation 2) Implement ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies 3) Develop research methods such as qualitative, quantitative, single-case

designs, action research, and outcome-based research

4) design, implement, manage, and evaluate programs in higher education settings

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
◯	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

Will this course have special fees or tuition required?*	⬜ Yes ☑ No		**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ○ Yes ● No

Is this a College of Education course?* ● Yes ○ No

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

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

UNIVERSITY of West Georgia | College of Education

HESA 7152 Research and Program Evaluation
Semester

Class Meeting Time/Location	Tuesdays – 1/9, 1/23, 2/6, 2/20, 2/27, 3/27, 4/10, 4/24 (in person) 5:30 – 8:00 pm/EC 1	**Online Hours**	N/A
Instructor	Dr. Dena Kniess	**Telephone**	(678) 839-6122 (office) (678) 839-6554 (dept.)
Office Location	Education Annex 247	**westga email**	dkniess@westga.edu
Office Hours	Mondays, 10 am – 1 pm Tuesdays, 1:30 pm – 4:30 pm Wednesdays, 9 am – 1 pm https://dkniess.youcanbook.me/	**Skype or Google+ username**	Skype: Dena Kniess Google Plus: Dena Kniess

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

This course is designed to provide college student affairs candidates with the research knowledge and skills necessary to understand and conduct research for practical implications in a higher education environment. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Creswell, J.W. & Creswell, J.D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Los Angeles: Sage.

McMillian, J. H. (2012). Educational research: Fundamentals for the consumer (6th ed.) Boston, MA: Pearson.

Required Instructional Resource:
Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Approaches to Instruction

This course will provide students with an overview of quantitative, qualitative, mixed methods, and program evaluation research methods. Learning activities include: methodological readings and discussions, online exercises, and article reviews.

This course will be delivered in a hybrid format, meaning half-online and half in person. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 2250 minutes of supporting activities.

College of Education

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Watch Online Videos	60 minutes
Read Online Lessons and PowerPoint's	90 minutes
Read Online Reading Assignments	90 minutes
Visit Informational Web links	30 minutes
CITI Training Certificate	90 minutes
Online Assignments	500 minutes
Annotated Bibliography and Purpose Statement	105 minutes
Culminating Activity	120 minutes
Discussion Board Participation/Peer Feedback	90 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities and course reading.

Course Objectives and Learning Outcomes

Students will demonstrate:
Students will
1) Apply statistical methods used in conducting research and program evaluation

2) Implement ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

3) Develop research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research

4) design, implement, manage, and evaluate programs in higher education settings

Assignments and Evaluation Procedures

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
Successful completion of this course requires: completion of assigned readings and satisfactory completion of all online modules.

Assignments
Research Proposal Reading (10)
Read an example of a provided research proposal to gain an understanding of what you are expected to develop and learn throughout the course. After reading the proposal, you will be required to answer questions. (Course Objectives 1-4).

Online Discussions (20 points)
Read assigned material and participate in **four** online discussions, including an initial post and responses to at least two other posts. **The posts must be a minimum of 100 words.** Topics for discussion will be provided. (Course Objectives 1-4).

Research Topic and Question (10 points)
Provide a brief overview of your topic, literature, purpose of study, and research questions.

Research Topic

This is not a graded item, but a time for you to submit to me your topic idea. You can submit it via comments in the Dropbox item.

CITI Training Certificates (10 points).

Each student will complete the CITI training that is required by any student who wishes to engage in an independent research project at the University of West Georgia. Although you will NOT be required to seek approval for your work in this class from the Institutional Review Board, you are required to complete two courses within CITI training that would make you eligible to do so. (Register for CITI training and complete the 2 courses listed under option #2 of the "Student Training" information, which means you must complete both the 1. *Human Subjects Research Basic Content Course* [for Social & Behavioral Research Investigators] *and* the relevant 2. *Responsible Conduct of Research* course.) Additional directions for this assignment can be found in learning module 1 on D2L (**5 Points).** *Course objective 6.*

Annotated Bibliography (10 points)

An extensive literature review will not be developed in this course. Instead, you are to create an annotated bibliography that will support your final paper. An annotated bibliography is a modified reference list that summarizes the article. All of the articles must be peer reviewed articles. No books, newspaper articles, or other references will be acceptable. For the purpose of this assignment, you are to identify the following areas of at least 5 to 7 articles each:
   a. purpose of the article,
   b. conclusions reached by the study,
   c. strengths and weaknesses of the article,
   d. reflect on how it could be used in your research topic,
   e. identify additional information that is helpful (i.e. other resources that may be useful cited by other articles).
This should follow APA STRICTLY. For more information on annotated Bibliographies you can visit this site; HOWEVER, follow my guidelines and requirements above. It must be uploaded to CourseDen.

Research Outline (10 points)

Submit an outline of your proposed research project including the introduction, literature review topics, and proposed methodology. You will not be conducting the actual research study. Feedback will be provided to guide the final research proposal. Please see the example posted on CourseDen (Course Objectives 1- 4). It must be uploaded to CourseDen.

Final Research Proposal Paper (30 points)

Write a final paper on the proposed research project you have designed. This is NOT a research paper. The paper will include an introduction, literature review, and proposed methodology section. The literature review should incorporate the 10 to 15 primary and academic references including references used in your annotated bibliography. You should be able to identify what we know and what is missing from the literature based on those references. A rubric outlining the requirements will be provided. Please remember, this is a formal paper and should not include any colloquial statements, 1st or 2nd person language, or slang. (Course Objectives 1-4). It must be submitted to CourseDen and TK20

Course Evaluations and TK20 Assessment. Each student is asked to complete the standard course evaluation. Additionally, each student is required to submit their respective TK20 Key Assessment. This assignment requires you to simply combine your qualitative report and quantitative report into one document. This means that there will be one cover page, abstract, introduction, and literature review. There will be combined (qual and quant subheadings) methods, findings, discussion, and implications sections. In order to facilitate the assessment of learning in the course, you are required to upload a final paper that includes all of the components of these two assignments. You can merge your documents into one or simply cut and paste one into the other. Please save the document as: "LastName_ResearchReport" - use your last name in the "LastName" portion of naming the document. For example, if I submitted a copy it would be saved as: Varga_ResearchReport.
Submission of this assignment to TK20 is mandatory and must be submitted to TK20 **prior to the last day of class** failure to do so will result in a loss of **10 Points.**

EVALUATION PROCEDURES
The course is designed around 7 modules that are intended to help students develop the knowledge, skills, and competencies to both understand and conduct qualitative, quantitative and mixed methods research. Each module contains specific information and assignments that will be scored as follows:

Grading
A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

ALL ASSIGNMENTS ARE DUE THE END OF THEIR RESPECTIVE WEEK BY 11:59 PM.
For example, the Introduction and Discussion 1 are both due by 1/15 by 11:59 PM.

Course Schedule

Date	Topic	Readings	Assign. Due
Module 1 (1/9 - 1/23)			
Jan. 9 - 16 <mark>(in person on 1/9)</mark>	Introduction to Research	Creswell Ch 5 McMillian Ch 1	Discussion 1
Jan. 16 – 23 <mark>(in person on 1/23)</mark>	Research Problems, Variables, Questions, & Hypotheses	McMillian 2 Creswell Ch 7	Research Proposal Reading
Module 2 (1/23 – 2/6)			
Jan. 23 - 30	Literature Reviews		Discussion 2, Research Topic
Jan. 30- Feb. 6 <mark>(in person 2/6)</mark>	Literature Reviews	Creswell 3	Annotated Bibliography
Module 3 (2/6 – 2/20)			
Feb. 6 - 13	Purpose Statements	Creswell 6	
Feb. 13 – 20 <mark>(in person 2/20)</mark>	Participants and Sampling	McMillian 5	Research Topic & Questions
Module 4 (2/20 – 3/6)			
Feb. 20 - 27	Educational Measurement	McMillian 6	Discussion 3
Feb. 27 - Mar. 6	Data Collection Techniques	McMillian 7	
Module 5 (3/6 – 3/20)			
Mar. 6 - 13	Qualitative Designs	McMillian 11 Merriam 5 & 6	CITI Training
Mar 19 - 23	Spring Break		
Module 6 (3/27 – 4/3)			
Mar. 27 – April 3	Quantitative Designs/ Survey Research	Creswell 8 Vogt 5	Research Outline
Module 7 (4/3 – 4/17)			
April 3 – 10 <mark>(in person 4/10)</mark>	Mixed Methods	Creswell 10	Discussion 4
Apr. 10 - 17	Statistical Inference	Vogt 8	

Module 8
Apr. 24 <mark>(in person 4/24)</mark>   Final Papers   [Final Papers]

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

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, words, or information obtained from another person without giving credit to that person or source.** Additionally, plagiarism occurs if a student uses words form a website in any form without giving credit. 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* as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to the graduate level of the course, two unexcused absences will result in a grade reduction of 10 points plus an additional 5 points for each additional missed unexcused class. Due to the time of year, class may be missed as a result of job searching so long as appropriate measures are taken to avoid missing class. If on campus interviews cannot be scheduled around class, it may count as an excused absence, but this is not to be abused and evidence may be requested to demonstrate missing class was unavoidable. Phone interviews, however, are not excusable. Please schedule phone interviews around class times.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on

silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Class organization: The course will be taught in a hybrid format – half online using modules and half in person. This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

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.

Diversity: The Department of Communication Sciences and Professional Counseling values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CSC will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Extra Credit: *No* extra credit opportunities will be offered for this class.

Late Work: Late work is considered any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case and case briefs are not subject to this policy as they will not be accepted late. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Quality of Work: This is a graduate level course; therefore, the level of work should represent the level of the course. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

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**. Communication may take place through D2L, but this is not the preferred means of communication.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

TK20: Failure to submit the research paper to TK20 will result in a 10 point deduction from your grade.

Changes to The Syllabus: This syllabus is subject to change with notice.

UNIVERSITY of West Georgia | College of Education

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Communication Rules

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. If the return date will be beyond the 7-10 day time-frame, I will let you know.

HESA - 9210 - History of Higher Education

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit <u>here</u>.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9210

Course Title* History of Higher Education

Course Type* Higher Education and Student Affairs

Catalog Course Description* A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	3

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	● Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Discuss specific trends and events that occurred during each of the eight eras in the history of American higher education (NASPA/ACPA Competency: Values, Philosophy, and History) 2. Discuss the impact of the Colonial Colleges on existing institutions (NASPA/ACPA Competency: Values, Philosophy, and History) 3. Identify current issues as they relate to the historical roots of higher education (NASPA/ACPA Competency: Values, Philosophy, and History)

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ⊙ No	**Is this a College of Education course?***	⊙ Yes ○ No

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

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

College of Education

HESA 9210 History of Higher Education, Semester

Instructor Information

Instructor: Dr. Matt Varga
Class Meeting Time & Location: Online
Office Location: Ed Annex 243
Telephone (direct): 678 839 6160

Telephone (department): 678 839 6567
Online Hours: By Appointment
Westga email: mvarga@westga.edu

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6ᵗʰ ed.). Washington, DC: American Psychological Association/Author.

Brubacher, J. S., & Rudy, W. (2008). Higher Education in Transition (4th ed.). New Brunswick, New Jersey: Transaction Publishers.

Thelin, J. (2011). A History of American Higher Education (2nd ed.). Baltimore, MD: Johns Hopkins Press.

Thelin, J. (2014). Essential Documents in the History of American Higher Education. Baltimore, MD: Johns Hopkins Press.

Suggested Text(s)

Cohen, A. M., & Kisker, C. B. (2010). American higher education: Emergence and growth of the contemporary system. San Francisco: Jossey Bass.

Labaree, D. (2017). A Perfect Mess: The Unlikely Ascendancy of American Higher Education. Chicago, IL: The University of Chicago University Press.

Lovett, B. (2015). America's Historically Black Colleges and Universities: A Narrative History, 1837-2009. Atlanta, GA: Mercer University Press.

Lucas, C. (2006). American Higher Education: A History (2nd ed.). New York, NY: Palgrave MacMillan.

Rudolph, F. (1990). The American College & University: A History. Athens, GA: University of Georgia.

Wechsler, H., Goodchild, L., & Eisenmann, L. (Eds.). (2007). The History of Higher Education (3rd ed.). Boston, MA: Pearson.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.

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

For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss specific trends and events that occurred during each of the eight eras in the history of American higher education (NASPA/ACPA Competency: Values, Philosophy, and History)
2. Discuss the impact of the Colonial Colleges on existing institutions (NASPA/ACPA Competency: Values, Philosophy, and History)
3. Identify current issues as they relate to the historical roots of higher education (NASPA/ACPA Competency: Values, Philosophy, and History)

Assignments

Always refer to CourseDen for additional assignment details and due dates. Should there be a conflict between CourseDen and the syllabus, the syllabus typically wins. Despite there only being three projects and one discussion engagement, it is imperative you manage your time wisely with the assignments. The modules will not open until that week, but you can work ahead as you have the readings. Once the modules open, you will be able to post assignments.

Groups

There are 5 groups with three students per group. There are two group projects in this class and each group has been assigned a book and time period at random. Groups were assigned by CourseDen.

You can find your groups and assigned era in CourseDen under the Communication > Groups.

Digital Narrative (25) – Group Project

A digital narrative is a 4 – 6 minute video that highlights the key historical events that contributed to defining that particular era and its impact on higher education today. There is an example video on CourseDen that was created for another class.
Each video should be a coherent and fluid video that incorporates different elements to highlight your era. This can include historical photos, videos (if able), or any other artifact that serves a purpose.

Objectives: 1 and 3

Book Report (20) – Group Project

Each group is assigned a book that is related to their respective era in higher education. All the book reports are due at the same time, but if you do your book report in advance, you can use some of that information to inform your digital narrative and Era Facilitation. You can find the assigned books in CourseDen under the Group Tab. The book report should capture the general themes of that book as it relates to the history of higher education. The report should also critique the book. **This should not be a CHAPTER BY CHAPTER analysis.**

Grading:
Captures the general themes of the book related to historical perspectives: **10 Points**
Written well: **5 points**
Provides a thoughtful critique: **5 points**
CHAPTER BY CHAPTER ANALYSIS: - 5 points

Group 1: Antebellum
Book:
Farnham, C. (1994). The Education of the Southern Belle: Higher Education and Student
        Socialization in the Antebellum South. New York, NY: New York University Press.

Group 2: Reconstruction
Book:
Lovett, B. (2015). America's Historically Black Colleges and Universities: A Narrative History,
        1837-2009. Atlanta, GA: Mercer University Press.

Group 3: Higher Education and Reform
Book:
Horowitz, H. (1987). Campus Life: Undergraduate Cultures from the End of the Eighteenth
        Century to Present. New York, NY: Alfred Knopf, INC.

Group 4: Golden Age
Book:
Labaree, D. (2017). A Perfect Mess: The Unlikely Ascendancy of American Higher Education.
        Chicago, IL: The University of Chicago University Press. (kindle version is inexpensive)

Group 5: Coming of Age
Book:
Wildavsky, B. (2012). The Great Brain Race: How Global Universities are Reshaping the World.
        New Haven, CT: Princeton University Press.

Objectives: 1, 2, and 3

Era Facilitation (10) – Group Project

For your Era facilitation, you are to post your digital narrative to the discussion board and facilitate a conversation around the significance of that era. How you decide to do that is up to you, but it should engage your classmates and center around the digital narrative.

Grading:
Strong facilitation where the students are engaged and promptly responded to: **10 points**
Moderate facilitation where the students are generally engaged and responded to: **9 points**
Facilitation where there is some back and forth that facilitates learning: **8 points**
There is a lack of facilitation to the point where learning if affected: **7 points**

Objectives: 1, 2, and 3

Historical Perspectives Paper (35) – Individual Project (TK20 Assignment)

The Historical Perspectives Paper is designed to give the student a historical perspective on any topic they find relevant to them. The paper should focus on a current topic (which could be related to your dissertation) and the historical roots of that topic. You are to research the historical events of the phenomenon and develop an argument as to how we got here today based on those historical perspectives. Another example is providing a perspective argument for a current issue as Dr. Thelin did in his welcome video with the current cost of higher education.

Quotes: Please limit the use of quotes. Given this is a historical paper, quotes may be necessary; however, whenever possible paraphrase your sources.

Length: 10 – 12 Pages of Content
APA Style: Title Page, References

Grading:
Content – Information of past as it relates to current issue: **15 Points**
APA/Citing: **10 Points**
Writing: **10 Points**

Discussion Engagement (10 points)

Your engagement and involvement throughout the course is imperative and is 10% of your grade. Please make sure you are engaged, posting, and responding to classmates.

This item is graded by overall discussion board posts through activity and quality.
Highly Active and Thoughtful posts that incorporates the reading: **10 Points**
Active and Somewhat Thoughtful that incorporates the reading: **9 Points**
Posting Regularly, but lacking depth and thoughtfulness without referencing the readings: **8 Points**
Generally not posting, or posting superficial posts with no reference to reading: **7 Points**

Grading Information and Policy

Considering this is a doctoral class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include:

- Thoughtfulness
- Writing
- Intentionality
- Content
- Critical Thinking
- Overall Quality

The instructor reserves the right to reject any assignment he deems unacceptable for doctoral education.

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the EDDPCS Program.

Attendance and Engagement

Attendance and Engagement is expected at a graduate level course. This course requires you login at least once or twice a week at a minimum. The course is designed to keep you engaged and checking the course regularly. It is your responsible to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

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.

Late Work

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. If the work is

accepted, late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty. I can work with students before an assignment is late, not after.

Professional Conduct

It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Communication should occur through the University email system. Emails and communication sent through CourseDen may go unanswered or have a delayed response. Emails sent to mvarga@westga.edu typically have a 24 – 48 hour response.

Network Etiquette:

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

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

Expected Response Times

It is my hope to return assignments within two weeks. I will keep students informed on my progress should there be a delay.

Class Schedule Information

Module	Begin Date	End Date	Reading Assignment	Assignment Name & Due Date **
Start Here	8/15		Start Here Module, Attendance Quiz	
Pre-Colonial and Medieval History	8/15	8/26	Lucas 35 – 100*	
Colonial 1607 - 1783	8/24	9/9	Thelin(a) pp. 1 – 40; Thelin(b) 1.2 & 1.3	
Antebellum 1783 - 1861	9/7	9/23	1828 Yale Report* Thelin(a) 41-73 Thelin(b) 2.1, 2.3, & 2.5 Strongly Suggested: Rudolph pp. 44-67* Suggested: Rudolph pp. 2 - 43	Group 1 Digital Narrative 9/19 Discussion 9/19 – 9/23
Civil War and Reconstruction 1861 - 1877	9/21	10/7	Thelin(a) 74 – 109 Thelin(b) 3.1, 3.2, 3.3 B&R: 143-173	Group 2 Digital Narrative 10/3 Discussion 10/3 – 10/7
Industrialization 1870 - 1916	10/5	10/21	Thelin(a) 155 - 204 Thelin(b) 5.1, 5.2, 5.3 B&R: 174-197	Book Report 10/21
Higher Education Reform and Expansion 1920 - 1945	10/19	11/4	Thelin(a) 205 - 259 Thelin(b) 6.2, 6.3, 6.5 B&R: 219 – 264	Group 3 Digital Narrative 10/31 Discussion 10/31 – 11/4
Golden Age of Higher Education 1945 - 1970	11/2	11/18	Thelin(a) 260 - 316 Thelin(b) 7.1, 7.4, 7.5	Group 4 Digital Narrative 11/14 Discussion 11/14 – 11/18
Coming of Age 1970 - 2000	11/18	12/7	Thelin(a) 316 - 362 Thelin(b) 8.1 & 8.2 B&R: 399 - 411 Suggested Thelin(b) 8.5	Group 5 Digital Narrative 11/26 Discussion: 11/26 – 11/30 Historical Perspectives Paper 12/5

*Available in CourseDen

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

Additional Support Information

Technical Support

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Smarthinking

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Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
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- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administratio
  n/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**

- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**

- https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 9211 - Organizational Theory

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	HESA

Course Number*	9211

Course Title*	Organizational Theory

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Review of organizational theories that contribute to the development of human capital and effective operating systems.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes*	The student will: 1) Discuss colleges and universities as organizations (NASPA/ACPA Competency: Organizational and Human Resource) 2) View and understand the institution in four different organizational forms (NASPA/ACPA Competency: Organizational and Human Resource) 3) Recognize how theoretical conceptions of organizational typically rest in different approaches to administration, decision making, and institutional leadership (NASPA/ACPA Competency: Organizational and Human Resource) 4) Understand the role of shared governance as it relates to higher education (NASPA/ACPA Competency: Organizational and Human Resource)

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

> **Syllabus*** ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ○ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ○ No

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

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

College of Education

UNIVERSITY of West Georgia

HESA 9211: Organizational Theory, Semester

Instructor Information

Instructor: Dena Kniess, Ph.D.
(preferred salutation Dr. Kniess)
Class Meeting Time & Location: Online
(CourseDen)
Office Location: 247 Education Annex
Telephone (direct): 678-839-6122
Telephone (department): 678-839-6567

Office/Online Hours:
Mondays, 12:30 p.m. – 4:30 p.m.
Tuesdays, 9:30 a.m. – 1 p.m.
Thursdays, 11:00 a.m. – 1:30 p.m.
Westga email: dkniess@westga.edu
Skype or Google+ name: Dena Kniess

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CSA Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

Review of organizational theories that contribute to the development of human capital and effective operating systems.

Credit Hours: 3

Texts, Readings, and Instructional Resources

Required Text(s)

Bastedo, M.N. (2012). *The organization of higher education: Managing colleges for a new era*. Baltimore, MD: The Johns Hopkins University Press.

Bolman, L.G. & Deal, T.E. (2017). *Reframing organizations: Artistry, choice, and leadership, 6th ed*. San Francisco, CA: Jossey-Bass. [Earlier editions of this text, 4th ed. or 5th ed. are perfectly fine]

Manning, K. (2018). *Organizational theory in higher education, 2nd ed*. New York, NY: Routledge

*Additional readings will be posted on CourseDen.

Suggested Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

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

Course Objectives and Learning Outcomes

The student will:

1) Discuss colleges and universities as organizations (NASPA/ACPA Competency: Organizational and Human Resource)
2) View and understand the institution in four different organizational forms (NASPA/ACPA Competency: Organizational and Human Resource)
3) Recognize how theoretical conceptions of organizational typically rest in different approaches to administration, decision making, and institutional leadership (NASPA/ACPA Competency: Organizational and Human Resource)
4) Understand the role of shared governance as it relates to higher education (NASPA/ACPA Competency: Organizational and Human Resource)

Assignments

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

Discussion Boards (10 points)

Read assigned material and participate in **two** discussions, including an initial post and responses to at least two other posts. **The posts must be a minimum of 100 words.** Topics for discussion will be provided. (Course Objectives 1-4).

Issue Analysis/Class Reading Reflections (4 @ 10 points = 40 points)

You will be required to complete four (4) 4-5-page reflections on the reading over the semester. For these reflections, you will use the frame/theories studied in the 2-3 week period and apply them to some facet, dynamic, issue or problem that you are seeing in your own organization. You should describe the issue observed and then offer your interpretation of what is happening and why, based upon the perspectives/frames from the readings. Your 4 reflections are centered on: 1) Structural/Bureaucratic frames; 2) Collegial/Human Resource frames; 3) Political frames; and 4) Cultural/Symbolic frames.

The purpose of these analyses are twofold. First, it is a way for me to gauge your level of understanding. Second, it is a way for you to begin the process of active reflection and meaning-making. As higher education professionals, engaging in regular active reflection about our work, our students, and our campuses is one mechanism for professional growth and development. These reflections offer you a way to connect theory to practice in a more formal and structured way. (Course objectives: 1, 2, 3).

