Memorandum

To: General Faculty

Date: January 25, 2017

Regarding: Faculty Senate agenda for January 27, 2017 in TLC 1-203 at 3 p.m.

The agenda for the January 27, 2017 Faculty Senate meeting is as follows:

1. Call to order

2. Roll call

3. Minutes

   A) Approval of Minutes from December 9, 2016 (See **Addendum I**)

4. Committee Reports

Committee II: Undergraduate Programs Committee (Cale Self, Chair)

Action Items (See Addendum II):

   A) College of Arts and Humanities

   1) Music Department

      a) [Bachelor of Music with a Major in Music with concentrations in Composition, Music Education, and Performance](#)
         Request: Add

   B) College of Education

   1) Communication Sciences and Professional Counseling Department

      a) [Bachelor of Science in Education with a Major in Speech-Language Pathology](#)
         Request: Modify

   C) College of Science and Mathematics

   1) Chemistry Department

      a) [Bachelor of Science with a Major in Chemistry (ACS Track, Applied Chemistry Option)](#)
         Request: Modify

   2) Computer Science Department

      a) [Bachelor of Science with a Major in Computer Science](#)
         Request: Modify

   D) College of Social Sciences

   1) Sociology Department

a) [Bachelor of Science with a Major in Social and Behavioral Health](#)

Request: Add

Information Items:

A) College of Arts and Humanities

   1) Music Department

      a) [Bachelor of Music with a Major in Music Education](#)

      Request: Deactivate

      b) [Bachelor of Music with a Major in Composition](#)

      Request: Deactivate

      c) [Bachelor of Music with a Major in Performance](#)

      Request: Deactivate

B) College of Science and Mathematics

   1) Geosciences Department

      a) [Bachelor of Science with a Major in Earth Science/Secondary Education](#)

      Request: Terminate

      b) [Bachelor of Arts with a Major in Geography](#)

      Request: Terminate

      c) [Bachelor of Science with a Major in Environmental Studies](#)

      Request: Terminate

   2) Chemistry Department

      a) [Bachelor of Arts with a Major in Chemistry/Secondary Education](#)

      Request: Terminate

      b) [Bachelor of Arts with a Major in Chemistry](#)

      Request: Terminate

      c) [Bachelor of Science with a Major in Environmental Science](#)

      Request: Terminate

Committee III: Graduate Programs Committee (Matt Varga, Chair)

Action Items (See Addendum III):

A) College of Education

   1) Early Childhood through Secondary Education

a) [ECSE 7274 Introduction to Community-Based STEM Education](#)

Request: Add

b) [ECSE 7275 STEM Mathematics for Social Justice](#)

Request: Add

c) [ECSE 7276 STEM Investigations through Ecojustice](#)

Request: Add

d) [ECSE 7277 Designing Community-Based STEM Education](#)

Request: Add

e) [SEED 6265 Instructional Strategies for Business Education in Secondary Schools](#)

Request: Add

f) [ECSE 7500 Diverse Classrooms in a Global Society](#)

Request: Add

g) [ECSE 7560 Contemporary Issues in Education](#)

Request: Add

h) [ECSE 7564 Content Area Literacy Instruction](#)

Request: Add

i) [ECSE 7566 Advanced Instructional Strategies for the 21st Century Classroom](#)

Request: Add

j) [ECSE 8562 Using Data to Meet the Needs of Diverse Learners](#)

Request: Add

k) [Master of Education with a Major in Early Childhood Education](#)

Request: Modify

l) [Master of Arts in Teaching with a Major in Teacher Education](#)

Request: Modify

m) [Specialist in Education with a Major in Early Childhood Education](#)

Request: Modify

B) College of Arts and Humanities

   1) Music Department

     a) [Master of Music](#)

     Request: Add

Information Items:

A) College of Arts and Humanities

    1) Music Department

        a) [Master of Music with a Major in Music Education](#)

           Request: Deactivate

        b) [Master of Music with a Major in Performance](#)

           Request: Deactivate

Committee XII: Budget Committee (Brad Yates, Chair)

Action Item:

A) Proposal on Post-Tenure Review Incentive Program for Associate and Full Professors:

> *A one-time $2,000 strategic allocation will be made to respective departments and earmarked for **each** associate and full professor who earns a stellar post-tenure review in FY17, effective July 1, 2017, not retroactive. The allocation must be spent in the fiscal year (FY18) it is funded and follow all E&G (Educational and General) guidelines and lapsable fund policies. Additionally, the request beyond this implementation is that through the Faculty Senate governance process a review of PTR processes will begin over the next academic year.*

    Request: Approve

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I: Minutes

University of West Georgia
Faculty Senate Meeting
Draft Minutes
December 9, 2016

1. Call to order

Dr. Farmer called the meeting to order at 3:00 p.m.

2. Roll call

Present:

> *Blair, Bohannon, Boldt, Butler, Connell, DeFoor (Guo, substituting), Elman, Farran, Fujita (Dutt substituting), Gerhardt, Henderson, Hipchen, Hoang (Shin substituting), Johnson, Lee (Reber substituting), Lopez, Mahmoud, McCord, McCullers, McGuire, McKendry-Smith, Mindrila, Neely, Pencoe, Remshagen, Roberts, Robinson, Schoon, Schroer, Seay, Self, Smallwood, Stanfield, Sterling, Tefend, Varga, Webb, Welch, Williams, Willox, Yates, and Zamostny*

Absent:

> *Miller, Ogletree, Rutledge, Stuart, Trotman Scott, Velez-Castrillon, and Zot*

3. Minutes

  A) Approval of minutes from November 14, 2016

Minutes approved unanimously by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)

Action Items:

  A) College of Arts and Humanities

   1) History Department

      a) HIST 4101: Professionalism in Public Practice

         Request: Add

Item approved unanimously by voice vote.

  B) College of Education

   1) Educational Technology and Foundations Department

      a) MEDT 3401: Integrating Technology into the Curriculum

         Request: Modify

Item approved unanimously by voice vote.

  C) College of Science and Mathematics

   1) Geosciences Department

a) Bachelor of Science with a Major in Geology

Request: Modify

Item approved unanimously by voice vote.

b) Bachelor of Science with a Major in Geography

Request: Modify

Item tabled due to an issue with course number.

c) Geography 4985: Special Topics in Geography

Request: Add

Item tabled due to an issue with course number.

2) Biology Department

a) BIOL 2030: Medical Microbiology

Request: Modify

Item approved unanimously by voice vote.

3) Chemistry Department

a) CHEM 2455: Principles of Organic Chemistry

Request: Add

Item approved unanimously by voice vote.

b) CHEM 2455L: Principles of Organic Chemistry Lab

Request: Add

Item approved unanimously by voice vote.

c) CHEM 3523: Structure, Bonding, and Reactivity

Request: Add

Item approved unanimously by voice vote.

D) College of Social Sciences

1) Anthropology Department

a) Bachelor of Science with a Major in Anthropology

Request: Modify

Item approved unanimously by voice vote.

Committee II: Graduate Programs Committee (Matt Varga, Chair)

Action Items:

A) College of Science and Mathematics

1) Mathematics

a) [Math 5653 Problem Solving 1: Counting and Combinatorics](#)

      Request: Add

Item approved unanimously by voice vote.

b) [Math 6663 Problem Solving 2: Geometry and Graphs](#)

      Request: Add

Item approved unanimously by voice vote.

c) [Master of Science with a Major in Mathematics](#)

      Request: Modify

Item approved unanimously by voice vote.