Integrative Organizational Analysis (Group Project-Paper & Executive Summary - (40 points)

In groups of no more than 3, you are to conduct a comprehensive analysis of a situation in a college or university (preferably one in which you have first-hand knowledge or can gain some limited access), where the theories and perspectives addressed in this course would help illuminate the problem(s). In this paper, you will first identify the problem, and then examine the problem through the lens described by Manning and Bolman and Deal as well as any appropriate models presented by Birnbaum that will aid in understanding the organizational context within which your problem or issue is situated and the issue itself. You can incorporate other theories and perspectives from outside literature, but only as appropriate and necessary. Your paper should demonstrate your ability to analyze real world situations and integrate the concepts,

theories, and models learned in this course. Based on your analysis and interpretation of the issue you have chosen, you will develop a set of conclusions/recommendations for how the issue could be addressed from an organizational theory and development standpoint. Additionally, you will also create a one-page executive summary of the issue, key areas to address, and recommendations, and upload it to CourseDen by the assigned due date for your classmates to review and add comments. (Course objectives: 1 - 4)

Group Work Engagement (10 points)
At two points during the semester, you will complete a one-page summary of your group's progress on your integrative analysis. Your group can meet in person, phone, Skype, Google Hangout (not by email or text message), for your discussion. One person from your group will submit a summary of your discussion in CourseDen by the assigned due date. (Course objectives: 1 – 4)

Grading Information and Policy

The following list of criteria will be considered when grading assignments:
- the extent to which performance follows the directions of the assignment;
- the extent to which writing is free from grammatical errors, typos, etc. and follows APA formatting, style, and disciplinary conventions;
- the extent to which performance reflects familiarity and thoughtful consideration of assigned readings;
- the extent to which performance grounds opinions in substantive scholarship;
- the extent to which performance reflects respectful, constructive questioning of perspective, values, and evidence in others' thinking and scholarship, clarity of expression, and persuasiveness of arguments.

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty Policy:
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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the HEA Program.

Attendance and Engagement Policy:

Students must post in the online discussion during week 1, to be considered as attending class. **Students who do not complete the syllabus quiz by August 19th at 11:59 p.m. will be dropped from the course for non-attendance**.

Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. For this course online engagement will be critical to students' success. Students are strongly encouraged to check their CourseDen classroom site on a daily basis. Meaningful online discussion posts and reflections will be a significant indicator of student success.

Extra Credit: There will not be any extra credit offered for this class.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Quality of Work:

This is a doctoral level course; therefore, your work should be at doctoral level quality. There will be a lot of reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable and/or fails to meet the assignment.

Professional Conduct:

At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through your student email account and post in the Announcements section on CourseDen.

Rights of Reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Network Etiquette:

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

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

Expected Response Times

I will make every attempt to respond to emails within 24-48 hours, excluding the weekends. For major assignments, I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time.

Class Schedule Information

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date
	8/15	8/19	Start Here Module, Syllabus Quiz	**Complete the Syllabus Quiz by Sunday, 8/19 at 11:59 p.m.**
1	8/20	8/26	Introduction to Organizational Theory	**Read**: Bastedo, Ch.1 Manning, Ch. 1
2	8/27	9/2	Power of Reframing Problems & Challenges in C & U	**Read**: Manning, Ch. 2 Bolman & Deal, Ch. 1-2 **DB post due by 9/2 at 11:59 p.m.**
3	9/3	9/9	The Bureaucratic Organization	**Read**: Birnbaum, Ch. 5 (on CourseDen) Manning, Ch. 2
4	9/10	9/16	Structural Frame	**Read**: Bastedo, Ch. 3 Bolman & Deal, Ch. 3-5
5	9/17	9/23	The Collegial Organization	**Read**: Birnbaum, Ch. 4 (on CourseDen) Manning, Ch. 3 **Reflection 1 Due (Structural/Bureaucratic) by 11:59 p.m. on 9/23**
6	9/24	9/30	The Human Resource Frame	**Read**: Bolman & Deal, Ch. 6-8

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date
7	10/1	10/7	Group Work	**One-page summary of your organizational problem by 10/7 @ 11:59 p.m.**
8	10/8	10/14	The Political Organization	**Read**: Birnbaum, Ch. 6 (on CourseDen) Manning, Ch. 8 **Reflection 2 Due (Collegial/Human Resource) by 11:59 p.m. on 10/14**
9	10/15	10/21	The Political Frame	**Read**: Bastedo, Ch. 4 Bolman & Deal, Ch. 9-11
10	10/22	10/28	The Cultural Organization	**Read**: Bastedo, Ch.6 Manning, Ch. 4 **Reflection 3 Due (Political) by 11:59 p.m. on 10/28**
11	10/29	11/4	The Symbolic Frame	**Read**: Bolman & Deal, Ch. 9-11
12	11/5	11/11	Integrating Frames/Improving Practices	**Read**: Bastedo, Ch.11 Bolman & Deal Ch.15, 18 Manning, Ch. 10 **Reflection 4 Due (Cultural/Symbolic) by 11:59 p.m. on 11/11**

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date
13	11/12	11/18	Group Work	**One-page summary of frames used to study organizational problem by 11/18 @ 11:59 p.m.**
14	11/19	11/25	Thanksgiving Break	
15	11/26	12/2	Integrative Organizational Analysis	**Integrative Analysis Paper & Executive Summary due by 12/2 @ 11:59 p.m.**
16	12/3	12/9	Final Wrap-Up	**DB post due by 12/9 at 11:59 p.m.**

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

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  online@westga.edu
- **24/7/365 D2L Help Center**
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- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 9212 - Advanced Seminar in Leadership

2020-2021 Graduate New Course Request

General Information

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Your PIN is required to complete this process. For help on accessing your PIN, please visit <u>here</u>.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9212

Course Title*	Advanced Seminar in Leadership

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes*	1. Identify effective leadership and administrative styles within the context of higher education administration 2. Examine and apply organizational theory as related to leadership roles and strategies 3. Develop skills in effective decision-making, problem solving, and conflict resolution within the context of higher education administration 4. Understand personal values and beliefs as it relates to personal leadership styles

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ◉	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	15

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	N/A

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ◉ No	**Is this a College of Education course?***	◉ Yes ◯ No

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

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

HESA 9212 Advanced Seminar in Leadership, Semester

Instructor Information

Instructor: Dr. Matt Varga
Class Meeting Time & Location: Online
Office Location: Ed Annex 243
Telephone (direct): 678 839 6160

Telephone (department): 678 839 6567
Online Hours: By Appointment
Westga email: mvarga@westga.edu

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform

students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)
American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)   *None*

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.

For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

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

Course Objectives and Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Identify effective leadership and administrative styles within the context of higher education administration
2. Examine and apply organizational theory as related to leadership roles and strategies
3. Develop skills in effective decision-making, problem solving, and conflict resolution within the context of higher education administration
4. Understand personal values and beliefs as it relates to personal leadership styles

Assignments
Always refer to CourseDen for additional assignment details and due dates. Should there be a conflict between CourseDen and the syllabus, the syllabus typically wins.

Reading Reflections
3-2-1 Reading Reflections (7 x 5 points = 35 points) (**Due no later than Wednesday of the first week of module**)

The reading reflections should be written on the readings provided in CourseDen.

Requirement 1: Read what is assigned, then choose and describe the three most important aspects (concepts, issues, factual information, etc.) of the reading, justifying your choices. A clear explanation as to why you chose these concepts is important.

Requirement 2: Identify two aspects of the reading you do not understand or found extremely intriguing, and briefly discuss what it was about those concepts that was confusing or intriguing. The preference is to identify concepts that were confusing, but some readings may not be confusing.

Requirement 3: Pose a question to the text's author, the answer to which should go beyond the reading and does not relate to the two concepts identified above. The question should reflect your curiosity about the topic and reveal what you think are the implications or applications of the reading content.

The average length for quality 3-2-1 reflections is between 500 – 750 words. There is an expectation this assignment will be thoughtful and well done. Failure to appropriately complete this assignment will result in a 0 as each reflection is considered either complete or incomplete.

The assignment will be submitted to the respective discussion post and to receive full credit, students should respond to at least two posts.

Objectives: 1, 2, 3, 4

Student Introduction
Due no later than 8/19 – 10 Points
You are to create a 5 – 10 minute video introducing yourself. The video should include:

1. Your professional history
2. Your leadership philosophy
3. Career Goals

The purpose of this assignment is to reintroduce yourself to your classmates, but to also introduce yourself to the guest facilitators of the course! You should post your video by embedding it into a discussion post. Please see CoursDen resources on how to create a video and embed it into the discussion post.

Objectives: 4

Case Study Responses
(6 x 5 = 30 points) (Due no later than Wednesday of the second week of module)

The purpose of this assignment is for the student to analyze a case provided by the guest facilitator. The student will respond to the case by answering these three questions:

1. What are the primary factors of importance in this case study?
2. Given the situation, how would you respond as a divisional leader?
3. How would leadership principles be applied in this scenario?

Students should respond to each other's case study response by either posing additional information or identifying areas previously not considered. The guest facilitator will also respond throughout the week.

Objectives: 2 and 3

Leadership Comparative Analysis Paper TK20 Assignment
(25 points due no later than 11/30)
The purpose of this assignment is for the student to reflect upon their leadership experience and the experience of the guest facilitators. By comparing the different leadership styles, students are able to identify their own areas of strength and areas of improvement. After the compare and contrast, students should develop a plan for strengthening their leadership skills.

The paper should be in APA, it is permissible to be in first person, and should be between 8 – 10 pages.

Grading Information and Policy
Considering this is a doctoral class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include:

- Thoughtfulness
- Writing
- Intentionality
- Content
- Critical Thinking
- Overall Quality

The instructor reserves the right to reject any assignment he deems unacceptable for doctoral education.

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty
All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a

student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the EDDPCS Program.

Attendance and Engagement

Attendance and Engagement is expected at a graduate level course. This course requires you login at least once or twice a week at a minimum. The course is designed to keep you engaged and checking the course regularly. It is your responsible to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

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.

Late Work

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. If the work is accepted, late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty. I can work with students before an assignment is late, not after.

Professional Conduct

It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Communication should occur through the University email system. Emails and communication sent through CourseDen may go unanswered or have a delayed response. Emails sent to mvarga@westga.edu typically have a 24 – 48 hour response.

Network Etiquette:

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

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

Expected Response Times

It is my hope to return assignments within two weeks. I will keep students informed on my progress should there be a delay.

Class Schedule Information

Module	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
Start Here	8/15		Start Here Module, Attendance Quiz	Student Introductions due 8/19
Leadership Introduction	8/15	8/26	Leadership Videos Leadership Readings	Reading Reflection due 8/23
Business Administration	8/24	9/9	Videos Readings Case Study	RR Due 8/29 CS Due 9/5
Academic Affairs	9/7	9/23	Videos Readings Case Study	RR Due 9/12 CS Due 9/19
Student Affairs	9/21	10/7	Videos Readings Case Study	RR Due 9/26 CS Due 10/3
ITS	10/5	10/21	Videos Readings Case Study	RR Due 10/10 CS Due 10/17
Advancement	10/19	11/4	Videos Readings Case Study	RR Due 10/24 CS Due 10/31
Institutional Leadership	11/2	11/18	Videos Readings Case Study	RR Due 11/7 CS Due 11/14
Conclusion	11/18	12/7	None	Leadership Comparative Analysis 11/30

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

Additional Support Information

Technical Support

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

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

HESA - 9213 - Critical Issues and Trends in Higher Education

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	HESA	Course Number*	9213

Course Title*	Critical Issues and Trends in Higher Education

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	N.A

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Analyze critical issues in higher education for historical perspectives 2. Critically think and reflect upon crises confronting higher education 3. Develop a plan that utilizes theory and literature to effect change in higher education

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 16

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

If yes, what will the fee be?* na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ⦾ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ⦾ No

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

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

College of Education

UNIVERSITY of West Georgia

HESA 9213: Critical Issues and Trends in Higher Education
Credits 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze critical issues in higher education for historical perspectives
2. Critically think and reflect upon crises confronting higher education
3. Develop a plan that utilizes theory and literature to effect change in higher education

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
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**Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9214 - Analysis of Higher Education Literature

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	HESA	Course Number*	9214

Course Title* Analysis of Higher Education Literature

Course Type* Higher Education and Student Affairs

Catalog Course Description* The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs✱	0

Credit Hrs✱	3

Can a student take this course multiple times, each attempt counting separately toward graduation?✱	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.**✱	na

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status✱	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	**Grading**✱	Graduate Standard Letter

Type of Delivery (Select all that apply)✱	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?✱	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes✱	1. Locate peer-reviewed literature in higher education 2. Utilize literature to make informed decisions that effect change in higher education 3. Critique and analyze literature in higher education 4. Identify the theoretical framework used in higher education literature

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the

 icon in the Proposal Toolbox to make your decision.

College of Education

HESA 9214 Analysis of Higher Education Literature
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

Required Text(s)
 American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Locate peer-reviewed literature in higher education
2. Utilize literature to make informed decisions that effect change in higher education
3. Critique and analyze literature in higher education
4. Identify the theoretical framework used in higher education literature

Grading
Please include your grading scale, such as:
      A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
1				
2				
3				
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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9215 - Advanced Legal Issues and Policy Analysis

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9215

Course Title* Advanced Legal Issues and Policy Analysis

Course Type* Higher Education and Student Affairs

Catalog Course Description* Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the <u>Curriculog Terminology/Icon Guide</u>.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes*	1. Assess legal issues and implications for higher education 2. Understand case laws' impact on policy and practice 3. Think critically and analytically regarding the legal implications of governmental policies

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking ⊞ **in the top right corner.**

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
◯	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?*** ⦿ Yes ◯ No

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

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

College of Education

HESA 9215: Advanced Legal Issues and Policy Analysis
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Assess legal issues and implications for higher education
2. Understand case laws' impact on policy and practice
3. Think critically and analytically regarding the legal implications of governmental policies

Grading
Please include your grading scale, such as:

> A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

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Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning— in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
1				
2				
3				
4				
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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9216 - Values and Ethics in Higher Education Leadership

2020-2021 Graduate New Course Request

General Information

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9216

Course Title*	Values and Ethics in Higher Education Leadership

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

☐ Yes

☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `0`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☐ Carrollton or Newnan Campus: Face-to-Face

☑ Entirely Online

☐ Hybrid

☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?* We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes* 1. Articulate personal values and ethics as it relates to higher education practice
2. Critically reflect and analyze ethical situations for professional dilemmas
3. Connect leadership theory to understanding and resolving ethical dilemmas

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus＊	◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info＊	◉ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment＊	16

Will this course have special fees or tuition required?＊	☐ Yes ☑ No	**If yes, what will the fee be?**＊	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department＊	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?＊	◯ Yes ◉ No	**Is this a College of Education course?**＊	◉ Yes ◯ No

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

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UNIVERSITY of West Georgia | College of Education

HESA 9216: Values and Ethics in Higher Education Leadership
Credits: 3

Class Meeting Time/Location		**Online Hours**	
Instructor		**Telephone**	
Office Location		**westga email**	
Office Hours		**Skype or Google+ username**	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Articulate personal values and ethics as it relates to higher education practice

2. Critically reflect and analyze ethical situations for professional dilemmas
3. Connect leadership theory to understanding and resolving ethical dilemmas

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15				
Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9217 - Diversity Issues in Higher Education

2020-2021 Graduate New Course Request

General Information

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

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* HESA	**Course Number*** 9217

Course Title* Diversity Issues in Higher Education

Course Type* Higher Education and Student Affairs

Catalog Course Description* Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	0	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes*	1. Recognize personal power, privilege, and oppression as it relates to practice in higher education 2. Identify issues of inequality confronting various groups in higher education 3. Develop a plan that is able to confront social injustices 4. Recognize the varied experiences of various student groups

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

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UNIVERSITY of West Georgia® | **College of Education**

HESA 9217: Diversity Issues in Higher Education
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
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COURSE INFORMATION

Course Description

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

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Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize personal power, privilege, and oppression as it relates to practice in higher education
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4. Recognize the varied experiences of various student groups

Grading
Please include your grading scale, such as:

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Student Services

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Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
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10				
11				

12				
13				
14				
15				

Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9218 - Higher Education Finance and Advancement

2020-2021 Graduate New Course Request

General Information

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Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	HESA	Course Number*	9218

Course Title*	Higher Education Finance and Advancement

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*   3

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes
 ☑ No | If yes, indicate maximum number of credit hours counted toward graduation.* | na |

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status*   ⦿ Active-Visible   ○ Inactive-Hidden

| Frequency - How many semesters per year will this course be offered? | 0 | Grading* | Graduate Standard Letter |

Type of Delivery (Select all that apply)*

☐ Carrollton or Newnan Campus: Face-to-Face

☑ Entirely Online

☐ Hybrid

☐ Fully Online

Justification and Assessment

| What is the rationale for adding this course?* | We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. |

| Student Learning Outcomes* | 1. Understand the financial structure of higher education
 2. Understand the role of university advancement as it relates to budgeting for higher education institutions
 3. Develop a budget based on various institutional revenue streams
 4. Create a narrative requesting new funds for budget management |

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   16

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

If yes, what will the fee be?*   na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*   Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?* ⦾ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ⦾ No

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

HESA 9218: Higher Education Finance and Advancement
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the financial structure of higher education

2. Understand the role of university advancement as it relates to budgeting for higher education institutions
3. Develop a budget based on various institutional revenue streams
4. Create a narrative requesting new funds for budget management

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

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Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15				
Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9219 - Governance in Higher Education

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA
Course Number*	9219

Course Title*	Governance in Higher Education

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes ☑ No | If yes, indicate maximum number of credit hours counted toward graduation.* | na |

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

| Prerequisites | |

| Concurrent Prerequisites | |

| Corequisites | |

| Cross-listing | |

| Restrictions | |

| Status* | ◉ Active-Visible ○ Inactive-Hidden |

| Frequency - How many semesters per year will this course be offered? | 0 | Grading* | Graduate Standard Letter |

| Type of Delivery (Select all that apply)* | ☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online |

Justification and Assessment

| What is the rationale for adding this course?* | We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. |

| Student Learning Outcomes* | 1. Understand the role of different governing structures in higher education
2. Apply organization theory as it relates to the various governing structures in higher education
3. Understand the administrative difference of institutions from public to private, small to large, normal to doctoral granting institutions
4. Understand the role of state and federal government regulations in higher education |

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

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

HESA 9219: Governance in Higher Education
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the role of different governing structures in higher education
2. Apply organization theory as it relates to the various governing structures in higher education
3. Understand the administrative difference of institutions from public to private, small to large, normal to doctoral granting institutions
4. Understand the role of state and federal government regulations in higher education

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

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Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
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15				
Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9220 - Enrollment Management

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9220

Course Title*	Enrollment Management

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Understand the significance of effective enrollment management techniques 2. Develop a retention, progression, and graduation plan for students that utilizes organization theory 3. Understand the financial model as it relates to enrollment management 4. Understand the impact of enrollment management on other divisions of higher education

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ○ No

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

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

UNIVERSITY of West Georgia® | College of Education

HESA 9220 Enrollment Management
Credits 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the significance of effective enrollment management techniques

2. Develop a retention, progression, and graduation plan for students that utilizes organization theory
3. Understand the financial model as it relates to enrollment management
4. Understand the impact of enrollment management on other divisions of higher education

Grading

Please include your grading scale, such as:

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Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning— in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
1				
2				
3				
4				
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11				

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13				
14				
15				
Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9221 - Qualitative Research in a Higher Education Environment

2020-2021 Graduate New Course Request

General Information

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Desired Effective Semester*	Fall		Desired Effective Year*	2020

Course Information

Course Prefix*	HESA		Course Number*	9221

Course Title*	Qualitative Research in a Higher Education Environment

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.

Student Learning Outcomes*	1. Utilize qualitative techniques to explore phenomena in higher education 2. Examine strategies for thematic and other forms of analysis of observational and inquiry data 3. Understand the different paradigms of qualitative research and its influence

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on data collection, interpretation, and analysis
4. Articulate the different types of qualitative techniques

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ◉ No	**Is this a College of Education course?***	◉ Yes ○ No

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

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

College of Education
UNIVERSITY of West Georgia

HESA 9221 Qualitative Research in a Higher Education Environment
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Utilize qualitative techniques to explore phenomena in higher education
2. Examine strategies for thematic and other forms of analysis of observational and inquiry data
3. Understand the different paradigms of qualitative research and its influence on data collection, interpretation, and analysis
4. Articulate the different types of qualitative techniques

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

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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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made

on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

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Additional Support Information

</div>

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning— in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

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Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9222 - Quantitative Research in a Higher Education Environment

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9222

Course Title* Quantitative Research in a Higher Education Environment

Course Type* Higher Education and Student Affairs

Catalog Course Description* This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes ☑ No | | If yes, indicate maximum number of credit hours counted toward graduation.* | na |

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

| Prerequisites | |

| Concurrent Prerequisites | |

| Corequisites | |

| Cross-listing | |

| Restrictions | |

| Status* | ⦿ Active-Visible ◯ Inactive-Hidden |

| Frequency - How many semesters per year will this course be offered? | 0 | | Grading* | Graduate Standard Letter |

| Type of Delivery (Select all that apply)* | ☐ Carrollton or Newnan Campus: Face-to-Face
 ☑ Entirely Online
 ☐ Hybrid
 ☐ Fully Online |

Justification and Assessment

| What is the rationale for adding this course?* | We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. |

| Student Learning Outcomes* | 1. Understand commonly used quantitative research designs
 2. Select relevant samples as it relates to the research quantitative design
 3. identify appropriate measurement instruments
 4. analyze data descriptively
 5. apply a variety of inferential statistical tests to answer research questions |

REQUIRED ATTACHMENTS

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

1.) Syllabus

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Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification	

Routing Information

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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College of Education

HESA 9222 Quantitative Research in a Higher Education Environment
Credits: 3

Class Meeting Time/Location		**Online Hours**	
Instructor		**Telephone**	
Office Location		**westga email**	
Office Hours		**Skype or Google+ username**	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand commonly used quantitative research designs
2. Select relevant samples as it relates to the research quantitative design
3. identify appropriate measurement instruments
4. analyze data descriptively
5. apply a variety of inferential statistical tests to answer research questions

Grading
Please include your grading scale, such as:

      A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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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.

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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.			

HESA - 9223 - Applied Research Practices

2020-2021 Graduate New Course Request

General Information

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9223

Course Title*	Applied Research Practices

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

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Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

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

Prerequisites	Prerequisite: CEPD 9221 or HESA 9221; and CEPD 9222 or HESA 9222
Concurrent Prerequisites	
Corequisites	
Cross-listing	
Restrictions	
Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Develop a research plan exploring an issue in higher education 2. Implement a research plan exploring an issue in higher education 3. Analyze data collected from a research plan 4. Apply knowledge learned from Quantitative and Qualitative research courses

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking ⊞ **in the top right corner.**

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
○	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ○ No

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

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

HESA 9223 Applied Research Practices
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

Prerequisites
CEPD 9221 or HESA 9221 Qualitative Research in a Higher Education Environment; and
CEPD 9222 or HESA 9222 Quantitative Research in a Higher Education Environment

Required Text(s)
 American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop a research plan exploring an issue in higher education
2. Implement a research plan exploring an issue in higher education
3. Analyze data collected from a research plan
4. Apply knowledge learned from Quantitative and Qualitative research courses

Grading
Please include your grading scale, such as:

     A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made

on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15				

Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9224 - Institutional Assessment and Program Effectiveness

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9224

Course Title*	Institutional Assessment and Program Effectiveness

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	na

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Find national and institutional datasets 2. Analyze datasets for trends related to higher education 3. Develop strategies to address identified trends 4. Utilize program assessment and research techniques to assess program effectiveness 5. Make data driven decisions based on institutional and national data

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

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School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

University of West Georgia | College of Education

HESA 9224 Institutional Assessment and Program Effectiveness
Credits: 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

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COURSE INFORMATION

Course Description

Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

Required Text(s)

 American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Find national and institutional datasets

2. Analyze datasets for trends related to higher education
3. Develop strategies to address identified trends
4. Utilize program assessment and research techniques to assess program effectiveness
5. Make data driven decisions based on institutional and national data

Grading

Please include your grading scale, such as:

   A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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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.

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Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
1				
2				
3				
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15				
Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

HESA - 9225 - Directed Doctoral Research

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	HESA	**Course Number***	9225

Course Title*	Directed Doctoral Research

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	na

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added.
Student Learning Outcomes*	1. Identify a problem to begin working on a dissertation 2. Begin searching for literature related to a dissertation 3. Identify a gap in the literature and address why it is important to fill that research gap

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	16

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	◯ Yes ⦿ No	**Is this a College of Education course?***	⦿ Yes ◯ No

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

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

HESA 9225 Directed Doctoral Research
Credits 3

Class Meeting Time/Location		Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Skype or Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify a problem to begin working on a dissertation

2. Begin searching for literature related to a dissertation
3. Identify a gap in the literature and address why it is important to fill that research gap

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.   In addition to the above information the following policies apply to this course.

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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 or presenting another's work as their own; this includes improperly cited materials. 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. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
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10				
11				

12				
13				
14				
15				

Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

HESA - 9999 - Dissertation

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	HESA

Course Number*	9999

Course Title*	Dissertation

Course Type*	Higher Education and Student Affairs

Catalog Course Description*	The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	1.0 - 12.0

Lab Hrs*	0

Credit Hrs*	1.0 - 12.0

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☑ Yes ☐ No	If yes, indicate maximum number of credit hours counted toward graduation.*	12

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	3	Grading*	Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☐ Hybrid ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	We are creating our own Higher Education Administration Dissertation course. Previously, we used CEPD 9199. This allows for a clean separation between the higher ed doctoral program and the counseling doctoral program.

Student Learning Outcomes*	1. Continually work on and complete dissertation

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ●	I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment*	5

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	na

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/Department*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing course?*	○ Yes ● No	**Is this a College of Education course?*** ● Yes ○ No

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

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

HESA 9999 Dissertation
Credits 1-12

Class Meeting Time/Location		**Online Hours**	
Instructor		**Telephone**	
Office Location		**westga email**	
Office Hours		**Skype or Google+ username**	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)

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Course References:
TBD

Approaches to Instruction

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Upon successful completion of this course, students will be able to:

1. Continually work on and complete dissertation

Grading
Please include your grading scale, such as:

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Professional Counseling, M.Ed., Concentrations in College Student Affairs,

2020-2021 Graduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

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

Modifications (Check all that apply)*	☐ Program Name ☑ Track/Concentration ☐ Catalog Description ☐ Degree Name ☐ Program Learning Outcomes ☑ Program Curriculum ☐ Other

If other, please identify.	

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Program Information

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

Type of Program*	◉ Program ◯ Shared Core

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

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

Program Name
Program Description

Program Name*	Professional Counseling, M.Ed., Concentrations in College Student Affairs,
Program ID - DO NOT EDIT*	2805
Program Code - DO NOT EDIT	
Program Type*	Master's
Degree Type*	Master of Education

Program Description*

The M.Ed. in Professional Counseling is designed for graduate students preparing for employment as professional counselors in schools, community and clinical agencies, and colleges/universities or for careers in college student services in colleges and universities. Three options of study, School Counseling, Clinical Mental Health Counseling, and College Student Affairs, are available. The School Counseling program consists of a minimum of 60 semester hours (2-1/2 years of full time study). The Clinical Mental Health Counseling program consists of a minimum of 60 semester hours (2-1/2 years of full time study). The College Student Affairs program consists of a minimum of 42 semester hours. A student will receive faculty endorsement only for the relevant option and plan of study completed.

Core courses in School and Clinical Mental Health Counseling include studies in theory and practice of counseling, life span and career development, individual and group counseling, multicultural counseling, testing and appraisal, research crisis and trauma counseling, substance abuse counseling, and couples/family counseling. Supervised practicum and internship experience specific to the chosen option also are required.

The School Counseling program is preparatory for certification (S-5) in kindergarten, elementary, middle, and secondary school counseling. Completion of the M.Ed. in School Counseling meets one of the requirements for professional certification as a school counselor (S-5) in Georgia. Passing scores on the GACE Program Admission Assessment, GACE Content Assessment, and verification of program completion from the University of West Georgia also are required.

The Clinical Mental Health Counseling program is preparatory for a wide variety of positions in community agencies, business, and institutions. The Clinical Mental Health Counseling option meets the current educational requirements for licensure as a professional counselor (LPC) in Georgia and both the Clinical Mental Health and School Counseling options meet the educational requirements for national counselor certification (NCC) through the National Board for Certified Counselors.

The College Student Affairs program includes course work in basic counseling skills and theory, research, foundational courses in student affairs and theories of student development, and higher education administration. It also provides practical experiences in various aspects of student affairs.

The College Student Affairs program provides graduates with knowledge, skills, and dispositions required to work with college students in a variety of settings within higher education organizations. This program emphasizes a counseling foundation for preparing college student affairs personnel to foster student development. Completion of this degree does NOT meet the requirements for licensure as a professional counselor or certification as a school counselor in Georgia and candidates will not be endorsed for either credential.

General Admission requirements to all Master of Education (M.Ed.) programs in Professional Counseling include
Minimum 2.7 undergraduate GPA

Minimum GRE composite score of 286: 146 verbal reasoning, 140 quantitative reasoning, and 3.5 analytical writing

Current resume

Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.

Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

Additional Admission requirements specific for School Counseling program includes
Passing score on GACE Program Admission Assessment or exemption scores.

Additional Admission requirement specific for College Student Affairs Counseling program includes
Two letters of recommendation (i.e., one from a faculty member and one from a current or former supervisor or professional colleague).

Learning Outcomes (School and Clinical Mental Health Counseling)
Candidates will demonstrate professional dispositions consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative administration of the Professional Dispositions and Behaviors Rubric.

Candidates will demonstrate professional skills consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative administration of the Field Placement Evaluation.

Candidates will know the major concepts, theories, and practices articulated in current counselor preparation standards, as measured by a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Program Goals (School and Clinical Mental Health Counseling)
Students will:

Develop and demonstrate an identity as a professional counselor

Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants

Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession

Demonstrate ability to use technology to enhance services delivered to clients/students

Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations

Demonstrate an understanding and practical application of theories of individual, group, and couples/families counseling and human development

Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual, group, and couples/families settings

Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities

Demonstrate an understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities

Demonstrate ability to work with clients/students experiencing crisis and trauma (CMHC)

Demonstrate ability to work with diverse populations on issues of substance misuse and abuse (CMHC)

Learning Outcomes (College Student Affairs Counseling)
Students will:

Demonstrate understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice;

Demonstrate the ability to apply ethical principles to practice;

Demonstrate understanding of and respect for human diversity and the special needs of minority students;

Demonstrate the ability to apply basic counseling skills and appropriate development theory to understand, support, and advocate for student learning and development;

Demonstrate knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities;

Demonstrate knowledge and skills required to design and evaluate effective educational interventions for individuals and groups;

Demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission; and

Demonstrate the ability to identify and apply assessment, evaluation, and research skills in an ethical and legal manner

Status * ⦿ Active-Visible ◯ Inactive-Hidden

Program Location *

  Carrollton

Curriculum Information

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*	College Student Affairs
	386 of 506

HESA 6170 Foundations of College Student Affairs

HESA 6172 Theories of College Student Development

HESA 6174 Higher Education Administration

HESA 6175 Practicum in Student Affairs

[Right] (HESA 6175 is a repeated course for 6 credits)

HESA 6176 Campus Crisis, Ethical and Legal Issues

HESA 6177 Theory and Assessment of Educational Environments

HESA 6178 The American College Student

HESA 6179 Capstone Seminar: Student Affairs

HESA 7145 Advocacy and Leadership

HESA 7152 Research and Program Evaluation

CEPD 6131 Counseling Theories

CEPD 6140 Basic Counseling Skills

CEPD 6160 Group Counseling

Total: 42 Hours

Clinical Mental Health Counseling

CEPD 7105 Counseling Across the Lifespan

CEPD 7138 Multicultural Counseling

CEPD 6140 Basic Counseling Skills

CEPD 6131 Counseling Theories

CEPD 7155 Substance Abuse Counseling

CEPD 6160 Group Counseling

[Right] (CEPD 6140, 6131 Prerequisite)

CEPD 7112 Career Theory and Intervention

CEPD 6151 Assessment & Appraisal in Counseling

CEPD 7152 Research and Program Evaluation

CEPD 7141 Professional Orientation and Ethics in Counseling

CEPD 7145 Advocacy and Leadership

CEPD 6188 Practicum: Professional Counseling

[Right] (CEPD 6160, 6131, 6140, Prerequisites)

CEPD 6182 Internship: Professional Counseling

[Right] (CEPD 6188 Prerequisites)

CEPD 7153 Crisis Intervention

CEPD 6141 Principles of Clinical Mental Health Counseling

CEPD 6135 Applied Counseling Theories

CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders

CEPD 7134 Couples and Family Counseling

[Before] Elective:

CEPD 7185 Special Topics in Counseling and Educational Psychology

[After] or

[After] Elective as approved by advisor 3 Credit Hours

Total: 60 Hours

School Counseling

CEPD 6140 Basic Counseling Skills

CEPD 6131 Counseling Theories

CEPD 7105 Counseling Across the Lifespan

CEPD 6160 Group Counseling

CEPD 7138 Multicultural Counseling

CEPD 6151 Assessment & Appraisal in Counseling

CEPD 6180 Principles of Professional School Counseling

CEPD 7112 Career Theory and Intervention

CEPD 7153 Crisis Intervention

CEPD 7134 Couples and Family Counseling

CEPD 7141 Professional Orientation and Ethics in Counseling

CEPD 7155 Substance Abuse Counseling

CEPD 7121 Issues and Trends in Professional School Counseling

CEPD 7145 Advocacy and Leadership

CEPD 7152 Research and Program Evaluation

CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders

CEPD 6188 Practicum: Professional Counseling

CEPD 7136 Counseling Children and Adolescents

CEPD 6182 Internship: Professional Counseling

SPED 6706 Special Education in the Regular Classroom

[Right] *

Total: 60 Hours

* 3 hours in addition to the 60 hours to satisfy GaPSC requirement for S-5 certification (Georgia Law HB 671); does not apply to those who have completed or exempted this GaPSC requirement.

Justification and Assessment

Rationale* We are changing the prefix of our college student affairs and higher education courses with a new prefix that better identifies the courses as higher education/student affairs courses rather than professional counseling courses. Courses with the CEPD prefix are being deleted and new courses with the HESA prefix (Higher Education and Student Affairs) are being added. This change impacts the College Student Affairs Concentration of the M.Ed. in Professional Counseling.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **cjenks@westga.edu**

Check all that apply to this program*

☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map
template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the
old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u>
document.

2.) Assessment Plan

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

Please download the assessment template from **here** complete, and upload.

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

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out
correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a
new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for
Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact
curriculog@westga.edu.

School/ Department - DO NOT EDIT*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing Program?*	○ Yes ● No	**Is this a College of Education Program?***	● Yes ○ No

Is Senate Review required?*	● Yes

390 of 506

○ No

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

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

Old Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 6177 Theory and Assessment of Educational Environments	3			
CEPD 6175 Practicum: Student Affairs	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
CEPD 6176 Campus Crisis, Ethical and Legal Issues	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	**42**			
COMMENTS:				

NEW Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs

Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
HESA 6170 Foundations of College Student Affairs	3			
HESA 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
HESA 6177 Theory and Assessment of Educational Environments	3			
HESA 6175 Practicum: Student Affairs	3			
First Summer Semester				
HESA 7145 Advocacy and Leadership	3			
HESA 6175 Practicum: Student Affairs	3			
Second Fall Semester				
HESA 6178 The American College Student	3			
HESA 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
HESA 6176 Campus Crisis, Ethical and Legal Issues	3			
HESA 7152 Research and Program Evaluation	3			
HESA 6179 Capstone Seminar: Student Affairs	3			
Total Hours	**42**			
COMMENTS:				

READ - 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom

2020-2021 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Spring`	**Desired Effective Year*** `2020`

Course Information

Course Prefix* `READ`	**Course Number*** 7239

Course Title* TESOL: Cultural and Linguistic Diversity in the Classroom

Course Type* `Reading`

Catalog Course Description* This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P–12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that bi/multilingual English learners develop knowledge of mainstream culture as they become proficient in English.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	N/A

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

Prerequisites	None

Concurrent Prerequisites	None

Corequisites	None

Cross-listing	None

Restrictions	None

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face ☐ Entirely Online ☐ Hybrid ☑ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	This course is a revision of a previously deleted course PTED 7239 (Language and Culture in the Classroom). In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research in the field of TESOL. (The reactivation of the ESOL Endorsement has already been approved along with the deletion of the previously offered PTED 7239 course.)

Student Learning Outcomes*	In this course, students will be able to: 1. Critically evaluate how their own and others' assumptions, attitudes, and

behaviors are shaped by culture (Bennett, 2019; Gay, 2018; Hollie, 2018; Lindsey, Thousand, Jew, & Piowlski, 2018; Walter, 2018; TESOL: 2.a, 2.f);

2. Appraise how cultural conflicts, home events, and parental involvement influence learning outcomes for English learners and other culturally and linguistically diverse students (Bennett, 2019; Gay, 2018; Hollie, 2018; Malone, 2017; Walter, 2018; TESOL: 2.c, 2.d);

3. Propose strategies to combat obstacles to creating a more pluralistic, tolerant, and equitable learning environment for all students (e.g., racism, stereotyping, or discrimination, etc.; Bennett, 2019; Gay, 2018; Gollnick & Chinn, 2017; Hollie, 2018; Walter, 2018; TESOL: 2.b);

4. Evaluate classroom materials for examples of cultural bias within the curriculum and advocate for materials free of such biases (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL: 2.b);

5. Formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* N/A

Fee Justification

Routing Information

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

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/Department*	Department of Literacy and Special Education

Is this a School of Nursing course?* ○ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ○ No

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

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College of Education

READ 7239: TESOL: Cultural and Linguistic Diversity in the Classroom

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays, Wednesdays, and Thursdays (1:00–4:00 p.m.)
	or online by appointment
Office:	678-839-6152
Cell:	404-414-7930 (for emergency use only <u>and never</u> after 8:30 p.m.)
Department:	678-839-6179
Email:	rgriffin@westga.edu

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280
Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (TESOL) are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Conceptual Framework

This course provides an opportunity for students to learn about various cultural groups and the need for a multicultural approach to meeting the educational needs of culturally and linguistically diverse students. The course centers on the premise that change comes through knowledge, empathy, and leadership, key areas in the College of Education conceptual framework. Students will learn about the history of various cultural groups, the issues they faced and strategies they used en route to becoming Americans. Using this information as the context, students will then learn strategies for curriculum analysis and effective teaching related to diversity in multicultural classrooms. Throughout the course, students, in their study of available resources, become knowledgeable about the concepts and issues related to multiculturalism. Students are presented with alternative views and perspectives on education and American society, and they are encouraged to be reflective, adaptive, and empathetic as they compare what they are learning to the predominant mainstream view. Students are called upon to demonstrate that they are decision makers who can analyze the accuracy of multiple accounts and formulate a multicultural worldview compatible with social justice for all people. Cultural sensitivity is the major goal of the course, and through the students' collaborative interactions with colleagues through in-depth study and classroom discussions, the stage is set for their leadership and life-long learning in pursuit of a multicultural society.

Course Description

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P–12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that bi/multilingual English learners develop knowledge of mainstream culture as they become proficient in English.

Credit Hours: 3.0
Prerequisites: None
Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

Bennett, C. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.). Boston, MA: Pearson. (ISBN: 978-0-13-467902-0)

Suggested Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course References:

Adler, S. (1993). *Multicultural communication skills in the classro*om. Boston, MA: Allyn & Bacon.

Altman, M., & Meis, A. (2013). Kinvolved: Utilizing technology to communicate, evaluate, and advocate for improved attendance and family and community engagement. *Journal of Educational Technology Systems*, *41*(4), 319–332. doi:10.2190/ET.41.4.c

Anderson, K. L., & Davis, B. M. (2012). *Creating culturally considerate schools: Educating without bias*. Thousand Oaks, CA: Corwin. doi:10.4135/9781483387550

Aronson, B., Amatullah, T., & Laughter, J. (2016). Culturally relevant education: Extending the conversation to religious diversity. *Multicultural Perspectives*, *18*(3), 140–149. doi:10.1080/15210960.2016.1185609

Au, W. (2014). *Rethinking multicultural education: Teaching for racial and cultural justice* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Banks, J. A. (1994). *Multiethnic education: Theory and practice* (3rd ed.). Boston: Allyn & Bacon.

Banks, J., & Banks, C. A. M. (2016). *Multicultural education: Issues and perspectives* (9th ed.). New York, NY: John Wiley & Sons, Inc.

Baruth, L., & Manning, M. (1992). *Multicultural education*. Needham Heights, MA: Allyn & Bacon.

Bennett, C. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.). Boston, MA: Pearson.

Brooks, J. S., Knaus, C. B., & Chang, H. (2015). Educational leadership against racism: Challenging policy, pedagogy, and practice. *International Journal of Multicultural Education*, *17*(1), 1–5.

Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2nd ed.). Portsmouth, NH: Heinemann.

Coelho, E. (1995). Social integration of immigrant and refugee children. In F. Genesee (Ed.), *Educating second language children*. Cambridge: Cambridge University Press.

Crane, B. (2008). Google in the classroom: More than just research. *Information Searcher*, *17*(3), 16–24.

Cummins, J. (1995). Knowledge, power, identity in teaching English as a second language. In F. Genesee (Ed.), *Educating second language children* (pp. 301–327). Cambridge: Cambridge University Press.

Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students.* New York, NY: The New Press.

Dell'Angelo, T. (2016). The power of perception: Mediating the impact of poverty on student achievement. *Education and Urban Society*, *48*(3), 245–261. doi:10.1177/0013124514531042

Donovan, B. M. (2017). Learned inequality: Racial labels in the biology curriculum can affect the development of racial prejudice. *Journal of Research in Science Teaching*, *54*(3), 379–411.

Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, *1*(1), 3–22. doi:10.5054/tj.2010.214879

Floden, R. (1991). What teachers need to know about learning. In M. Kennedy (Ed.), *Teaching academic subjects to diverse learners* (pp. 181–202). New York, NY: Teachers College Press.

García, E. (2001). *Student cultural diversity: Understanding and meeting the challenge* (3rd ed.). Boston, MA: Houghton Mifflin.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York, NY: Teachers College Press.

Genesee, F. (Ed.). (1995). *Educating second language children*: The whole child, the whole curriculum, the whole community. Cambridge, MA: Cambridge University Press.

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, *37*(2), 4–38. Retrieved from http://www.aft.org/newspubs/periodicals/ae

Gollnick, D. M., & Chinn, P. C. (2017). *Multicultural education in a pluralistic society* (10th ed.). Boston, MA: Pearson.

Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, *84*(3), 376–396. doi:10.1111/bjep.12039

Hasio, C. (2016). Are you listening? How empathy and caring can lead to connected knowing. *Art Education*, 69(1), 25–30. doi:10.1080/00043125.2016.1106852

Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success* (2nd ed.). Huntington Beach, CA: Shell Educational Publishing, Inc.

Jhully, S. (Director). (2006). *Reel bad Arabs: How Hollywood vilifies a people* [Motion Picture]. United States: Media Education Foundation.

Johnson, D. (2015). The culturally proficient technologist. *Educational Leadership*, *72*(6), 81–82.

Kennedy, M. (Ed.). (1991). *Teaching academic subjects to diverse learners*. New York, NY: Teachers College Press.

Kern, D. (2011). Mission possible: Curriculum on the borderzone. *New England Reading Association Journal*, *47*(1), 87–91.

Lin, M., Lake, V. E., & Rice, D. (2008). Teaching anti-bias curriculum in teacher education programs: What and how. *Teacher Education Quarterly*, *35*(2), 187–200.

Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlski, L. R. (2018). *Culturally proficient inclusive schools: All means ALL!* Thousand Oaks, CA: SAGE Publications, Inc.

Liu, M., Navarrete, C. C., & Wivagg, J. (2014). Potentials of mobile technology for K–12 education: An investigation of iPod touch use for English language learners in the United States. *Journal of Educational Technology & Society*, *17*(2), 115–126.

Malone, D. (2017). Socioeconomic status: A potential challenge for parental involvement in schools. *Delta Kappa Gamma Bulletin*, *83*(3), 58–62.

Manning, M. L., Baruth, L. G., & Lee, G. L. (2017). *Multicultural education of children and adolescents* (6th ed.). New York, NY: Routledge.

Markova, M., Cate, I. P., Krolak-Schwerdt, S., & Glock, S. (2016). Preservice teachers' attitudes toward inclusion and toward students with special educational needs from different ethnic backgrounds. *Journal of Experimental Education*, *84*(3), 554–578. doi:10.1080/00220973.2015.1055317

Neary, A., & Cross, C. (2018). *Exploring gender identity and gender norms in primary schools: The perspectives of educators and parents of transgender and gender variant children.* Limerick, Ireland: University of Limerick and the Transgender Equality Network of Ireland.

Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge implications for school improvement efforts. *Educational Administration Quarterly*, *50*(1), 67–95. doi:10.1177/0013161X13488595

Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). Needham Heights, MA: Longman.

Ovando, C., & Collier, V. (1985). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York, NY: McGraw Hill.

Parish, A. (2016). Using immersion as a teaching method to develop understanding, appreciation, and empathy for special needs populations. *Strategies: A Journal for Physical and Sport Educators*, *29*(3), 45–47. doi:10.1080/08924562.2016.1160472

Parrish, P., & Linder-VanBerschot, J. A. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. *International Review of Research in Open and Distance Learning*, *11*(2), 1–19. doi:10.19173/irrodl.v11i2.809

Phelan, P., & Davidson, A. L. (1993). *Renegotiating cultural diversity in American schools.* New York, NY: Teachers College Press.

Rector-Aranda, A. (2016). School norms and reforms, critical race theory, and the fairytale of equitable education. *Critical Questions in Education*, *7*(1), 1–16.

Routh, B., Langworthy, S., & Jastram, H. (2014). Pinterest for parent education. *Journal of Extension*, *52*(5), 1–5. Retrieved from https://joe.org/joe/2014october/iw1.php

Scarcella, R. (1990). *Teaching language minority students in multicultural classrooms*. Englewood Cliffs, NJ: Prentice-Hall.

Schachner, M. K. (2017). From equality and inclusion to cultural pluralism: Evolution and effects of cultural diversity perspectives in schools. *European Journal of Developmental Psychology*. doi:10.1080/17405629.2017.1326378

Simonson, R., & Walker, S. (1988). *Multicultural literacy: Opening the American mind*. Saint Paul, MN: Graywolf Press.

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2010). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.

Tiedt, P. L., & Tiedt, I. M. (2009). *Multicultural teaching: A handbook of activities, information, and resources* (8th ed.). Boston, MA: Pearson.

Trueba, H. T. (1989). *Raising silent voices: Educating the linguistic minorities for the 21st century*. Cambridge, MA: Harper & Row.

U. S. Department of Education. (2000). *The provision of an equal education opportunity to limited English proficient students*. Washington, DC: Office for Civil Rights. Retrieved from https://www2.ed.gov/about/offices/list/ocr/eeolep/index.html

Violand-Sánchez, E., Sutton, C. P., & Ware, H. W. (1991). *Fostering home school cooperation: Involving language minorities families as partners in education.* Washington, DC: National Center for Bilingual Education. Retrieved from https://eric.ed.gov/?id=ED337018

Walter, J. S. (2018). Global perspectives: Making the shift from multiculturalism to culturally responsive teaching. *General Music Today*, *31*(2), 24–28. doi:10.1177/1048371317720262

Weishaar, R., Benson, K., & Wattam, D. (2018). K-12 teacher candidates and their understanding of LGBTQ students. *National Social Science Journal*, *50*(1), 66–71. Retrieved from http://www.nssa.us/journals/

Wiese, H., Mayr, K., Krämer, P., Seeger, P., Müller, H. G., & Mezger, V. (2017). Changing teachers' attitudes towards linguistic diversity: Effects of an anti-bias programme. *International Journal of Applied Linguistics*, *27*(1), 198–220. doi:10.1111/ijal.12121

Zhang, L., & Han, W. (2017). Poverty dynamics and academic trajectories of children of immigrants. *International Journal of Environmental Research and Public Health*, *14*(9), 1–31. doi:10.3390/ijerph14091076

Zinn, H. (2005). *A people's history of the United States: 1492–present* (2nd ed.). New York, NY: Harper Collins.

Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is required for this course because there is a major key assessment for this course, but you may need access to Tk20 for other courses. Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Audio/video instruction	200 minutes

Online assignments   1,000 minutes
Interactive discussion   750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

In this course, students will be able to:

1. Critically evaluate how their own and others' assumptions, attitudes, and behaviors are shaped by culture (Bennett, 2019; Gay, 2018; Hollie, 2018; Lindsey, Thousand, Jew, & Piowlski, 2018; Walter, 2018; TESOL: 2.a, 2.f);

2. Appraise how cultural conflicts, home events, and parental involvement influence learning outcomes for English learners and other culturally and linguistically diverse students (Bennett, 2019; Gay, 2018; Hollie, 2018; Malone, 2017; Walter, 2018; TESOL: 2.c, 2.d);

3. Propose strategies to combat obstacles to creating a more pluralistic, tolerant, and equitable learning environment for *all* students (e.g., racism, stereotyping, or discrimination, etc.; Bennett, 2019; Gay, 2018; Gollnick & Chinn, 2017; Hollie, 2018; Walter, 2018; TESOL: 2.b);

4. Evaluate classroom materials for examples of cultural bias within the curriculum and advocate for materials free of such biases (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL: 2.b);

5. Formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g).

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, an attitude of openness and a growth-oriented perspective are inherent in and essential to course understandings. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is especially true for educators. As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing. You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and **to respond accordingly**. **Writing conventions** and **clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly

formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with **all** written work. Per APA, written work must be completed in a typed, double-spaced format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the assignment.** Refer to CourseDen news feed, learning modules, and email for course updates.

Please be aware at the outset that this course requires you to interact with culturally and linguistically diverse (CLD) students in your professional setting. You will be asked to retrieve information about CLD students and their families *without compromising student or school/district confidentiality.* Please do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Module Discussions
(Modules: 1, 2, 3, 4, 5, 6; Objectives: 1, 2, 3, 4, & 5; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.
Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I would like for you to record yourself responding to the discussion questions and embed a video of your verbal responses to at least two of your six initial responses. **Initial responses should be posted by the midpoint of the module window.**

The following rubric will be used to assess your **initial** responses to the discussion questions:

	Exemplary	*Proficient*	*Developing*	*Beginning*
Understanding of Question	(1.5 points) Posting demonstrates a thorough and complete understanding of the question(s).	(1 points) Posting demonstrates some understanding of the question.	(0.5 points) Posting demonstrates lack of understanding of the question.	(0 points) No response was given for the discussion question.
Insight and Depth of Ideas	(1.5 points) Posting contains thoughtful,	(1 points) Posting demonstrates limited critical	(0.5 points) Posting lacks evidence of critical thinking,	(0 points) No response was given for the discussion

	substantive ideas that demonstrate critical thinking, insight, and depth related to the content of the topic.	thinking, insight, and depth related to the content of the topic.	insight, and depth related to the content of the topic.	question.
Examples	(1.5 points) Posting is substantiated by **many** examples that include references to course readings (textbook, videos, and articles), outside research articles, **and** personal experience.	(1 points) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, **or** personal experience.	(0.5 points) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 points) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text **and** full citations are included and formatted according to APA (6th ed.) format.	(0.3 points) Some errors in spelling, punctuation, or grammar distract the reader. In-text **and** full citations are included but APA (6th ed.) formatting errors are present.	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning. In-text **and** full citations not included.	(0 points) No response was given for the discussion question.

Discussion Forum Participation

You are also expected to post *at least* **three substantive replies** to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).
Substantive Posts

To receive full credit, your initial response <u>and replies</u> to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic

- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic
- Communications that are presented in a professional and supportive manner, and with respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module**. You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection**: Why did you choose to respond to this post?
- **Discussion**: What questions or comments do you have for the author of the response posting?
- **Extension**: How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

Posts and replies should be meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

Orientation Assignment: Culture and Teaching Philosophy Statement
(Module: Orientation; Objectives: 1, 5; Points: 5)

This is a preliminary, get-to-know-yourself assignment. Before we can begin to explore culturally responsive teaching and how to meet the needs of culturally and linguistically diverse

(CLD) students, we first need to explore our own cultural identities and beliefs about teaching CLD students. Please submit this assignment as a short paper (no more than one, double-spaced page, preferably in APA format). There are two questions/prompts I'd like you to explore:

- *Your Culture:* Describe your culture. Reference your geographical home, your upbringing, your beliefs, family relationships, language, values, etc.

- *Philosophy of Teaching CLD Students:* Begin to explore your personal teaching philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations. Your philosophy will change as the course advances. For the capstone project for the course, you will write a more-detailed philosophy of teaching CLD students. This orientation assignment will give you an opportunity to begin exploring your initial thoughts in this area.

This assignment be graded on effort and the overall quality of your responses. Proofread carefully. This assignment automatically will be submitted to Turnitin.

Assignment 1: Implication of Current Events Paper
(Module 1; Objectives: 1, 2, 3; Points: 20)

Consider three events (from the last five years) that were reported in mass media and that have implications regarding racism, stereotyping, or discrimination (e.g., the 2015 violence in Ferguson, Missouri; the 2016 Orlando nightclub shooting; or the 2017 white supremacist march in Charlottesville). Write a brief essay (approximately 2–3 pages) briefly describing these events and how they could possibly affect learning in a classroom environment that includes English learners (ELs). Include an explanation as to how these events could be framed within this learning environment and how they could be integrated into the context of a lesson. Identify some practices that teachers could engage in that would promote a safe and positive learning environment throughout the school year.

*Include 3–5 **scholarly sources** (i.e., articles from peer-reviewed journals) from your research or the course readings to support your positions. Prepare this assignment according to the guidelines found in the* APA Style Manual *(6th ed.). This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion (and to get a feel for how points are distributed for similar assignments in the course that do not have a specific rubric). Use the headings in the rubric in your paper to ensure that you cover all required elements. This assignment automatically will be submitted to Turnitin.*

Assignment 1 Rubric: Implication of Current Events Paper

	Beginning	*Developing*	*Proficient*	*Exemplary*
Current Events	The essay does not include three current	The essay includes three current events	The essay includes adequate descriptions	The essay includes clear and concise

	events or the current events included do not have implications related to racism, stereotyping, or discrimination. (1 point)	and the current events included have implications related to racism, stereotyping, or discrimination, but the descriptions are vague or require further clarification. (2 points)	of three current events and the current events included have implications related to racism, stereotyping, or discrimination. (3 points)	descriptions of three current events and the implications related to racism, stereotyping, or discrimination are clearly established. (4 points)
Effect on Learning	The effects of the current events on learning are not established. (1 points)	The essay includes at least one vague or incomplete explanation of how at least one of the current events affects learning. (2 points)	The essay includes adequate explanations of how the current events affect learning. (3 points)	The essay includes appropriate and insightful explanations of how the current events affect learning. (4 points)
Framing and Integration	The essay may be missing an example in which at least one of the events described could be framed within the context of a lesson; or more than one of the examples may be vague or underdeveloped. (1 points)	The essay includes at least one example in which each of the events described could be framed within the context of a lesson, but at least one of the examples may be vague or underdeveloped. (2 points)	The essay includes at least one example in which each of the events described could be framed within the context of a lesson. (3 points)	The essay includes at least one innovative way in which each of the events described could be framed within the context of a lesson. Clear and concise examples are provided. (4 points)
Teaching Practices	The essay may be missing one practice that teachers could utilize to promote a safe and positive learning environment throughout the year; or more than one example is vague, underdeveloped, impractical, or inappropriate for ELs. (1 point)	The essay defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year, but at least one example is vague, underdeveloped, impractical, or inappropriate for ELs. (2 points)	The essay defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year. The examples provided are adequate for ELs. (3 points)	The essay clearly defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year. The examples provided are practical and appropriate for ELs. (4 points)
Organization	An attempt is made to organize the content, but the sequence is indiscernible. The ideas presented are compartmentalized and may not relate to each other. (0 points)	The content may not be adequately organized even though it provides the audience with a sense of the main idea. (0.5 points)	The content is logically organized. The ideas presented relate to each other. The content provides the audience with a clear sense of the main idea. (0.75 points)	The content is well-organized and logical. There is a sequential progression of ideas that relate to each other. The content is presented as a cohesive unit and provides the audience with a clear sense of

				the main idea. (1 point)
APA Formatting Skills (in-text citations, type of sources, reference page, and format)	Many citations are missing where needed; or sources are not credible; or the references page includes numerous errors; or most aspects of the required format are missing or mistaken throughout the entire submission. (0 points)	Some citations are missing where needed; or the citations do not support the submission; or some sources may not be credible; or references page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission. (0.5 points)	In-text citations are complete and virtually error free. Sources are credible and adequate for the submission. The references page has very few errors. The required format is utilized for the most part throughout the submission. (0.75 points)	In-text citations are complete, error-free, and arranged appropriately. Sources are credible and appropriate for the submission. The sources strongly support the submission. The references page is free of errors. All aspects of the required format are correct within the submission. (1 point)
Conventions (spelling, punctuation, grammar, and language use)	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction are used. (0 points)	Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language or word choice may be present. Sentence structure may not be varied. (1 point)	The submission includes some mechanical errors, but they do not hinder comprehension. A variety of effective sentence structures are used, as well as some practice and content-related language. (1.5 points)	The submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging. (2 points)

Assignment 2: Confronting Stereotypes Project
(Module 2; Objectives: 1, 2, 3; Points: 20)

The purpose of this assignment is to document how various stereotypes are evident or unfairly represent (or misrepresent) individuals or groups in various media formats, especially immigrants and ELs.

- **Artifact**: Collect a minimum of 10 different artifacts or examples of how cultural attributes are miscommunicated or unfairly represented. Search out artifacts in which such misrepresentation is not obvious but is implied or covert or assumed. The artifacts must highlight communities and groups of people in the U.S. who are stigmatized *for their lack of English language ability*. (Do not illustrate stereotypes if they do not relate to culture or language ability. For instance, "dumb blonde jokes" abound, and they stereotype blondes, but they would not be relevant here because they have nothing to do with learning English or speaking differently [or as some might describe "poorly"]). Use examples from popular media, such as TV, newspapers, and magazines. You may also use song lyrics, video games, Internet images, greeting cards, classroom resources, activities and incentives for students, etc. Use a camera to photograph billboards,

displays, etc. Radio and TV material may be included as excerpts with appropriate references of date, title of program, and time of airing.

- **Caption:** Explain in *no more than 50 words* what misrepresentations or stereotypes you see in each artifact. State the group that is being stereotyped (e.g., Asian Americans), and state what aspect is being stereotyped (e.g., All Asian Americans are said to be clever, intelligent, and successful).

- **Refutation:** Explain briefly why you think the stereotype is not appropriate. Quote facts and statistics where possible to support your contention (e.g., Of Cambodians, Hmong, and Laotians, 22% live in poverty, and 10% receive public assistance, the highest of any group, excluding Native Americans[1].)

This project should be formatted as a PowerPoint, Prezi, etc. You have room to be creative with this. ==Please keep in mind that technology issues are not a valid excuse for turning in assignments late. Submit early and reach out to UWG Technical Support if you encounter issues.==

*Include several **scholarly sources** from your research and the course readings to support your claims. As always, solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your presentation. This assignment automatically will be submitted to Turnitin.*

Assignment 3: Immigrant Movie Analysis Paper
(Module 3; Objectives: 1, 2, 3; Points: 20)

You will select a film that deals with current issues of immigrants and immigration, preferably into the U.S., or of English learners (ELs) and other culturally and linguistically diverse (CLD) learners in U.S. schools. The movie could be a feature film (e.g., *The Visitor* [2007] or *Sugar* [2008]) or a documentary (e.g., *I Learn America* [2013])—a quick Google search will yield numerous results.

You will write a short critique/reflection on the film. The reviews must include (1) a summary of the film (approximately 300 words) and (2) an analysis of at least three issues that are raised by the film. For each of the issues, explain how you could deal with the issues in your classroom/school setting (approximately 1000 words) and how they will influence your teaching.

*Include several **scholarly sources** from your research and the course readings to support your position. APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded on meeting the criteria stated here and the overall quality of your paper. This*

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[1] http://www.asian-nation.org/demographics.shtml

assignment automatically will be submitted to Turnitin.

Assignment 4: Profile of English Learners Presentation
(Module 4; Objectives: 1, 2; Points: 20)

The focus of this assignment is on understanding who English learners (ELs) are **as people**, *who* (not *what*) you are teaching. The focus is **not** to understand and identify best instructional practices. Do not write about the proficiency levels of the ELs or how to teach them. Instead, create a presentation (PowerPoint, Prezi, etc.) in which you explore who your ELs are collectively and individually. Below are some questions to get you started. You will likely need to conduct some informal research to answer these questions.

Demographics:
- How many ELs are served in your classroom/school?
- How many were born in the U.S. or abroad?
- What native/first languages (L1s) are represented in your classroom/school?
- What are their parents' occupations?
- What are their parents' educational levels?

Traits/Culture:
- What traits would *you* identify with the ELs in your classroom/school?
- Detail the strengths of the ELs in behavioral and social (not academic) terms.
- What cultural (not academic) aspects of ELs and their families are represented in your classroom/school? How?
- How do *other educators* in your school perceive ELs, their cultural backgrounds, and their families?

Communication:
- How do you communicate with ELs and their parents? When and how often? For what purpose? What mode do you use for different groups of ELs?
- What are the most common topics of communication with each group?
- What obstacles to communication with families of ELs exist in your classroom/school? How can these obstacles be overcome?

The categories and questions above are only suggestions to get your started. Please reach beyond these questions to explore other aspects of who your ELs are as individuals in this presentation. You have freedom here to let your creativity flow and showcase the unique characteristics and personalities of the culturally and linguistically diverse students you teach.

If you do not teach ELs, reach out to an ESOL teacher or another colleague who teaches ELs at your school (or another school if necessary) for access to ELs.

References are not required for this assignment. This assignment will be graded on meeting the criteria stated here and the overall quality of your presentation. This assignment automatically will be submitted to Turnitin.

Assignment 5: Immigrant Family Interview Paper
(Module 5; Objectives: 1, 2; Points: 20)

This interview is designed to promote your investigation of how particular sociocultural and political climates influence schooling experiences for CLD students. Identify an immigrant family that has been in the U.S. for *less than five years*. The family should *preferably* have at least one child who is in a public K–12 school in the U.S. and who is receiving language support services in the Title III ESOL program. Honor the family by allowing them to choose the time and setting of the interview. Given our current political climate, some immigrant families understandably may be reluctant to be interviewed. If you encounter this reluctance, please do everything necessary to respect the privacy of the family. Emphasize that you will not record their names, voices, etc. and that only you and your professor will read about the interview.

Come into the interview with a few carefully drafted, open-ended interview questions, but allow the conversation to progress naturally and explore other areas or concepts as they emerge during the conversation. Take notes during and immediately after the interview. Taping the interview isn't necessary. After the interview, reflect carefully on what you learned from the experience to write a short analysis paper.

Write a brief interview analysis paper (approximately 3–4 pages long). After briefly summarizing the interview, critically analyze at least three issues/major ideas that emerged from the conversation. Explore how these issues relate to your professional practice as an educator of CLD students in particular and to the overall education for CLD students in general.
*Include several **scholarly sources** from your research and the course readings to support your claims. APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your papers. This assignment automatically will be submitted to Turnitin.*

Assignment 6: Biased Curriculum Paper
(Module 6; Objectives: 4; Points: 20)

Analyze educational materials used to teach CLD students at your classroom/school. These materials can be textbooks, resource guides, curricular documents, online resources, etc. used in an ESOL classroom or in a mainstream classroom with both native-English-speaking students and ELs. Look for examples of cultural bias within the curriculum. Write a short persuasive essay (approximately 2–3 pages) arguing for a more culturally inclusive curriculum devoid of bias within your school curriculum. Address the following in your essay:

- Provide at least one concrete example of a cultural bias within the curriculum.
- Explain how this bias may negatively affect the performance of CLD students.
- Express the need for educational materials to be free of such bias.

*Include several **scholarly sources** from your research and the course readings to support your position. APA (6th ed.) format is required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. Use the headings in the rubric to ensure you cover all required elements of the assignment. This assignment will automatically be submitted to Turnitin.*

Assignment 6 Rubric: Biased Curriculum Paper

	Beginning	*Developing*	*Proficient*	*Exemplary*
Cultural Bias	It may not be clear how the example of bias provided is cultural in nature; or it may not have been obtained from actual curriculum; or any information regarding where it is located may not be included; or the bias identified is not supported by current research. (1 point)	An example of cultural bias is identified in curriculum, but the example may be lacking some information regarding where it is located; or the bias identified has tenuous ties to current research. (2 points)	An example of cultural bias is identified in curriculum, with adequate information regarding where it is located. The bias identified is supported by current research. (3-4 points)	An example of cultural bias is identified in curriculum, with specific details regarding where it is located including the content area and grade level. The bias identified is supported by current research. (5 points)
Explanation of Effect	An explanation of the effect of the cultural bias identified the academic performance of CLD students is attempted, but not established. (1 point)	The explanation of how the cultural bias identified may negatively affect the academic performance of CLD students may be vague or underdeveloped. (2 points)	The essay includes an adequate explanation of how the cultural bias identified may negatively affect the academic performance of CLD students. (3-4 points)	The essay includes an appropriate and insightful explanation of how the cultural bias identified may negatively affect the academic performance of CLD students. (5 points)
Persuasion of Expressed Need	The reason why there is a need for educational materials to be free of bias is not defined; or the manner in which it is presented may not be persuasive or appropriate for the intended reader. (1 point)	The reason why there is a need for educational materials to be free of bias may be vague or require further development; or the manner in which it is presented, though persuasive, may not appropriate for the intended reader. (2 points)	At least one reason why there is a need for educational materials to be free of bias is provided in a persuasive manner adequate for the intended reader. (3-4 points)	Several reasons why there is a need for educational materials to be free of bias are provided in a concise and persuasive manner appropriate for the intended reader. The reason is tied to the original example provided. (5 points)
Organization	An attempt is made to organize the content,	The content may not be adequately	The content is logically organized. The ideas	The content is well-organized and logical.

	but the sequence is indiscernible. The ideas presented are compartmentalized and may not relate to each other. (0 points)	organized even though it provides the audience with a sense of the main idea. (0.5 point)	presented relate to each other. The content provides the audience with a clear sense of the main idea. (0.75 point)	There is a sequential progression of ideas that relate to each other. The content is presented as a cohesive unit and provides the audience with a clear sense of the main idea. (1 point)
APA Formatting Skills *(in-text citations, type of sources, reference page, and format)*	Many citations are missing where needed; or sources are not credible; or the references page includes numerous errors; or most aspects of the required format are missing or mistaken throughout the entire submission. (0 point)	Some citations are missing where needed; or the citations do not support the submission; or some sources may not be credible; or references page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission. (0.5 point)	In-text citations are complete and virtually error free. Sources are credible and adequate for the submission. The references page has very few errors. The required format is utilized for the most part throughout the submission. (1 point)	In-text citations are complete, error-free, and arranged appropriately. Sources are credible and appropriate for the submission. The sources strongly support the submission. The references page is free of errors. All aspects of the required format are correct within the submission. (2 points)
Conventions *(spelling, punctuation, grammar, and language use)*	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction are used. (0 points)	Frequent and repetitive mechanical errors distract the reader. Inconsistent language or word choice is present. Sentence structure is lacking. (0.5 point)	Submission includes some mechanical errors, but they do not hinder comprehension. A variety of effective sentence structures are used, as well as some practice and content-related language. (1 points)	Submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging. (2 points)

Midterm Exam

(Objectives: 1, 2, 3, 4, 5; Points: 30)

The midterm will be open for one week between Modules 3 and 4. You will only be responsible for completing the exam that week, though you are welcome to work ahead. The exam will consist of approximately 5–10 constructed-response questions from the course readings. Please answer each question thoroughly, **referencing the course readings**.

Solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded on quality, not quantity, specifically your ability to synthesize the course readings. The exam automatically will

be submitted to Turnitin.

Key Assessment: Philosophy of Teaching CLD Students
(Objectives: 1, 2, 3, 4, 5; Points: 30)

For your key assessment in this course, you will synthesize the concepts and ideas you have learned throughout this course to write a well-developed paper that succinctly describes your personal teaching philosophy *specifically with regard to being a culturally responsive educator and teaching culturally and linguistically diverse (CLD) students*. In addition to a well-developed introduction and conclusion paragraph(s), your philosophy paper should include the following three sections:

1. Approach to Teaching CLD Students
   a. What is your approach to teaching CLD students?
   b. How do you interact with CLD students and their families?
2. Philosophical, Theoretical, and Research Grounding
   a. How do CLD students learn best? What theories, philosophies, and research support your perspectives?
3. Support for CLD Student Learning
   a. How do you address CLD students' cultural identities, backgrounds, and/or experiences for instructional relevancy?

Your paper should be approximately 6-8 pages in length. A variety of course resources should be cited in the essay, including information gleaned from the chapters in the textbook, the scholarly articles, the TED Talks, **and** outside research.

*APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This key assessment assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. Use the headings in the rubric to ensure you cover all required elements of the assignment. This assignment will automatically be submitted to Turnitin. You will submit to CourseDen **and Tk20**.*

Key Assessment Rubric: Philosophy of Teaching CLD Students

	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)
Approach to Teaching CLD Students (Weight: 40%) *What is your approach to teaching CLD students?*	Candidate's approach to teaching CLD students is not articulated. The narrative is not engaging and does not demonstrate self-	Candidate's approach to teaching CLD students is somewhat unclear. The narrative demonstrates limited self-reflection and the content weakly	Candidate offers a clear approach to teaching CLD students. The narrative is self-reflective and engages the reader. Candidate writes a detailed	Candidate's approach to teaching CLD students is compelling. The narrative is engaging and demonstrates self-reflection at a

How do you interact with CLD students and their families?	reflection. Candidate does not articulate how s/he would interact with CLD students and their families.	engages the reader. Candidate writes a vague description of how s/he would interact with CLD students and their families.	description with concrete examples of how s/he would interact with CLD students and their families.	high level. .Candidate writes detailed description with excellent, concrete examples of how s/he would interact with CLD students and their families.
Philosophical, Theoretical, and Research Grounding (Weight: 20%) *How do CLD students learn best? What theories, philosophies, and research support your perspectives?*	Candidate does not demonstrate an understanding of relevant educational theories, philosophies, or research regarding CLD students and their unique learning needs.	Candidate attempts to make connections between his/her teaching philosophy and noted educational philosophies, theories, and research, but with limited or illogical associations. Clear misconceptions are exhibited.	Candidate makes connections between his/her teaching philosophy and noted educational theories, philosophies, and research with reasonable association. A working understanding of relevant educational theory, philosophy, and research is exhibited with minimal mistakes.	Candidate makes high-level connections between his/her teaching philosophy and noted educational theories, philosophies, and research. A deep understanding of relevant educational theory, philosophy, and research is demonstrated. Candidate offers critical analysis of the concepts presents.
Support for CLD Student Learning (Weight: 20%) *How do you address CLD students' cultural identities, backgrounds, and/or experiences for instructional relevancy?*	Candidate does not address issues of inclusion. There is no connection to teaching and support for CLD students' learning.	Candidate attempts to address issues of inclusion and support for the diverse needs of CLD learners, but in an awkward way. The examples provided appear only to minimally address the diverse needs of CLD students.	Candidate addresses issues of inclusion and support for the diverse needs of CLD learners, with minimal misconceptions. Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Candidate addresses issues of inclusion and support for the diverse needs of CLD learners in a compelling and coherent manner. All strategies are based on a combination of practical experience, theory, research and documented best practice.
Organization (Weight: 10%)	An attempt is made to organize the content, but the sequence is indiscernible. The ideas presented are compartmentalized and may not relate to each other.	The content may not be adequately organized even though it provides the audience with a sense of the main idea.	The content is logically organized. The ideas presented relate to each other. The content provides the audience with a clear sense of the main idea.	The content is well organized and logical. There is a sequential progression of ideas that relate to each other. The content is presented as a cohesive unit and provides the audience with a clear sense of the main idea.
APA Formatting Skills *(in-text citations, type of sources, reference page, and format)* (Weight: 5%)	Many citations are missing where needed; or sources are not credible; or the references page	Some citations are missing where needed; or the citations do not support the	In-text citations are complete and virtually error free. Sources are credible and adequate for the submission.	In-text citations are complete, error-free, and arranged appropriately. Sources are credible and

	includes numerous errors; or most aspects of the required format are missing or mistaken throughout the entire submission.	submission; or some sources may not be credible; or references page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission.	The references page has very few errors. The required format is utilized for the most part throughout the submission.	appropriate for the submission. The sources strongly support the submission. The references page is free of errors. All aspects of the required format are correct within the submission.
Conventions *(spelling, punctuation, grammar, and language use)* (Weight: 5%)	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction is used.	Frequent and repetitive mechanical errors distract the reader. Inconsistent language or word choice is present. Sentence structure is lacking.	Submission includes some mechanical errors, but they do not hinder comprehension. Varieties of effective sentence structures are used, as well as some practice and content-related language.	Submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging.

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by 11:59 p.m. on the last day of each module specified below. **Late assignments will not receive any points.**

	Points	**Assessment**	**Assignments and Due Dates**
Student Introduction Embed video in *Student Introductions* forum in the discussion board on CourseDen.	5 pts.	See description/ guidelines in Orientation module in CourseDen	Updated CourseDen Profile/ Student Introduction Video (5 points): **August 19**
Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response **by the midpoint of the module window** to allow ample time for others to reply.	6 @ 10 pts. = 60 pts.	See description/ guidelines and rubric above	Module 1 Discussion (10 points): -Initial response by **August 26** -Three replies by **September 2** Module 2 Discussion (10 points): -Initial response by **September 9** -Three replies by **September 16** Module 3 Discussion (10 points): -Initial response by **September 23** -Three replies by **September 30** Module 4 Discussion (10 points): -Initial response by **October 14** -Three replies by **October 21**

			Module 5 Discussion (10 points): -Initial response by **October 28** -Three replies by **November 4** Module 6 Discussion (10 points): -Initial response by **November 18** -Three replies by **November 25**
Course Assignments Submit via the assignments dropbox in CourseDen.	125 pts.	See description/ guidelines and rubrics above	Orientation Assignment: **August 19** (5 points) Assignment 1: **September 2** (20 points) Assignment 2: **September 16** (20 points) Assignment 3: **September 30** (20 points) Assignment 4: **October 21** (20 points) Assignment 5: **November 4** (20 points) Assignment 6: **November 25** (20 points)
Midterm Exam & Capstone Paper Submit via the assignments dropbox in CourseDen.	2 @ 30 pts. = 60 pts.	See description/ guidelines and rubrics above	Midterm Exam: open from October 1 to **October 7** (30 points) Capstone Paper (submitted to CourseDen **and Tk20**): open from November 26 to **December 2** (20 points)

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. ***Always proofread your writing before submitting an assignment for a grade.***

COE Writing Rubric	
1 = *Beginning*	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = *Developing*	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = *Proficient*	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = *Exemplary*	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Course Policies

Technology Issues:
<mark>Please do not contact the professor directly with technology issues.</mark> For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search http://D2Lhelp.view.usg.edu.

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 Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not *meticulously* followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Email Policy:

All correspondences from the professor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and Network Etiquette:

Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- Do not read emotion into an email or feedback comment.

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

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

Center for Academic Success:

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

Smarthinking:

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

Student Services:

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**

https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi** https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services** http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams** http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at 11:59 p.m. on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation August 15–19 (only 5 days!)	1. Read the syllabus *very carefully*. (If you have any questions, please post them to the forum titled "General Questions and Concerns" in *Discussions*.) 2. Watch Dr. Griffin's introductory video. 3. After you have updated all components of your CourseDen user profile (under *Classlist* in course toolbar), embed a short video of you introducing yourself to the class in *Discussions* under "User Profile Introduction." 4. Familiarize yourself with the other resources in the Orientation module. 5. Complete Orientation Assignment: Culture and Teaching Philosophy Statement.	The following assignments are due by 11:59 p.m. on **August 19**: 1. User Profile Introduction (5 points; short video introduction embedded into Discussion **and** updated CourseDen user profile page with picture) 2. Orientation Assignment: Culture and Teaching Philosophy Statement (5 points)
Module 1: Racism, Stereotyping, and Discrimination August 20–September 2 (2 weeks)	1. Read Chapter 3 in *Comprehensive Multicultural Education: Theory and Practice* (Bennett, 2019). 2. Read "Leadership Against Racism" (Brooks et al., 2015). 3. Watch "I Am Not Your Asian Stereotype" (Xu, 2016) [TED Talk]. 4. Watch "How to Overcome our Biases: Walk Boldly Toward Them" (Myers, 2014) [TED Talk].	The following assignments are due by 11:59 p.m. on **September 2**: 1. Module 1 Discussion (10 points; one initial response by **August 26** and three replies by **September 2**) • Why is it important for teachers to understand the theories of ethnic identity identified in the textbook? • How could the exclusion of racially relevant details contribute to racism, stereotyping, or discrimination? • How do racism, stereotyping, and

	5. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 1 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 6. Complete Assignment 1: Implication of Current Events Paper.	discrimination influence the education of CLD students? 2. Assignment 1: Implication of Current Events Paper (20 points)
Module 2: Purposes and Contexts for Multicultural Education September 3–16 (2 weeks)	1. Read Chapters 1 and 2 in *Comprehensive Multicultural Education: Theory and Practice* (Bennett, 2019). 2. Read "Pinterest for Parent Education" (Routh, Langworthy, & Jastram, 2014). 3. Read "The Culturally Proficient Technologist" (Johnson, 2015). 4. Read "Potentials of Mobile Technology for K-12 Education" (Liu, Navarrete, & Wivagg, 2014). 5. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 2 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 6. Complete Assignment 2: Confronting Stereotypes Project.	The following assignments are due by 11:59 p.m. on **September 16**: 1. Module 2 Discussion (10 points; one initial response by **September 9** and three replies by **September 16**) • Explain why incorporating technology in alignment with multicultural education is relevant in K-12 education. • Guidelines for cultural differences are discussed in your required reading. Which were you aware of and which ones were you not aware of? Why is this knowledge beneficial to teachers? 2. Assignment 2: Confronting Stereotypes Project (20 points)
Module 3: Multicultural & Immigrant Perspectives September 17–30 (2 weeks)	1. Read Chapters 7, 8 and 9 in *Comprehensive Multicultural Education: Theory and Practice* (Bennett, 2019). 2. Watch "What If You Were an Immigrant?" (Huh, 2013) [TED Talk].	The following assignments are due by 11:59 p.m. on **September 30**: 1. Module 3 Discussion (10 points; one initial response by **September 23** and three replies by **September 30**) • Is it always necessary for ethnic minorities to "trade

	3. Watch "Immigrant Voices Make Democracy Stronger" (Bhojwani, 2016) [TED Talk].	off" some aspects of their traditional culture? Why or why not?
	4. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 3 Discussion. Post one initial response (see syllabus for details) and three replies to classmates.	• Given the different histories and worldviews of American Indians, African Americans, Latina/o Americans, Asian Americans, and Arab Americans, how do you explain their differing successes and struggles in U.S. schools?
	5. Complete Assignment 3: Immigrant Movie Analysis Paper.	2. Assignment 3: Immigrant Movie Analysis Paper (20 points)
Midterm Exam Window: The midterm exam (30 points) will be accessible from October 1 until October 7. It is due at **11:59 p.m. on October 7.**		
Module 4: Learning Styles and Culturally Responsive Teaching October 8–21 (2 weeks)	1. Read Chapters 4, 10, and 11 in *Comprehensive Multicultural Education: Theory and Practice* (Bennett, 2019). 2. Read "Educator Beliefs and Cultural Knowledge: Implications for School Improvement Efforts" (Nelson & Guerra, 2014). 3. Watch "What Does My Headscarf Mean to You?" (Abdel-Magied, 2014) [TED Talk]. 4. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 4 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 5. Complete Assignment 4: Profile of English Learners Presentation.	The following assignments are due by 11:59 p.m. on **October 21**: 1. Module 4 Discussion (10 points; one initial response by **October 14** and three replies by **October 21**) • What is the relationship between the language spoken in the home and the rate at which an additional language is learned? How does culture factor into this? • Discuss biases and prejudices many educators harbor for their CLD students based on culture, nationality, ethnicity, religion, language, etc. What should educators do to address these types of bias when they encounter them? 2. Assignment 4: Profile of English Learners Presentation (20 points)
Module 5: Family and Community Engagement October 22–November 4 (2 weeks)	1. Read Chapter 12 in *Comprehensive Multicultural Education: Theory and Practice*	The following assignments are due by 11:59 p.m. on **November 4**:

	(Bennett, 2019).	1. Module 5 Discussion (10 points; one initial response by **October 28** and three replies by **November 4**)
	2. Read "Ten Ways for Cultivating Language and Literacy Learning through Engagement with Families and Communities" (Phillips, 2015).	• What misconceptions do some educators have about the level of parental involvement among some cultural groups?
	3. Read "Parental Involvement in Homework" (Gonida & Cortina, 2014).	• How can schools best foster mutually respectful relationships between educators and parents of CLD students?
	4. Read "Utilizing Technology for Improved Family Engagement" (Altman & Meis, 2013).	2. Assignment 5: Immigrant Family Interview Paper (20 points)
	5. Watch "Building Relationships Between Parents and Teachers" (Hall, 2013) [TED Talk].	
	6. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 5 Discussion. Post one initial response (see syllabus for details) and three replies to classmates.	
	7. Complete Assignment 5: Immigrant Family Interview Paper.	
Module 6: Curriculum Transformation November 5–25 (3 weeks; including Thanksgiving Break)	1. Read Chapter 13 in *Comprehensive Multicultural Education: Theory and Practice* (Bennett, 2019).	The following assignments are due by 11:59 p.m. on **November 25**:
	2. Read "Racial Labels in the Biology Curriculum" (Donovan, 2017).	1. Module 6 Discussion (10 points; one initial response by **November 18** and three replies by **November 25**)
	3. Read "Teaching Anti-Bias Curriculum" (Lin, Lake, & Rice, 2008).	• How can teachers help students identify biases, stereotypes, and omissions in literature, media, and curriculum?
	4. Read "Curriculum on the Borderzone" (Kern, 2011).	• Why is fair-minded critical thinking necessary in multicultural teaching?
		2. Assignment 6: Biased Curriculum Paper (20 points)

	5. After reading/viewing module readings/viewings, **synthesize** information learned throughout this module to complete the Module 6 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 6. Complete Assignment 6: Biased Curriculum Paper.	
Capstone Paper Submission Window: The dropbox for submitting the capstone paper (30 points) will be accessible from November 26 until December 2. Submit to CourseDen and **Tk20**. It is due at **11:59 p.m. on December 2.**		

NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

READ - 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition

2020-2021 Graduate New Course Request

General Information

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

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

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

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Spring	**Desired Effective Year***	2020

Course Information

Course Prefix*	READ	**Course Number***	7240

Course Title*	TESOL: Literacy, Linguistics, and Second Language Acquisition

Course Type*	Reading

Catalog Course Description*	This course focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](https://westga.curriculog.com).

Prerequisites	None

Concurrent Prerequisites	None

Corequisites	None

Cross-listing	None

Restrictions	None

Status*	⦿ Active-Visible ◯ Inactive-Hidden

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

Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face
	☐ Entirely Online
	☐ Hybrid
	☑ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	This course is a revision of a previously deleted course PTED 7240 (Literacy, Linguistics, and Second Language Acquisition). In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research in the field of TESOL. (The reactivation of the ESOL Endorsement has already been approved along with the deletion of the previously offered PTED 7240 course.)

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Student Learning Outcomes* In this course, students will be able to:

1. Categorize how the English language works in a linguistic sense (e.g., phonology, phonetics, morphology, syntax, diction, semantics, and pragmatics; Finegan, 2015; Fromkin, Rodman, & Hyams, 2017; Griffiths & Cummins, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 1.a.1, 1.a.2, 1.a.3);

2. Analyze and evaluate the central theories, assumptions, findings, and controversies in first and second language acquisition/learning, as well as the individual, social, cultural, and political factors that affect this process in a P–12 classroom setting (Fasold & Connor-Linton, 2014; Fromkin, Rodman, & Hyams, 2017; Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; TESOL: 1.b.1, 1.b.2, 1.b.3, 1.b.4, 1.b.5, 4.a.1, 4.b.1, 5.a.2);

3. Synthesize their own understanding and practical application of the various linguistic elements in English (Freeman & Freeman, 2014; Fromkin, Rodman, & Hyams, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 1.b.4);

4. Evaluate student language production as informed by language proficiency development levels and language acquisition assessments (Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 4.b.1).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* | Department of Literacy and Special Education

Is this a School of Nursing course?* ◯ Yes ⦿ No

Is this a College of Education course?* ⦿ Yes ◯ No

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

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

College of Education

READ 7240: TESOL: Literacy, Linguistics, and Second Language Acquisition

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays and Thursdays (1:00–4:00 p.m.), Wednesdays (1:00–5:00 p.m.), or online by appointment
Office:	678-839-6152
Cell:	404-414-7930 (for emergency use only <u>and never</u> after 8:30 p.m.)
Department:	678-839-6179
Email:	rgriffin@westga.edu

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280
Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

This course focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.

Credit Hours: 3.0
Prerequisites: None
Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach ESL, reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Course References:

Azar, B. S., & Hagen, S. A. (2016). *Understanding and using English grammar* (5th ed.). New York, NY: Pearson.

Baugh, A. C, & Cable, T. (2013). A *history of the English language* (6th ed.). London, UK: Routledge.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow, Essex, UK: Pearson.

Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide spoken and written English grammar and usage*. Cambridge, UK: Cambridge University Press.

Fasold, R. W., & Connor-Linton, J. (Eds.) (2014). *An introduction to language and linguistics* (3nd ed.). New York, NY: Cambridge University Press.

Finegan, E. (2015). *Language: Its structure and use* (7th ed.). Stamford, CT: Cengage Learning.

Freeman, D. E., & Freeman, Y. S. (2007). *English Language Learners: The essential guide*. New York, NY: Scholastic Teaching Resources.

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach ESL, reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language* (11th ed.). Boston, MA: Cengage.

Griffiths, P., & Cummins, C. (2017). *An introduction to English semantics and pragmatics* (2nd ed.). Edinburgh, UK: Edinburgh University Press.

Hendrix, R. A., & Griffin, R. A. (2017). Developing enhanced morphological awareness in adolescent learners. *Journal of Adolescent & Adult Literacy*, *61*(1), 55-63. doi:10.1002/jaal.642

Huerta, M., Garza, T., Jackson, J. K., & Murukutla, M. (2019). Science teacher attitudes towards English learners. *Teaching & Teacher Education*, *77*, 1–9. doi:10.1016/j.tate.2018.09.007

Justice, P. W. (2004). *Relevant linguistics: An introduction to the structure and use of English for teachers* (2nd ed.). Stanford, CA: CSLI Publications.

Karlsson, M. (2019). *Idiomatic mastery in a first and second language*. Bristol, UK: Multilingual Matters.

Lems, K., Miller, L. D., & Soro, T. M. (2017). Building literacy with English language learners: Insights from linguistics (2nd ed.). New York, NY: Guildford Press.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford, UK: Oxford University Press.

McArthur, T., Lam-McArthur, J., & Fontaine, L. (Eds.). (2018). *The Oxford companion to the English language* (2nd ed.). Oxford, UK: Oxford University Press.

Parker, F., & Riley, K. (2009). Linguistics for non-linguists: A primer with exercises (5th ed). New York, NY: Pearson.

Richards, J., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, UK: Cambridge University Press.

Rowe, B. M., & Levine, D. P. (2018). *A concise introduction to linguistics* (5th ed.). London, UK: Routledge.

Wayland, R. (2019). *Phonetics: A practical introduction*. Cambridge, UK: Cambridge University Press.

Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is required for this course because there is a key assessment assigned to this course. Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

The course features interactive technology and is delivered 100% online. The course focuses on literacy theory, assessment, and instruction including the National Reading Panel dimensions

(phonemic awareness, phonics, vocabulary, fluency, and comprehension) to meet the needs of diverse learners.

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

In this course, students will be able to:

1. Categorize how the English language works in a linguistic sense (e.g., phonology, phonetics, morphology, syntax, diction, semantics, and pragmatics; Finegan, 2015; Fromkin, Rodman, & Hyams, 2017; Griffiths & Cummins, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 1.a.1, 1.a.2, 1.a.3);

2. Analyze and evaluate the central theories, assumptions, findings, and controversies in first and second language acquisition/learning, as well as the individual, social, cultural, and political factors that affect this process in a P–12 classroom setting (Fasold & Connor-Linton, 2014; Fromkin, Rodman, & Hyams, 2017; Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; TESOL: 1.b.1, 1.b.2, 1.b.3, 1.b.4, 1.b.5, 4.a.1, 4.b.1, 5.a.2);

3. Synthesize their own understanding and practical application of the various linguistic elements in English (Freeman & Freeman, 2014; Fromkin, Rodman, & Hyams, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 1.b.4);

4. Evaluate student language production as informed by language proficiency development levels and language acquisition assessments (Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL: 4.b.1).

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, a growth-oriented perspective is essential for success. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is

especially true for educators. **As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing.** You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and **to respond accordingly**. **Writing conventions** and **clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with all written work. Per APA, written work must be completed in a typed, double-space format, with Arial/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the assignment.**

Please be aware at the outset that this course requires you to interact with ESOL teachers and EL students in your professional setting. You will be asked to retrieve information about EL students and their English language proficiency *without compromising student confidentiality.* You will also be planning and delivering lessons to EL students. Two of these lessons will be recorded and uploaded to a video storage site and shared with the professor and your classmates in this course. You will need to have permission from students and their parents to record these lessons. Please see this sample edTPA video permission form for assistance creating an appropriate permission form. Do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Module Discussions
(Modules: 1, 2, 3, 4, 5, & 6; Objectives: 1, 2, 3, & 4; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.

Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I am giving you the option of recording yourself responding to the discussion questions. If you choose this option, please **embed** a video of your verbal responses to the discussion questions.

Initial responses should be posted by the midpoint of the module window to give your classmates sufficient time to respond and to ensure that authentic, professional dialogue is occurring.

The following rubric will be used to assess your **initial** responses to the discussion questions:

	Exemplary	*Proficient*	*Developing*	*Beginning*
Understanding of Question	(1.5 points) Posting demonstrates a thorough and complete understanding of the question(s).	(1 point) Posting demonstrates some understanding of the question.	(0.5 point) Posting demonstrates lack of understanding of the question.	(0 points) No response was given for the discussion question.
Insight and Depth of Ideas	(1.5 points) Posting contains thoughtful, substantive ideas that demonstrate critical thinking, insight, and depth related to the content of the topic.	(1 point) Posting demonstrates limited critical thinking, insight, and depth related to the content of the topic.	(0.5 point) Posting lacks evidence of critical thinking, insight, and depth related to the content of the topic.	(0 points) No response was given for the discussion question.
Examples	(1.5 points) Posting is substantiated by **many** examples that include references to course readings (textbook, videos, and articles), outside research articles, **and** personal experience.	(1 point) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, **or** personal experience.	(0.5 point) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 point) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text **and** full citations are included and formatted according to APA (6th ed.) format.	(0.3 point) Some errors in spelling, punctuation, or grammar distract the reader. In-text **and** full citations are included but APA (6th ed.) formatting errors are present.	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning. In-text **and** full citations not included.	(0 points) No response was given for the discussion question.

Discussion Forum Participation

You are also expected to post *at least* **three substantive replies** to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).

Substantive Posts

To receive full credit, your initial response and replies to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic
- Communications that are presented in a professional and supportive manner, and with respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module**. You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection**: Why did you choose to respond to this post?
- **Discussion**: What questions or comments do you have for the author of the response posting?
- **Extension**: How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

You do not have to label the three elements above (i.e., *Connection*, *Discussion*, or *Extension*), but consider them as your write your response to ensure that you cover all required components to ensure your replies are indeed substantive. Posts and replies should be meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support. It also provokes or elicits further discussion.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

All assignments, where applicable, should be completed in APA (6th ed.) format. In-text citations and references should be included **on all assignments**. Scholarly, contemporary sources from peer-reviewed journals, to include the course readings, should be cited on all assignments as appropriate.

Key Assessment: Language Development Case Study

This is the key assessment or capstone project for this course. You will conduct a language development case study for a P–12 English learner (EL). If you do not have an EL in one of your classes, you will need to work with a colleague or an administrator to find an EL you can work with this semester. Using the permission form provided, you will also need to get the permission of the student and her parent/guardian to conduct the case study, though a pseudonym should be used when referring to the student in your report.

You will examine this student's most recent English language proficiency scores as measured by the ACCESS for ELLs or a similar state-mandated assessment of English language proficiency. This will give you a baseline understanding of where the student is currently in her/his English development. The student's ESOL teacher or case manager can provide you with these test results.

You will then utilize the _Alberta K–12 ESL Proficiency Benchmarks_, an informal criterion-based language proficiency assessment, to track growth of the student's language development over time _ideally_ in your classroom context and content area. You will use benchmark rubrics and _at least_ two samples of student work in each language domain (i.e., reading, writing, speaking, and listening) to assess language proficiency for three linguistic competencies (i.e., vocabulary, syntax/grammar, and sociolinguistics):

Reading _(Input)_	Writing _(Output)_	Listening _(Input)_	Speaking _(Output)_

Vocabulary	Vocabulary	Vocabulary	Vocabulary
Syntax	Syntax and Grammar	Syntax	Syntax and Grammar
Sociolinguistic	Sociolinguistic	Sociolinguistic	Sociolinguistic

Other competencies are included on the Alberta benchmark rubrics, but we will only assess the three linguistic competencies listed above (i.e., vocabulary, syntax/grammar, and sociolinguistics) for this assignment. The following table offers ideas or strategies on how to assess language proficiency in your classroom context in each language domain:

Reading	• During silent reading, student reads excerpt from book • As part of an individual reading assessment
Writing	• Individual writing prompt • Individual writing assignments (e.g., journals, notes, reports, projects, essays, tests, surveys etc.)
Listening	• One-on-one interview during class time • Listening task in which students complete oral or written response to orally given prompt • Oral presentation
Speaking	• One-on-one interview during class time • Interaction during routine reading assessment • Participation in a group discussion

Your case study paper should include the following sections and be organized as follows:

1. Student Background *(approximately 1–2 paragraphs)*
   a. Without using the student's name, you will provide background and demographic information on the student, to include her country of origin, native language, grade level, length of time in the U.S., etc. You will also report the most recent English language proficiency scores for your student from the ACCESS for ELLs (or similar state-mandated standardized assessment) in all four language domains and your interpretation of these results.
2. Reading *(approximately 1–2 pages or 4–6 paragraphs)*
   a. Procedure: Write a *brief* introductory paragraph for this section to describe how you assessed language proficiency within your classroom context and content area *for this language domain*. What learning tasks or strategies did you utilize and/or behaviors did you observe to assess this student *in this language domain*? Follow these directions for all subsequent introductory *Procedure* sections below. No subheadings for this section are necessary; just start the paragraph immediately after the language domain heading.
   b. Vocabulary Competence: Using the Alberta benchmark rubrics and *at least* two observations or work samples on at least two different occasions, determine the **language development level** at which the student performed for *this competency* (i.e., vocabulary) within *this domain* (i.e., reading). Provide **specific**

examples from the student's work and/or your observations to justify how you determined this was the appropriate language development level. Reference the rubrics and student work samples in the appendixes as you discuss them. In addition, make sure to **interpret** these results and explain what they suggest about the student's capabilities at this stage in her language development. As you analyze and interpret student performance, bring in concepts related to applied linguistics and second language acquisition discussed in this course. *Follow these directions for each competency (i.e., vocabulary, syntax/grammar, and sociolinguistics) for the remaining language domains (i.e., reading, writing, listening, and speaking).*

     c. Syntactic Competence
     d. Sociolinguistic Competence

3. Writing *(approximately 1–2 pages or 4–6 paragraphs)*
     a. Procedure
     b. Vocabulary Competence
     c. Syntactic and Grammatical Competence
     d. Sociolinguistic Competence

4. Listening *(approximately 1–2 pages or 4–6 paragraphs)*
     a. Procedure
     b. Vocabulary Competence
     c. Syntactic Competence
     d. Sociolinguistic Competence

5. Speaking *(approximately 1–2 pages or 4–6 paragraphs)*
     a. Procedure
     b. Vocabulary Competence
     c. Syntactic Competence
     d. Sociolinguistic Competence

6. Recommendations *(approximately 1 page or 2 paragraphs)*
     a. Provide an overall perspective of the student's language development and compare this with the standardized assessment results you reported in the introductory section. Based on the work samples and other data collected and your analysis of these data, provide *at least* **three recommendations** to help this student move beyond her current level of language development.

7. References
     a. All references cited throughout the report should have full bibliographical citations here. Make sure the citations are **in APA (6th ed.) format**. You should have *at least* **five references** from **peer-reviewed journals** (see list of reputable journals in syllabus) and/or a variety of the course resources.

8. Appendices:
     a. Completed Alberta Reading Rubric
          i. Student Work Sample – Reading
     b. Completed Alberta Writing Rubric
          i. Student Work Sample – Writing
     c. Completed Alberta Listening Rubric

           i.   Student Work Sample – Listening
      d.   Completed Alberta Speaking Rubric
           i.   Student Work Sample – Speaking

You will complete the case study in manageable segments throughout the semester. The final language development case study report should be submitted to both CourseDen **and Tk20** as a single Word document.

*The report and all in-text citations and references must follow **APA (6th ed.)** documentation guidelines. The case study report will be graded using the rubric below.*

Key Assessment: Language Development Case Study Rubric

	Exceeds Expectations	*Meets Expectations*	*Approaches Expectations*	*Does Not Meet Expectations*
Completeness	Complete in *all* assignment requirements	Complete in most assignment requirements	Incomplete in many assignment requirements	Incomplete in most or all assignment requirements
Understanding of Course Content	Demonstrates a sophisticated understanding of second language acquisition and applied linguistics	Demonstrates an accomplished understanding of second language acquisition and applied linguistics	Demonstrates an acceptable understanding of second language acquisition and applied linguistics	Demonstrates an inadequate understanding of second language acquisition and applied linguistics
Analysis	Presents an insightful and thorough analysis of linguistic competencies assessed (i.e., vocabulary, syntax, grammar, and sociolinguistics) across language domains; makes appropriate, insightful, explicit connections between the issues identified and course content related to applied linguistics and second language acquisition	Presents thorough analysis of linguistic competencies assessed (i.e., vocabulary, syntax, grammar, and sociolinguistics) across language domains; makes appropriate, explicit connections between the issues identified and course content related to applied linguistics and second language acquisition	Presents superficial analysis of linguistic competencies assessed (i.e., vocabulary, syntax, grammar, and sociolinguistics) across language domains; makes appropriate but somewhat vague connections between the issues identified and course content related to applied linguistics and second language acquisition	Presents incomplete analysis of linguistic competencies assessed (i.e., vocabulary, syntax, grammar, and sociolinguistics) across language domains; makes few or no connections between the issues identified and course content related to applied linguistics and second language acquisition
Interpretation of Data	Interpretation of data is both reasonable and objective; supports evaluation and	Interpretation of data is both reasonable and objective; supports evaluation and	Interpretation of data is limited or questionable; supports evaluation and opinions with	Little or no interpretation of data; supports evaluation and opinions with few or

	opinions with strong arguments and evidence	opinions with reasons and evidence	limited reasons and evidence	no reasons and little evidence
Recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and course concepts	Presents specific, realistic, and appropriate recommendations supported by the information presented and course concepts	Presents realistic, or appropriate recommendations supported by the information presented and course concepts	Presents recommendations with little, if any, support from information presented and course concepts
Mechanics / APA APA	Writing demonstrates a sophisticated clarity, conciseness, and correctness; extremely well-organized; clearly and thoroughly documents all sources of information; uses APA guidelines accurately and consistently to cite sources and format paper	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; well-organized; documents all sources of information; uses APA guidelines with minor errors to cite sources and format paper	Writing lacks clarity or conciseness and contains numerous errors; lacks organization; provides limited documentation of sources of information; reflects incomplete knowledge of APA guidelines for citing sources and formatting the paper	Writing is unfocused, rambling, or contains serious errors; poorly organized; provides little to no documentation of sources of information; does not use APA guidelines to cite sources and format paper

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by 11:59 p.m. on the last day of each module specified below. **Late assignments will not receive any points.**

Assignment	*Points*	*Assessment Tool(s)*	*Due Date*
Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response **by the midpoint of the module window** to allow ample time for others to reply.	60	See description and rubric above	Module 1 Discussion (10 points): -Initial response by **January 27** -Three replies by **February 3** Module 2 Discussion (10 points): -Initial response by **February 10** -Three replies by **February 17** Module 3 Discussion (10 points): -Initial response by **March 3** -Three replies by **March 10** Module 4 Discussion (10 points): -Initial response by **March 17** -Three replies by **March 24**

			Module 5 Discussion (10 points): -Initial response by **April 7** -Three replies by **April 14** Module 6 Discussion (10 points): -Initial response by **April 21** -Three replies by **April 28**

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. ***Always proofread your writing before submitting an assignment for a grade.***

COE Writing Rubric	
1 = *Beginning*	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = *Developing*	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = *Proficient*	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = *Exemplary*	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the

	assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Peer-Reviewed Literacy Journals

The following are examples of reputable, peer-reviewed scientific journals in the field of reading and literacy education, though there are many others:

The Reading Teacher	*Journal of Literacy Research*
TESOL Quarterly (EL students)	*Journal of Learning Disabilities*
Reading Research Quarterly	*Journal of Educational Psychology*
Journal of Educational Research	*Journal of Teaching and Teacher Education*
Elementary School Journal	*Journal of Teacher Education*
Reading Horizons	*Georgia Journal of Reading*
Journal of Adolescent and Adult Literacy	*Journal of Critical Literacy*
ISTE Journal	

(Note: *The Instructor* and *K–8* magazines are not considered peer-reviewed journals.)

Course Policies

Technology Issues:

==Please do not contact the professor directly with technology issues.== For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search http://D2Lhelp.view.usg.edu.

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 Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are

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

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not *meticulously* followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Email Policy:

All correspondences from the instructor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and Network Etiquette:

Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

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

Center for Academic Success:

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

Smarthinking:

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

Student Services:

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi** https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services** http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams** http://uwgonline.westga.edu/exams.php#student

- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-
  zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at 11:59 p.m. on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation January 5–20 (approx. 2 weeks)		
Module 1: January 21–February 3 (2 weeks)		
Module 2: February 4–17 (2 weeks)		
Module 3: February 18–March 10 (3 weeks)		
Module 4: March 11–March 24 (2 weeks)		
Module 5: March 25–April 14 (3 weeks)		
Module 6: April 15–28 (2 weeks)		
Final Week April 29–May 5		

NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

READ - 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience

2020-2021 Graduate New Course Request

General Information

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

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

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

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

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Spring	**Desired Effective Year***	2020

Course Information

Course Prefix*	READ	**Course Number***	7241

Course Title* TESOL: Methods, Materials, and Assessment through Clinical Experience

Course Type* Reading

Catalog Course Description* This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for bi/multilingual English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing bi/multilingual English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

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

Is this a variable credit hour ☐ Yes ☑ No

course?*	
Lec Hrs*	3
Lab Hrs*	0
Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites	None
Concurrent Prerequisites	None
Corequisites	None
Cross-listing	None
Restrictions	None

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*	☐ Carrollton or Newnan Campus: Face-to-Face
	☐ Entirely Online
	☐ Hybrid
	☑ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	This course is a revision of a previously deleted course PTED 7241 (Teaching English as a Second Language: Methods, Materials, and Assessment). In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research in the field of TESOL. (The reactivation of the ESOL Endorsement has already been approved along with the deletion of the previously offered PTED 7241 course.)

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Student Learning Outcomes*	In this course, students will be able to: 1. Analyze past and present methods of teaching English learners as informed by theory and research in second language acquisition (Brown, Schell, Yujeong, & Benedict, 2017; Díaz-Rico, 2017; Echevarría, Vogt, & Short, 2018; Freeman & Freeman, 2007; Richards & Rodgers, 2014; TESOL: 3, 4, 5); 2. Integrate and assess the social, cultural, and learner-centered aspects of teaching English learners (Crawford & Krashen, 2015; Cummins, 2001; Díaz-Rico, 2017; Wong & Hyland, 2017; TESOL: 2); 3. Plan techniques for teaching and assessing the four language domains (i.e., listening, speaking, reading and writing) within an integrated, content-based approach (Chamot, 2009; Colombo & Furbush, 2008; Crawford & Krashen, 2015; Díaz-Rico, 2017; Echevarría et al., 2018; Gibbons, 2014; Ramírez, Freeman, & Freeman, 2008; Gibbons, 2014; TESOL: 3, 4); 4. Categorize and evaluate different program models for teaching English learners and assessment instruments utilized for placement, programming, diagnosis, and entry/exit criteria in ESOL programs (Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Paradis, & Crago, 2004; Honigsfeld & Giouroukakis, 2011; Krashen & Terrell, 1983; Ovando & Collier, 1985; Stevick, 1986, 1988; TESOL: 3, 4); 5. Evaluate and criticize current issues and controversies in the field of ESOL education, including historical development, terminology, legality, and the testing of English learners (i.e., cultural bias in tests, unjustified placement in special education, etc.; Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Honigsfeld & Giouroukakis, 2011; Valdez, 2001; TESOL: 2, 4, 5).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	◉ Library Resources are Adequate ◯ Library Resources Need Enhancement
Present or Projected Annual Enrollment*	30

Will this course have special fees	☐ Yes ☑ No	**If yes, what will the fee be?***	N/A

or tuition required?*	

Fee Justification	N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Literacy and Special Education

Is this a School of Nursing course?*	○ Yes ◉ No	**Is this a College of Education course?***	◉ Yes ○ No

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

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

University of West Georgia | College of Education

READ 7241: TESOL: Methods, Materials, and Assessment through Clinical Experience

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays and Thursdays (1:00–4:00 p.m.), Wednesdays (1:00–5:00 p.m.), or online by appointment
Office:	678-839-6152
Cell:	404-414-7930 (for emergency use only <u>and never</u> after 8:30 p.m.)
Department:	678-839-6179
Email:	rgriffin@westga.edu

Support for Courses

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

CourseDen D2L Home Page

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

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280
Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

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

Course Information

Course Description

This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for bi/multilingual English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing bi/multilingual English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

Credit Hours: 3.0
Prerequisites: None
Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

For Elementary (Grades P–5) Teachers:

> Echevarría, J., Vogt, M., & Short, D. J. (2018). *Making content comprehensible for elementary English learners: The SIOP® model* (3rd ed.). New York, NY: Pearson. (ISBN: 978-0134550206)

For Secondary (Grades 6–12) Teachers:

> Echevarría, J., Vogt, M., & Short, D. J. (2018). *Making content comprehensible for secondary English learners: The SIOP® model* (3rd ed.). New York, NY: Pearson. (ISBN: 978-1402937040)

You only need to purchase <u>one of the two textbooks</u> above depending on the grade level you teach.

Course References:

Ardasheva, Y., Tretter, T. R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning*, *62*(3), 769–812. doi:10.1111/j.1467-9922.2011.00652.x

Berg, H., Petrón, M., & Greybeck, B. (2012). Setting the foundation for working with English language learners in the secondary classroom. *American Secondary Education*, *40*(3), 34–44. Retrieved from http://www.ashland.edu/ase

Bouchard, M. (2005). *Comprehension strategies for English Language Learners: 30 research-based reading strategies that help students read, understand, and really learn content from their textbooks and other nonfiction materials.* New York, NY: Scholastic.

Brown, C. L., Schell, R., & Ni, M. (2019). Powerful participatory literacy for English learners. *Journal of Adolescent & Adult Literacy*, *62*(4), 369–378. doi:10.1002/jaal.913

Brown, C. L., Schell, R., Yujeong, P., & Benedict, A. E. (2017). Portfolio assessment for English learners: A magnifier into students' learning needs in literacy. *New England Reading Association Journal*, *52*(1), 81–93.

Calderón, M. E. (2007). *Teaching reading to English Language Learners, Grades 6-12: A framework for improving achievement in the content areas*. Thousand Oaks, CA: Corwin Press.

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, *21*(1), 103–127. doi:10.1353/foc.2011.0007

Chamot, A. U. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach* (2nd ed.). Boston, MA: Pearson Education ESL.

Chun, C. W. (2009). Critical literacies and graphic novels for English-language learners: Teaching Maus. *Journal of Adolescent & Adult Literacy*, *53*(2), 144–153. doi:10.1598/JAAL.53.2.5

Colombo, M., & Furbush, D. (2008). *Teaching English Language Learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage Publications.

Cooper, A., & Bright, A. (2012). *A glance at the Common Core State Standards: An interview.* Retrieved from http://newsmanager.commpartners.com/tesolc/issues/2012-09-01/4.html

Crawford, J., & Krashen, S. (2015). *English Language Learners in American classrooms: 101 questions, 101 answers*. Portland, OR: DiversityLearningK12.

Cruz, B., & Thornton, S. (2008). *Teaching social studies to English language learners*. Routledge: Routledge.

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). Los Angeles, CA: California Association for Bilingual Education.

Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *Reading Teacher*, *65*(2), 142–146. doi:10.1002/TRTR.01022

Curtin, E. (2008). *Pathways to teaching series: Practical strategies for teaching English Language Learners*. Boston, MA: Pearson.

Díaz-Rico, L. T. (2017). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (6th ed.). Boston, MA: Pearson.

Freeman, D. E., & Freeman, Y. S. (2007). *English Language Learners: The essential guide*. New York, NY: Scholastic Teaching Resources.

Genesee, F., Lindholm-Leary, K., Saunders, B., Christian, D. (2006). *Educating English Language Learners: A synthesis of research evidence*. London: Cambridge University Press. doi:10.1017/CBO9780511499913

Gibbons, P. (2014). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann.

Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher*, *68*(8), 639–648. doi:10.1002/trtr.1354

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, *37*(2), 4–38. Retrieved from http://www.aft.org/newspubs/periodicals/ae

Goldenberg, C., & Coleman, R. (2010). *Promoting academic achievement among English Learners: A guide to the research.* Thousand Oaks, CA: Corwin.

Good, M. E., Masewicz, S., & Vogel, L. (2010). Latino English language learners: Bridging achievement and cultural gaps between schools and families. *Journal of Latinos and Education*, *9*(4), 321–339. doi:10.1080/15348431.2010.491048

Gottleib, M. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Haager, D., Klingner, J. K., & Aceves, T. C. (2010). *How to teach English Language Learners: Effective strategies from outstanding educators, grades K–6*. San Francisco, CA: Jossey-Bass.

Harper, C. A., & de Jong, E. J. (2004). Misconceptions about teaching ELLs. *Journal of Adolescent & Adult Literacy*, *48*(2), 152–162. doi:10.1598/JAAL.48.2.6

Hendrix, R. A., & Griffin, R. A. (2017). Developing enhanced morphological awareness in adolescent learners. *Journal of Adolescent & Adult Literacy*, *61*(1), 55-63. doi:10.1002/jaal.642

Herrell, A. L., & Jordan, M. L. (2011). *Fifty strategies for teaching English Language Learners* (4th ed.). Boston, MA: Pearson.

Honigsfeld, A., & Giouroukakis, V. (2011). High-stakes assessments and English language learners. *Delta Kappa Gamma Bulletin*, *77*(4), 6–10. Retrieved from https://www.dkg.org/category/library/publications/bulletin

Huerta, M., Garza, T., Jackson, J. K., & Murukutla, M. (2019). Science teacher attitudes towards English learners. *Teaching & Teacher Education*, *77*, 1–9. doi:10.1016/j.tate.2018.09.007

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Johnson, L., & Kendrick, M. (2016). "Impossible is nothing": Expressing difficult knowledge through digital storytelling. *Journal of Adolescent & Adult Literacy*, *60*(6), 667-675. doi: 10.1002/jaal.624

Kersaint, G., Thompson, D. R., & Petkova, R. (2012). *Teaching mathematics to English Language Learners* (2nd ed.). New York, NY: Routledge.

Klingner, J. K., Artiles, A. J., & Barletta, L. M. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities*, *39*(2), 108–128. doi:10.1177/00222194060390020101

Martinez, J., Unterreiner, A., Aragon, A., & Kellerman, P. (2014). Immigration reform and education: Demystifying mythologies about Latina/o students. *Multicultural Learning and Teaching*, *11*(1), 29–51. doi:10.1515/mlt-2013-0014

Nguyen, H., & Abbott, M. (2016). Promoting process-oriented listening instruction in the ESL classroom. *TESL Canada Journal*, *34*(1), 72–86. doi:1018806/tesl.v34i1.1254

Olson, C. B., Matuchniak, T., Chung, H. Q., Stumpf, R., & Farkas, G. (2017). Reducing achievement gaps in academic writing for Latinos and English learners in grades 7–12. *Journal of Educational Psychology*, *109*(1), 1-21. doi:10.1037/edu0000095

Pac, T. (2012). The English-only movement in the U.S. and the world in the twenty-first century. *Perspectives on Global Development & Technology*, *11*(1), 192–210. doi:10.1163/156914912X620833

Pang, Y. (2017). Facilitating young English language learners' writing skill development. *New England Reading Association Journal*, *52*(1), 106–113.

Protacio, M. S. (2012). Reading motivation: A focus on English learners. *Reading Teacher*, *66*(1), 69–77. doi:10.1002/TRTR.01092

Ramírez, R., Freeman, Y. S., & Freeman, D. E. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across content areas—English Language Learners, students with disabilities, gifted/talented students*. Portsmouth, NE: Heinemann.

Rea, D. M., & Mercuri, S. P. (2006). *Research-based strategies for English Language Learners: How to reach goals and meet standards, K–8*. Portsmouth, NE: Heinemann.

Reiss, J. (2011). *102 content strategies for English Language Learners: Teaching for academic success in grades 3–12*. Boston, MA: Pearson.

Richard-Amato, P. A., & Snow, M. A. (2004). *Academic success for English Language Learners: Strategies for K-12 mainstream teachers*. Boston, MA: Pearson ESL.

Richards, J. C., & Renandya, W. A. (Eds.) (2002). *Methodology in language teaching: An anthology of current practice.* New York, NY: Cambridge University Press. doi:10.1017/CBO9780511667190

Richards, J., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, UK: Cambridge University Press.

Ross, S. G., & Begeny, J. C. (2011). Improving Latino, English language learners' reading fluency: The effects of small-group and one-on-one intervention. *Psychology in the Schools*, *48*(6), 604–618. doi:10.1002/pits.20575

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Russell, F. A. (2015). Learning to teach English learners: Instructional coaching and developing novice high school teacher capacity. *Teacher Education Quarterly*, *42*(1), 27–47. Retrieved from http://www.teqjournal.org/

Samway, K., & Taylot, D. (2008). *Teaching English Language Learners: Strategies that work, grades 6–12*. New York, NY: Scholastic Teaching Resources.

Taboada, A., & Rutherford, V. (2011). Developing reading comprehension and academic vocabulary for English language learners through science content: A formative experiment. *Reading Psychology*, *32*(2), 113–157. doi:10.1080/02702711003604468

Valdez, G. (2001). *Learning and not learning English: Latino students in American schools.* New York, NY: Teachers College Press.

Weisburd, C. (2008). Gaining a voice after school: Why after-school programs are a powerful resource for English-language learners. *Education Week*, *27*(25), 28–29. Retrieved from http://www.edweek.org/

Wong, L. L. C., & Hyland, K. (2017). *Faces of English education: Students, teachers, and pedagogy*. London, UK: Routledge.

World-Class Instructional Design and Assessment (WIDA). (n. d.). *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs). Retrieved from http://www.wida.us/assessment/ACCESS/background.aspx

Wright, W. E. (2016). Let them talk! To promote ELLs' literacy growth and content-area achievement, don't neglect their English oral-language skills. *Educational Leadership*, *73*(5), 24–29.

Yanhui, P. (2017). Facilitating young English language learners' writing skill development. *New England Reading Association Journal*, *52*(1), 106-113.

Yeldham, M. (2016). Second language listening instruction: Comparing a strategies-based approach with an interactive, strategies/bottom-up skills approach. *TESOL Quarterly*, *50*(2), 394-420. doi:10.1002/tesq.233

Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is required for this course because there is a key assessment assigned to this course. Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

The course features interactive technology and is delivered 100% online. The course focuses on literacy theory, assessment, and instruction including the National Reading Panel dimensions (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to meet the needs of diverse learners.

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

In this course, students will be able to:

1. Analyze past and present methods of teaching English learners as informed by theory and research in second language acquisition (Brown, Schell, Yujeong, & Benedict, 2017; Díaz-Rico, 2017; Echevarría, Vogt, & Short, 2018; Freeman & Freeman, 2007; Richards & Rodgers, 2014; TESOL: 3, 4, 5);

2. Integrate and assess the social, cultural, and learner-centered aspects of teaching English learners (Crawford & Krashen, 2015; Cummins, 2001; Díaz-Rico, 2017; Wong & Hyland, 2017; TESOL: 2);

3. Plan techniques for teaching and assessing the four language domains (i.e., listening, speaking, reading and writing) within an integrated, content-based approach (Chamot, 2009; Colombo & Furbush, 2008; Crawford & Krashen, 2015; Díaz-Rico, 2017; Echevarría et al., 2018; Gibbons, 2014; Ramírez, Freeman, & Freeman, 2008; Gibbons, 2014; TESOL: 3, 4);

4. Categorize and evaluate different program models for teaching English learners and assessment instruments utilized for placement, programming, diagnosis, and entry/exit criteria in ESOL programs (Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Paradis, & Crago, 2004; Honigsfeld & Giouroukakis, 2011; Krashen & Terrell, 1983; Ovando & Collier, 1985; Stevick, 1986, 1988; TESOL: 3, 4);

5. Evaluate and criticize current issues and controversies in the field of ESOL education, including historical development, terminology, legality, and the testing of English learners (i.e., cultural bias in tests, unjustified placement in special education, etc.; Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Honigsfeld & Giouroukakis, 2011; Valdez, 2001; TESOL: 2, 4, 5).

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, a growth-oriented perspective is essential for success. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is especially true for educators. **As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing.** You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and **to respond accordingly**. **Writing conventions** and **clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with all written work. Per APA, written work must be completed in a typed, double-space format, with Arial/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the assignment.**

Please be aware at the outset that this course requires you to interact with ESOL teachers and EL students in your professional setting. You will be asked to retrieve information about EL students and their English language proficiency *without compromising student confidentiality.* You will also be planning and delivering lessons to EL students. Two of these lessons will be recorded and uploaded to a video storage site and shared with the professor and your classmates in this course. You will need to have permission from students and their parents to record these lessons. Please see this sample edTPA video permission form for assistance creating an appropriate permission form. Do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Orientation Discussion: Introduction and Overview of ESOL Experience
(Module: Orientation; Course Objectives: 2, 3, and 5; Points: 10)

This assignment is designed to give you an opportunity to introduce yourself to your colleagues and the professor. It's also designed to gauge your past experiences working with English learners (ELs). As such, you will record a short introductory video (5–7 minutes) in which you will introduce yourself to the class. Please tell us a little about you, your interests, why you're taking this course, a little about your professional role in education, future prospects, etc. In addition, discuss your own experiences working with ELs. Consider some or all of the following questions when recording your introductory video:

- What have been your experiences teaching ELs?
    - How many ELs have you taught?
    - What were the proficiency levels, first languages, countries of origin, etc. of the ELs you have taught?
    - Are you an ESOL teacher? Have you collaborated with ESOL teachers? How did this go?
- How do you modify instruction and assessment to meet the diverse learning needs of ELs?
- What do you hope to gain from this course?

After you have posted your introductory video, please reply to at least three classmates' introductory videos. There is no required format for these replies. Just make sure they are personable and meaningful interactions with your classmates. While watching your classmates' videos, decide which other two classmates you'd like to work with as peer feedback partners for the lesson planning stages of the ESOL Unit Plan project. Use the shared Google doc in the Orientation Module to select the group members you would like to work with. Each group ideally will consist of three colleagues from diverse backgrounds who share common professional backgrounds.

This assignment will be graded on meeting the criteria stated here. Embed your video into the discussion forum labeled "Introduction and Overview of ESOL Experience."

Module Discussions
(Modules: 1, 2, 3, 4, 5, & 6; Objectives: 1, 2, 3, 4, & 5; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.

Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I am giving you the option of recording yourself responding to the discussion questions. If you choose this option, please **embed** a video of your verbal responses to the discussion questions.

Initial responses should be posted by the midpoint of the module window to give your classmates sufficient time to respond and to ensure that authentic, professional dialogue is occurring.

The following rubric will be used to assess your **initial** responses to the discussion questions:

	Exemplary	*Proficient*	*Developing*	*Beginning*
Understanding of Question	(1.5 points) Posting demonstrates a thorough and complete understanding of the question(s).	(1 point) Posting demonstrates some understanding of the question.	(0.5 point) Posting demonstrates lack of understanding of the question.	(0 points) No response was given for the discussion question.
Insight and Depth of Ideas	(1.5 points) Posting contains thoughtful, substantive ideas that demonstrate critical thinking, insight, and depth related to the	(1 point) Posting demonstrates limited critical thinking, insight, and depth related to the content of the topic.	(0.5 point) Posting lacks evidence of critical thinking, insight, and depth related to the content of the topic.	(0 points) No response was given for the discussion question.

	content of the topic.			
Examples	(1.5 points) Posting is substantiated by **many** examples that include references to course readings (textbook, videos, and articles), outside research articles, **and** personal experience.	(1 point) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, **or** personal experience.	(0.5 point) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 point) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text **and** full citations are included and formatted according to APA (6th ed.) format.	(0.3 point) Some errors in spelling, punctuation, or grammar distract the reader. In-text **and** full citations are included but APA (6th ed.) formatting errors are present.	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning. In-text **and** full citations not included.	(0 points) No response was given for the discussion question.

Discussion Forum Participation

You are also expected to post *at least* **three substantive replies** to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).

Substantive Posts

To receive full credit, your initial response and replies to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic

- Communications that are presented in a professional and supportive manner, and with respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module**. You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection**: Why did you choose to respond to this post?
- **Discussion**: What questions or comments do you have for the author of the response posting?
- **Extension**: How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

You do not have to label the three elements above (i.e., *Connection*, *Discussion*, or *Extension*), but consider them as your write your response to ensure that you cover all required components to ensure your replies are indeed substantive. Posts and replies should be meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support. It also provokes or elicits further discussion.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

Assignment 1: Overview of ESOL Program Presentation
(Module: 1; Objectives: 4; Points: 20)

The purpose of this assignment is to build your background knowledge of the English to Speakers of Other Languages (ESOL) program within your school and district. To accomplish

this, you will need to reach out to the ESOL teacher(s) at your school, the district ESOL or learning support coordinator, etc. to ask questions about how ELs are being taught in your professional setting. Include answers to the following questions in your presentation:

- How do students qualify for ESOL language support services? What screening assessment does your district use? What role does the Home Language Survey (HLS) play in identifying students for ESOL language support services?
- How many ESOL teachers are there in your school? What are their educational and professional backgrounds? (If you're the only ESOL teacher at your school, explore who the other ESOL teachers are in the district.)
- How many ELs are there in your school? What are their first languages and cultural backgrounds?
- What do the following acronyms commonly used among TESOL professionals stand for: ESOL, ESL, TESOL, ELL, EL, LEP, TPC, L1, L2, ELP, ELD, ACCESS for ELLs, SIOP, WIDA?
- What standardized assessments are used to determine the English language proficiency of ELs in your school/district?
- What language support delivery models (e.g., sheltered class, pull out, push in, etc.) are used in your school/district? How are these delivery models determined?
- How do ESOL teachers teach ELs in your school/district? How do mainstream teachers differentiate instruction and assessment for ELs in their classes?
- What content and language standards are used to teach ELs in your school/district?
- How do mainstream teachers and ESOL teachers collaborate in your school/district?
- How do students qualify to exit ESOL direct language support services?
- How are monitored ELs different from served ELs?
- How is the academic progress of students who have exited direct ESOL language support services monitored?

You are welcome to organize the information in any manner you would like. To avoid issues of privacy or confidentiality, **do not** include the names of any persons (teachers, students, administrators, coordinators, etc.) or organizations (school districts, schools, etc.).

You will create a voiceover presentation, which your classmates will have access to. I would prefer not to see a video of you standing in front of a projected presentation or television screen—this makes the presentation hard to read and follow. Instead, there are various screen recording software programs or apps available that can enable you to narrate a presentation and record it (Screencast-O-Matic, Prezi, VoiceTread, etc.).

This assignment uses a rubric. Review the rubric before beginning this assignment. In-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your presentation. This assignment will be submitted automatically to Turnitin.

Assignment 1 Rubric: Overview of ESOL Program Presentation

	Exemplary	*Proficient*	*Beginning*
Content	Content and explanations are clear and accurate, and all components/questions mentioned in the directions are presented in a logical order; very easy to follow (6 points)	Content and explanations are accurate; components/questions mentioned in the directions are presented in a generally logical order; generally easy to follow (4-5 points)	Content and explanations are inaccurate or key components missing; components/questions mentioned in the directions are not presented in a generally logical order and are not easy to follow (1-3 points)
Visual aid (PowerPoint, Prezi, etc.)	Excellent use of technology to create a visual aid for presentation; images are appropriate; layout of images, charts, etc. is professional and pleasing to the eye (5 points)	Proficient use of technology to create a visual aid for presentation; images are mostly appropriate; layout of images, charts, etc. may be cluttered (3-4 points)	Visual aid for presentation missing or contains inappropriate images or layout of images, charts, etc. is cluttered and visually unappealing (1-2 points)
Presentation	Presenter is thoroughly familiar with the components/questions mentioned in the directions; presenter speaks clearly and concisely; professionally presented; easy to follow; exceptionally well presented (5 points)	Presenter is moderately familiar with the components/questions mentioned in the directions; presenter mostly spoke clearly and concisely; professionally presented for the most part; generally easy to follow (3-4 points)	Presenter seemed unfamiliar with the components/questions mentioned in the directions; presenter did not speak clearly; unprofessionally presented; not easy to follow (1-2 points)
Writing conventions	No misspellings or grammatical errors present; **no paragraphs or fonts that are too small to read**; only bulleted points included throughout (2 points)	Few misspellings or grammatical errors present; **few paragraphs or fonts that are too small to read**; mostly bulleted points included throughout (1 point)	Many misspellings or grammatical errors present; few bulleted points included, but contains **paragraphs or fonts that are too small to read** (0 points)
Sources cited properly	All sources are cited properly **according to APA** (including videos, websites, etc.) (2 points)	Most sources are cited properly (1 point)	Few sources are cited properly or no references list included (0 points)

Key Assessment: ESOL Unit Plan and Teaching Portfolio Project
(Modules: 2, 3, 4, 5, & 6; Course Objectives: 1, 2, 3, 4, & 5; Points: 220)

The remaining assignments for the course together constituent the capstone project, a comprehensive ESOL SIOP-based Unit Plan. The purpose of this capstone project is for you to demonstrate proficiency in planning and implementing lessons using common instructional strategies for ELs in your content area. There are several major components to this project: lesson plans, recorded instruction and reflection, an assessment plan, and the overall unit portfolio. You will complete the portfolio in stages throughout the course.

- ***SIOP-based Lesson Plans*** (Assignments 2, 3a, 4a, & 5a; 10 points each): You will use the SIOP-based lesson plan template in the Orientation module to create four detailed, stellar SIOP-based lesson plans for your content area—each emphasizing a different core language skill—that together will form an instructional unit. These lesson plans will be detailed and include all the resources needed so that any educator with expertise in your field could come along and teach the lesson to another group of ELs. Remember the super-detailed lesson plans from your undergraduate years? I'm looking for that level of description here too—not scripted lessons necessarily, but very detailed. Each lesson plan will include content and language objectives, and **academic language development** should be incorporated into each lesson. If you are not an ELA teacher, you are expected to show through your lesson plans how literacy extends across the content areas into non-ELA content areas. For each lesson plan, please *explicitly* demonstrate how you will differentiate the lesson for English learners at the *beginning*, *intermediate*, and *advanced* stages of English language development.

- ***Recorded Lesson Reflections*** (Assignments 3b & 5b; 20 points each)*: You will record yourself teaching two of the four SIOP-based lessons. Each lesson should be presented to a small group of ELs (approximately 3-10 students). One recording should be for a group of beginner or early-intermediate ELs (ELP Levels 1-3), while the other recording should be with a group of late-intermediate or advanced ELs (ELP Levels 4-6). If you don't have enough ELs in one of your classes to meet these requirements, you will need to reach out to the ESOL teacher at your school to request permission to teach a group of ELs. If your school doesn't have enough EL students to complete this activity, you will need to reach out to another school in your district (or outside your district, if necessary). Your recording must be at least 15 minutes long and uploaded to a video storage site like YouTube or Vimeo. You will embed (not upload) the lessons into the discussion forum labeled "Recorded Lessons and Feedback," so that your peers can see your lessons and provide feedback. Please also attach the lesson plan that matches the video to the discussion post for the convenience of your peers. You will also write a brief reflection on the lesson delivery (1–2 pages each), focusing on what went well, what didn't go well, and what you could do differently next time. (In your final paper, be sure to include a workable link to your recorded lessons toward the beginning of your written refection.)

- *Lesson Plan Peer Feedback* (Assignments 4b & 6b; 10 points each): You will decide at the beginning of the course who will be in your feedback group (3 students per feedback group) based on common teaching interests and backgrounds. These groups will be determined on a first-come, first-served basis. Once you've selected your group members, one of you will post your group members' names to the forum labeled "Peer Feedback Group Members." You will read the lesson plans and view the recordings of your group members' lessons to provide meaningful, constructive feedback using the five questions below:

    o Did the lesson plan achieve the specified content and language objectives? How so? Why not?
    o What part(s) of the lesson plan worked well?
    o Were any parts of the lesson plan difficult to understand or use? Why?
    o Did you notice any typographical or content errors in the plan? What were they?
    o What specific suggestions do you have to improve the lesson plan or to assist other teachers in delivering the material?

    You will answer these questions for your two other group members and post your answers to the discussion forum as replies to their initial posts. Make sure your answers to the questions above are well developed and include **specific examples** of how to improve the plans. There is always room for improvement, so look carefully. You will use the feedback you receive from your peers to revise your plans for their final submission at the end of the course.

- *Authentic Assessment Plan* (Assignment 6a; 20 points): You will briefly mention how the students will be assessed within each lesson plan, but you will submit a more detailed description of each form of assessment in a succinct assessment plan paper (2–3 pages). In this assessment paper, you will briefly introduce the reader to how assessment for ELs is unique and provide at least four examples of authentic assessments that align with your overall unit plan. You should also provide a brief **research-based** rationale for how each is an authentic assessment and is appropriate for ELs. Please include examples of both formative and summative assessments, and explain how the assessments will be modified to differentiate for varying English proficiency levels. In addition, for at least one of the four assessments, please include an actual evaluated student work sample to demonstrate how you assessed an EL. If additional documents are needed (such as project directions, rubrics, etc.), you will include these as appendices to your assessment plan paper.

- *Overall ESOL Unit Plan and Teaching Portfolio* (100 points): You will submit your unit plan and teaching portfolio as a unified document during the final week of the course. This will require you to mainly pull together all the components you have created throughout the course. However, in addition to previously completed assignments, you will add an introduction to the unit plan* with a **research-based** rationale for how your

plan meets the diverse learning needs of ELs in your content area, and you will write an overall reflection** on the learning experience of completing this project. In your overall learning reflection, be sure to include references to a variety of the course resources and outside resources. When writing your rationale, be sure to include references to *at least* three contemporary (within the last five years), scholarly sources from peer-reviewed journals. Also, make sure that you have addressed the feedback you received from the professor and your peers on the lesson plans with this final submission. The document will contain the following sections in this order:

- *Introduction (2–3 pages)
  - Introduction to overall plan
  - Research-based rationale
- Lesson Plan 1: Reading
- Lesson Plan 2: Writing
- Recorded Lesson 1 Reflection (1–2 pages)
  - Peer Feedback (from both reviewers)
- Lesson Plan 3: Listening
- Lesson Plan 4: Speaking
- Recorded Lesson 2 Reflection (1–2 pages)
  - Peer Feedback (from both reviewers)
- Authentic Assessment Plan (2–3 pages)
- **Overall Learning Reflection (1–2 pages)
- References
- Appendixes
  - Handouts from lessons and assessment plan (if necessary, and not overly bulky; otherwise, just include links to where they are stored on outside server)

*The final unit plan/portfolio paper will be submitted automatically to Turnitin (TII). Please be mindful of this requirement as you work through the assignments for the course—paraphrase carefully and only quote from original sources when absolutely necessary. This assignment has a rubric. You will submit your final unit plan/portfolio to CourseDen **and Tk20**.*

Key Assessment Rubric: ESOL Unit Plan and Teaching Portfolio Project

	Exemplary	*Proficient*	*Beginning*
Introduction *(at least 2–3 pages)*	Introduction is engaging and captures the reader's attention; the introduction clearly states the purpose of unit and previews what will be included in the portfolio; includes a **research-based**	Introduction states the purpose of unit and previews what will be included in the portfolio; includes a research-based rationale for how the unit plan meets the diverse learning needs	Introduction does not state the purpose of the unit; does not adequately preview what will be included in the portfolio; rationale is not research based; less than three scholarly, contemporary

	rationale for how the unit plan meets the diverse learning needs of ELs; at least **three** scholarly, contemporary citations from peer-reviewed journals are included (10 points)	of ELs; at least three scholarly, contemporary citations from peer-reviewed journals are included (7-9 points)	citations from peer-reviewed journals are included (0-6 points)
Lesson Plan 1: Reading	Very detailed, stellar SIOP-based lesson plan that emphasizes **reading** <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)	Satisfactorily detailed SIOP-based lesson plan that emphasizes reading <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)	Key components of the lesson plan are missing (0-6 points)
Lesson Plan 2: Writing	Very detailed, stellar SIOP-based lesson plan that emphasizes **writing** <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)	Satisfactorily detailed SIOP-based lesson plan that emphasizes writing <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)	Key components of the lesson plan are missing (0-6 points)
Recorded Lesson 1 Reflection and Peer Feedback *(at least 1–2 pages for the reflection)*	Thorough, well-written reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; specific details are	Reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; details are provided concerning what went	Key components of lesson reflection are missing (0-6 points)

	provided concerning what went well and what could have been done better; includes answers to feedback questions from two peers (10 points)	well and what could have been done better, but may lack specificity; includes answers to feedback questions from two peers (7-9 points)	
Lesson Plan 3: Listening	Very detailed, stellar SIOP-based lesson plan that emphasizes **listening** <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)	Satisfactorily detailed SIOP-based lesson plan that emphasizes listening <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)	Key components of the lesson plan are missing (0-6 points)
Lesson Plan 4: Speaking	Very detailed, stellar SIOP-based lesson plan that emphasizes **speaking** <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)	Satisfactorily detailed SIOP-based lesson plan that emphasizes speaking <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)	Key components of the lesson plan are missing (0-6 points)
Recorded Lesson 2 Reflection and Peer Feedback *(at least 1–2 pages for the reflection)*	Thorough, well-written reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; specific details are provided concerning	Reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; details are provided concerning what went well and what could	Key components of lesson reflection are missing (0-6 points)

	what went well and what could have been done better; includes answers to feedback questions from two peers (10 points)	have been done better, but may lack specificity; includes answers to feedback questions from two peers (7-9 points)	
Authentic Assessment Plan *(at least 2–3 pages)*	Succinct, well-written explanation of how assessment for ELs is unique included; at least four examples of authentic assessments that align with the overall unit plan are included and clearly explained; concise, well-written **research-based** rationale for how each assessment is an authentic assessment and is appropriate for ELs included; includes exemplary examples of both formative and summative assessments; explains how all assessments will be modified to differentiate for varying ELP levels; includes at least one evaluated student work sample to demonstrate how the EL was assessed using one of the four assessments (10 points)	Explanation of how assessment for ELs is unique included; at least four examples of authentic assessments that align with the overall unit plan are included and satisfactorily explained; research-based rationale for how each assessment is an authentic assessment and is appropriate for ELs included; includes examples of both formative and summative assessments; explains how most assessments will be modified to differentiate for varying ELP levels; includes at least one evaluated student work sample to demonstrate how the EL was assessed using one of the four assessments (7-9 points)	Key components of the assessment plan are missing (0-6 points)
Overall Reflection *(at least 1–2 pages)*	A thorough, well-written reflection on the overall learning process is included that provides specific details about what worked, what did not, and specific concepts learned; includes references to course readings and outside research (10 points)	A reflection on the overall process is included that describes what worked, what did not, and what would the tutor would do differently (7-9 points)	Key components of the overall reflection are missing (0-6 points)
References	All references cited throughout the	Most references cited throughout the	Less than five contemporary (within

	portfolio have full bibliographical citations in the references list; all citations are in correct APA (6th ed.) format; at least **five** contemporary (within the last 5 years) references from **peer-reviewed journals** are included (5 points)	portfolio have full bibliographical citations in the references list; most citations are in correct APA (6th ed.) format; at least five contemporary (within the last 5 years) references from peer-reviewed journals are included (3-4 points)	the last 5 years) references from peer-reviewed journals are included; most references are not in correct APA (6th ed.) format (0-2 points)
Writing Conventions/APA Formatting	No misspellings or grammatical errors present; no APA formatting errors present (5 points)	Few misspellings or grammatical errors present; few APA formatting errors present (3-4 points)	Many misspellings or grammatical errors present; many APA formatting errors present (0-2 points)

All assignments, where applicable, should be completed in APA (6th ed.) format. In-text citations and references should be included __on all assignments__. Scholarly, contemporary sources from peer-reviewed journals, to include the course readings, should be cited on all assignments as appropriate.

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by 11:59 p.m. on the last day of each module specified below. **Late assignments will not receive any points.**

Assignment	*Points*	*Assessment Tool(s)*	*Due Date*
Orientation Discussion Embed video in *Introduction and Overview of ESOL Experience* forum in the discussion board on CourseDen.	10	See description/ guidelines in Orientation module in CourseDen	Orientation Discussion: Introduction and Overview of ESOL Experience (10 points): -Introductory video by **January 13** -Three replies by **January 20** Peer Feedback Group Selection: **January 20**
Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response **by the midpoint of the module window** to allow ample time for others to reply.	60	See description and rubric above	Module 1 Discussion (10 points): -Initial response by **January 27** -Three replies by **February 3** Module 2 Discussion (10 points): -Initial response by **February 10** -Three replies by **February 17** Module 3 Discussion (10 points): -Initial response by **March 3** -Three replies by **March 10**

			Module 4 Discussion (10 points): -Initial response by **March 17** -Three replies by **March 24** Module 5 Discussion (10 points): -Initial response by **April 7** -Three replies by **April 14** Module 6 Discussion (10 points): -Initial response by **April 21** -Three replies by **April 28**
Capstone Project: ESOL SIOP-based Unit Plan & Teaching Portfolio Submit all assignments via the assignments dropbox in CourseDen except for Assignments 3b and 4b and 5b and 6b, which will submitted via the discussion forum.	220	See description and rubric above	Assignment 1: **February 3** (20 points) Assignment 2: **February 17** (10 points) Assignment 3a: **March 10** (10 points) Assignment 3b: **March 10** (20 points) Assignment 4a: **March 24** (10 points) Assignment 4b: **March 24** (10 points) Assignment 5a: **April 14** (10 points) Assignment 5b: **April 14** (20 points) Assignment 6a: **April 28** (20 points) Assignment 6b: **April 28** (10 points) Capstone Project: **May 5** (100 points)

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. ***Always proofread your writing before submitting an assignment for a grade.***

COE Writing Rubric

1 = *Beginning*	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = *Developing*	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = *Proficient*	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = *Exemplary*	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Peer-Reviewed Literacy Journals

The following are examples of reputable, peer-reviewed scientific journals in the field of reading and literacy education, though there are many others:

The Reading Teacher	*Journal of Literacy Research*
TESOL Quarterly (EL students)	*Journal of Learning Disabilities*
Reading Research Quarterly	*Journal of Educational Psychology*
Journal of Educational Research	*Journal of Teaching and Teacher Education*
Elementary School Journal	*Journal of Teacher Education*
Reading Horizons	*Georgia Journal of Reading*
Journal of Adolescent and Adult Literacy	*Journal of Critical Literacy*
ISTE Journal	

(Note: *The Instructor* and *K–8* magazines are not considered peer-reviewed journals.)

Course Policies

Technology Issues:

<mark>Please do not contact the professor directly with technology issues.</mark> For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search http://D2Lhelp.view.usg.edu.

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 Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

<mark>No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.</mark>

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not *meticulously* followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

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

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

Americans with Disabilities Act Statement:

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

Communication Rules

Email Policy:

All correspondences from the instructor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and Network Etiquette:

Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

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

Center for Academic Success:

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

Smarthinking:

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

Student Services:

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi** https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services** http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams** http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at 11:59 p.m. on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation January 5–20 (approx. 2 weeks)	1. Read the syllabus *very carefully*. (If you have any questions, please post them to the discussion forum titled "General Questions and Concerns.") 2. View Dr. Griffin's introductory video for the course. 3. Familiarize yourself with the WIDA Consortium website, SIOP-based lesson plan template, UWG Writing Center, and the other resources included in this module. All of these resources will be helpful as you complete the assignments for the course. 4. By the end of the first week of the Orientation Module, **embed** a video (5–7 minutes) of you introducing yourself to the class and explaining your background working with English Learners in the "Orientation Discussion: Introduction and Overview of ESOL Experience" discussion forum. (If using YouTube, the video settings should be set to *unlisted*, **not private**.) During the second week of the Orientation Module, watch each other's introductory videos and reply to at least three classmates' videos. (See detailed directions for this assignment in the syllabus above.) 5. As you watch your classmates' introductory videos, find other classmates with similar	Orientation Discussion: Introduction and Overview of ESOL Experience (10 points; introductory video by **January 13** and three replies by **January 20**) Peer Feedback Group Selection: **January 20**

	professional backgrounds or interests to form a peer feedback group. Post the names of your peer feedback group members in the shared Google doc titled "Peer Feedback Group Selection."	
Module 1: Overview of ESOL, the SIOP Model, and Second Language Acquisition January 21–February 3 (2 weeks)	1. Read chapters 1–2 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018). 2. Read the two articles "Research on ELs" (Goldenberg, 2013) and "Effective Instruction for ELs" (Calderón et al., 2011). 3. Watch the three videos *Moises: Immersion* (2009), *Stephen Krashen on Language Acquisition, Part 1* (2011), and *James Cummins: BICS and CALP* (2013). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 1 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the second week of the module replying to classmates' posts. 5. Embed your voiceover video presentation in the discussion forum labeled "Assignment 1: Overview of ESOL Program Presentation." (See detailed directions and rubric for this assignment in the syllabus above.)	Module 1 Discussion (10 points; one initial post by **January 27** and three replies by **February 3**): *Module 1 Discussion Questions:* 1. What does effective instruction for ELs generally look like? (Please incorporate concepts you've learned from Krashen's and Cummins's theories.) 2. How would you characterize the types of instruction offered to ELs in your school and/or district? How does this compare with "best practice"? Assignment 1: Overview of ESOL Program Presentation (20 points): **February 3**

	6. View final peer feedback group assignments on the Google doc titled "Final Peer Feedback Groups."	
Module 2: Effective Instruction in Reading (Input) February 4–17 (2 weeks)	1. Read chapters 3–4 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018). 2. Read the articles "Reading Motivation for ELs" (Protacio, 2012) and "Read-Alouds for Elementary ELs" (Giroir et al., 2015). 3. Watch the two videos *Components to SIOP-based Lesson Preparation* (2011) and *Writing Effective Content and Language Objectives* (2017). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 2 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the second week of the module replying to classmates' posts. 5. Using the template provided, write and submit your first lesson plan for reading (Assignment 2).	Module 2 Discussion (10 points; one initial post by **February 10** and three replies by **February 17**): *Module 2 Discussion Questions:* 1. What does effective **reading** instruction for ELs look like in your content area or discipline? 2. What are some advantages to writing both content and language objectives for students to see and hear? Assignment 2: Lesson Plan 1 (Reading; 10 points): **February 17**
Module 3: Effective Instruction in Writing (Output) February 18–March 10 (3 weeks)	1. Read chapters 5–6 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018). 2. Read the articles "Young ELs' Writing Skills" (Pang, 2017) and "Academic Writing for ELs 7-12" (Olson et al., 2017).	Module 3 Discussion (10 points; one initial post by **March 3** and three replies by **March 10**): *Module 3 Discussion Questions:* 1. What does effective **writing** instruction for ELs look like in your content area or discipline?

	3. Watch the two videos *Stephen Krashen on Language Acquisition, Part 2* (2011) and *SIOP Activity: Interactive Writing with Dr. Jana Echevarría* (2016).	2. How does what you know about second language acquisition influence the way you teach ELs?
	4. <u>Synthesize</u> information learned throughout this module to answer the Module 3 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the second week of the module window. You should spend the last week of the module replying to classmates' posts.	Assignment 3a: Lesson Plan 2 (Writing; 10 points): **March 10** Assignment 3b: Recorded Lesson 1 and Reflection (20 points): **March 10**
	5. Using the template provided, write and submit your second lesson plan for writing (Assignment 3a).	
	6. Embed a video of you teaching a group of ELs and attach the lesson plan to the discussion forum labelled "Assignments 3b & 4b: Recorded Lesson 1 Reflection & Peer Feedback." Below the embedded video in the discussion post, please write a detailed reflection on the lesson delivery. (See the directions in CourseDen and the syllabus for further directions.)	
Module 4: Effective Instruction in Listening (Input) March 11–March 24 (2 weeks)	1. Read chapters 7–8 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018). 2. Read the articles "L2 Listening Instruction" (Yeldham, 2016) and "Process-Oriented	Module 4 Discussion (10 points; one initial post by **March 17** and three replies by **March 24**): *Module 4 Discussion Questions:* 1. What does effective **listening** instruction for ELs look like in

	Listening Instruction" (Nguyen & Abbott, 2016). 3. Secondary educators are highly encouraged, but not required, to read the article "ELs in the Secondary Classroom" (Berg et al., 2012). 4. Watch the two videos *SIOP Model for Teaching ELs: Lesson Delivery* (2012) and *ELLs: Trends & Myths* (2014). 5. <u>Synthesize</u> information learned throughout this module to answer the Module 4 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the last week of the module replying to classmates' posts. 6. Using the template provided, write and submit your third lesson plan for listening (Assignment 4a). Submit via the assignments dropbox in CourseDen. 7. Complete Assignment 4b: Recorded Lesson 1 Peer Feedback. Post your feedback as replies to your two group members' original posts in the discussion form labelled "Assignments 3b & 4b: Recorded Lesson 1 Reflection & Peer Feedback." (See the directions in CourseDen and the syllabus for further directions.)	your content area or discipline? 2. According to the "Trends and Myths" video, what trends and myths surround ESOL instruction and ELs? Assignment 4a: Lesson Plan 3 (Listening; 10 points): **March 24** Assignment 4b: Recorded Lesson 1 Peer Feedback (10 points): **March 24**

| Module 5: Effective Instruction in Speaking (Output)
March 25–April 14 (3 weeks) | 1. Read chapters 9–10 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018).

2. Read the articles "Let Them Talk!" (Wright, 2016) and "Digital Storytelling" (Johnson & Kendrick, 2016).

3. Watch the two videos *Five Successful ESOL Speaking Activities* (2012) and *Academic Language and ELs* (2014).

4. Synthesize information learned throughout this module to answer the Module 5 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the second week of the module window. You should spend the last week of the module replying to classmates' posts.

5. Using the template provided, write and submit your fourth lesson plan for speaking (Assignment 5a). Submit via the assignments dropbox in CourseDen.

6. As you did for Module 3, embed a video of you teaching a group of ELs and attach the lesson plan to the discussion forum labelled "Assignments 5b & 6b: Recorded Lesson 2 Reflection & Peer Feedback." Below the embedded video in the discussion post, please write a detailed reflection on the lesson delivery. (See the directions in CourseDen and | Module 5 Discussion (10 points; one initial post by **April 7** and three replies by **April 14**):

Module 5 Discussion Questions:
1. What does effective **speaking** instruction for ELs look like in your content area or discipline?
2. How important is academic language for ELs? How does academic language factor into effective speaking instruction for ELs?

Assignment 5a: Lesson Plan 4 (Speaking; 10 points): **April 14**

Assignment 5b: Recorded Lesson 2 and Reflection (20 points): **April 14** |

	the syllabus for further directions.)	
Module 6: Authentic Assessment April 15–28 (2 weeks)	1. Read chapters 11–12 in the textbook *Making Content Accessible for English Learners* (Echevarría et al., 2018). 2. Read the articles "Assessment for ELs" (Brown et al., 2017) and "High-stakes Assessments & ELs" (Honigsfeld & Giouroukakis, 2011). 3. Watch the two videos *Assessment in the SIOP Model* (2013) and *Assessment of ELs* (2014). 4. Synthesize information learned throughout this module to answer the Module 6 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the last week of the module replying to classmates' posts. 5. Complete Assignment 6a: Authentic Assessment Plan. Submit via the assignments dropbox in CourseDen. (See the directions in CourseDen and the syllabus for further directions.) 6. Complete Assignment 6b: Recorded Lesson 2 Peer Feedback. Post your feedback as replies to your two group members' original posts in the discussion form labelled "Assignments 5b & 6b: Recorded Lesson 2 Reflection	Module 6 Discussion (10 points; one initial post by **April 21** and three replies by **April 28**): *Module 6 Discussion Questions:* 1. What are the major goals of authentic and alternative assessment? 2. How does authentic assessment bring value to teaching and learning for ELs? Assignment 6a: Authentic Assessment Plan (20 points): **April 28** Assignment 6b: Recorded Lesson 2 Peer Feedback (10 points): **April 28** Course Evaluation: To be announced

	& Peer Feedback." (See the directions in CourseDen and the syllabus for further directions.) 7. Complete the end-of-course evaluation before the deadline (to be announced). Send proof to Dr. Griffin. Be honest in your responses, as I value your feedback.	
Final Week April 29–May 5	1. Write the overall learning reflection and make revisions to all previously submitted sections based on the feedback received throughout the drafting process. Submit the Final Capstone Project: ESOL Unit Plan & Teaching Portfolio (with all sections in their final, polished form) as <u>one</u> Word document to CourseDen.	Final Capstone Project: ESOL Unit Plan & Teaching Portfolio: **May 5**

NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

Master of Business Administration, M.B.A.

2020-2021 Graduate Revise Program Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

If you have any questions, please email curriculog@westga.edu.

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

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* | Spring

Desired Effective Year* | 2020

Program Information

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

Type of Program*
- ⦿ Program
- ○ Shared Core

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

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

Program Name
Program Description

Program Name*	Master of Business Administration, M.B.A.

Program ID - DO NOT EDIT*	2833

Program Code - DO NOT EDIT	

Program Type*	Master's

Degree Type*	Master of Business Administration

Program Description*	The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Tack digital badge.

The goals of this track are the following:

• Provide students the opportunity to develop their professionalism skills
• Further develop students' leadership and communication skills needed to be successful in today's business world
• Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.

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

curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the ✖ and proceed.

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are

delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas. Content Areas (ACCT 2101) Financial Accounting (ACCT 2102) Managerial Accounting (ECON 2105 or ECON 2106) Economics (ECON 3402) Statistics for Business and Economics (FINC 3511) Corporate Finance

Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Required Graduate Courses (18 credit hours)

ACCT 6232 Managerial Accounting
ECON 6450 Managerial Economics
FINC 6532 Finance
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management
MKTG 6815 Marketing Strategy

Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

Early Executive Track

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Tack digital badge. The goals of this track are the following: • Provide students the opportunity to develop their professionalism skills • Further develop students' leadership and communication skills needed to be successful in today's business world • Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

International Master of Business Administration Track

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

Justification and Assessment

Rationale* This is only requesting a change to the Early Executive Track. The MBA program requirements are not impacted by this request in any way only the Early Executive Track. Please see the curriculum section to verify the MBA requirements for 30 credit hours and to see the previously approved Early Executive Track information. The attached files show the previously approved Early Executive track and the requested modified Early Executive track.

The Early Executive Track will consist of one 3 hour credit course MNGT 6675 course, and instead of the Sustainability Leadership course, the requirement will be professional and leadership events in Fall and Spring. The students will complete the requirements for in Fall and Spring semesters, and their events will be tracked and discussed during our required meetings.

We will modify MGNT 6675 title's to Work Practicum instead of International Work Practicum. This is needed because we will begin alternating with Munster, Germany on the travel in the next few years. We will be working in the US some years instead of Internationally every year. We are also going to include the possibility for the students to intern for a month in India through John Upson's India contact. We will also allow the students to complete internships through the course in the summertime. The goal of the course is for the students to gain real work experience somewhere.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

2.) Assessment Plan

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

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

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

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

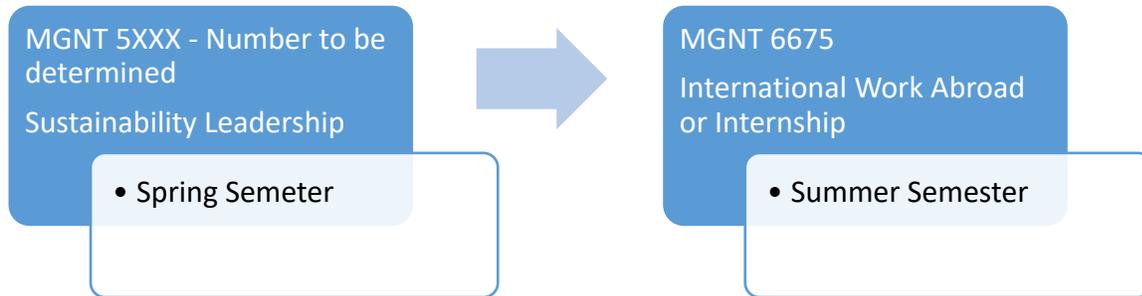|	
School/ Department - DO NOT EDIT✱	Department of Management

Is this a School of Nursing Program? ✱	◯ Yes ⦿ No	**Is this a College of Education Program?**✱	◯ Yes ⦿ No

Is Senate Review required?✱	⦿ Yes ◯ No

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

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

Early Executive Track

The Young Executive Program is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA. Two three-hour credit courses are sequenced together to create a learning experience that focus on developing knowledge, confidence, professionalism, and experience that will make the student a standout amongst their peers. Each course can be taken as an elective in the MBA program.

MGNT 5XXX - Number to be determined

Sustainability Leadership

- Spring Semester

→

MGNT 6675

International Work Abroad or Internship

- Summer Semester

Sustainability Leadership (3 credit hours) – Using the lens of sustainability, this course helps the student develop sustainable leadership skills. It will equip students for leadership roles in organizations and allow them to drive high-impact sustainable results for their organization and community.

International Work Abroad or Internship (3 credit hour) – We will partner with an international university to create a work abroad course. The work abroad course will consist of transnational teams that will work a real life project for an international organization. UWG students will travel to the international organization during the Maymester and will work with their transnational team to complete the project remotely during the summer semester.

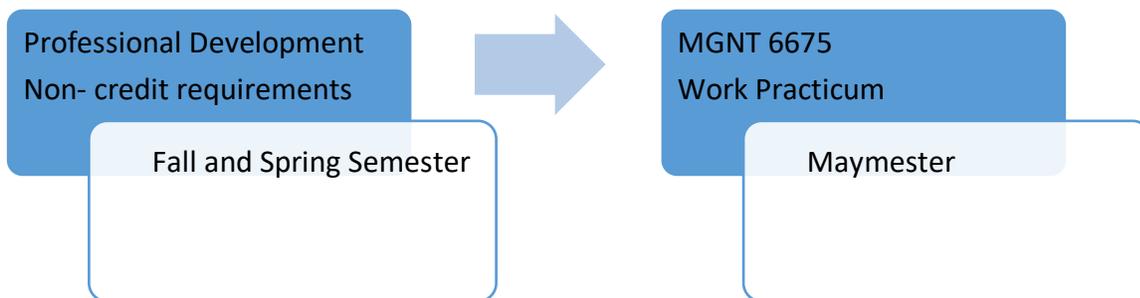# The Richards College of Business

Early Executive Track

Purpose

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Tack digital badge.

The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

Requirements for the Early Executive Track

Professional Development
Non- credit requirements

Fall and Spring Semester

MGNT 6675
Work Practicum

Maymester

- Participate in professional and leadership events both Fall and Spring semesters. Each semester will include at least two Feature Friday Professional Workshops that will encompass hands-on activities and topics such as :

  o Career planning
  o Communication techniques
  o Personal Pitch Delivery
  o Presenting to an Executive Audience
  o Self-assessment
  o Team facilitation
  o Networking Opportunities
  o Learning about the Future of Work

- Each student will work to cultivate a career path that will include creating a professional development plan tailored to meet their goals. As part of their professional development plan, each student will attend at least one professional industry event on their own both Fall and Spring semesters. With each event, the student will work to digitally promote themselves and to polish their networking skills.

- MGNT 6675 Work Practicum is offered in the Maymester, and it provides the students with multiple opportunities that can be focused to meet their career goals and help them develop their business knowledge and skills.

  - Option One: Up to 10 students can work in a global virtual team to complete a real world strategic business project. The students work together virtually for the first week and then travel to complete the project face to face and present to the organization. You will live and work for up to two weeks in Münster, Germany. This option includes a weekend on your own in Europe and a professional development opportunity at the SAP Leonard Center in Paris.
  - Option Two: Complete an internship in India with a partner organization. A RCOB faculty member will travel with you to help you get setup in India for the internship. You will live and work in India for a month, and gain a wealth of knowledge and experience to set you apart from your peers.
  - Option Three: Work as an intern locally. We will assist you in finding an internship that meets your career and professional goals.

For more information please contact
MBA Director, Dr. Jeannie Pridmore serves as the Early Executive Track's faculty director and lead for MGNT 6675 course. Dr. John Upson serves as the contact for the India internships. The Office of Graduate Student Services assists with the students and activities needed to complete the track.

Addendum III

Undergraduate Student Catalog
Modification of the Specific Requirements for a Minor

RATIONALE
There have been instances where students would like to minor in the same area they major in, for instance, Sociology major wanting to declare a Sociology minor. Currently, there is no policy that prohibits a student from doing so. In the past, students also tried to return to UWG only to earn a minor. The policy proposed below prohibits a student from earning a minor in, e.g. Film & Video production if they are seeking a Bachelor of Science in Mass Communications with a concentration in Film & Video production. Therefore, the modification aims at preventing the students from minoring in something that would involve coursework that is already applicable to their major. When the subject matter is sufficiently diverse as with different titles, the restriction does not apply. For instance, English majors may earn a minor in Creative Writing or Literature if they complete all major and minor requirements with the required number of hours without sharing courses between the major and minor.

ORIGINAL VERSION

Specific Requirements for a Minor
1. Complete 15-18 semester hours of required coursework in an approved minor
2. A minimum of 9 semester hours of the courses must be numbered 3000 and above.
3. Courses taken to satisfy Core Areas A through E may not be counted.
4. Courses taken in Core Area F may be counted.
5. Courses taken to satisfy major requirements may not be counted.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the minor.

PROPOSED REVISED VERSION

Specific Requirements for a Minor
1. Complete 15-18 semester hours of required coursework in an approved minor
2. A minimum of 9 semester hours of the courses must be numbered 3000 and above.
3. Courses taken to satisfy Core Areas A through E may not be counted.
4. Courses taken in Core Area F may be counted.
5. Courses taken to satisfy major requirements may not be counted.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the minor.
7. Students are prohibited from seeking a minor with the same title as their major or concentration. Under no circumstances may a course count toward a major and a minor.

Addendum IV

Faculty Senate Executive Committee Statement on the Presidential Search

Executive Committee of the UWG Faculty Senate

August 16, 2019

Dear University System of Georgia Board of Regents and UWG Presidential Search Committee:

On August 15th, 2019, the Executive Committee of the Faculty Senate, comprised of 12 voting members, met to discuss the Chairs' Council's letter to the Presidential Search Committee. After discussion of its content, members voted by voice vote to confirm, unanimously, their support of the Chairs' letter.

We voted to preserve the philosophy of shared governance that pervades—and sustains—our campus culture. In the past five years, a commitment to shared governance has led to faculty involvement in virtually all major leadership hires conducted on our campus, for example, thereby promoting faculty investment and, in turn, student retention and satisfaction.

A closed search, therefore, is a step backwards here at UWG, especially since, in recent history, UWG made our greatest strides forward with senior leadership subsequent to an open search.
While we realize that any final decision is under the purview of the Chancellor, and the Board of Regents, we wish to make every effort to be heard and trust that our voices are valuable to the USG. In sum, we continue to strive towards making UWG the best place to learn, work, and succeed, and an open search for our next President is a way towards ensuring this overarching goal.

Sincerely,

University of West Georgia's Executive Committee of the Faculty Senate

Presidential Screen and Search Committee Survey

Dear UWG Faculty, Staff, Students, and Alumni,

Your feedback is imperative to the process of recruiting and vetting the next president of our university, and the Presidential Screen and Search Committee wants to hear from you.

You can access the survey by scanning the QR code by following three simple steps:

1) Open the Camera app on your device.
2) Hold your device so that the QR code appears in the camera view finder. Your device will recognize the QR code and show a notification.
3) Tap the notification to open the survey link associated with the QR code.

Sincerely,

Sharmistha Basu-Dutt, Chair, and
Members of the UWG Presidential Search and Screen Committee

LISTENING SESSIONS FOR UWG PRESIDENTIAL SEARCH

Members of the University of West Georgia Presidential Search and Screen Committee (PSSC) and search consultants from WittKieffer would like to invite students, faculty, staff and the community to one of our listening sessions scheduled in mid-September.

The goal for these listening sessions is for the PSSC and WittKieffer to hear our community's thoughts on the university's culture, strengths, priorities and opportunities.

This feedback will be critically important in the recruitment and evaluation of candidates.

Dates, times, locations and intended audiences for each of our listening sessions are listed for your convenience. All sessions are open to everyone, but some of the discussion during each session will be geared toward the thoughts, ideas and needs of the intended audiences.

UWG STUDENTS

SEPTEMBER 11, 2019
10:00 – 11:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019
5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019
2:00 – 3:00 p.m.
Education Center, Room 2

SEPTEMBER 12, 2019
4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019
5:00 – 6:00 p.m.
UWG Newnan, Room 133

UWG FACULTY

SEPTEMBER 11, 2019
3:00 – 4:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019
5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019
9:00 – 10:00 a.m.
Nursing Building, Room 115

SEPTEMBER 12, 2019
4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019
5:00 – 6:00 p.m.
UWG Newnan, Room 133

UWG SPECIAL GROUPS
(FACULTY SENATE & STAFF COUNCIL)

SEPTEMBER 13, 2019
3:00 – 4:00 p.m.
Nursing Building, Room 106.3

UWG STAFF

SEPTEMBER 11, 2019
8:00 – 9:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019
5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019
11:00 a.m.– 12:00 p.m.
Campus Center Ballroom 108.3

SEPTEMBER 12, 2019
4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019
5:00 – 6:00 p.m.
UWG Newnan, Room 133

WEST GEORGIA COMMUNITY

SEPTEMBER 11, 2019
8:00 – 9:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019
5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019
4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019
5:00 – 6:00 p.m.
UWG Newnan, Room 133

GO WEST UWG
UNIVERSITY OF WEST GEORGIA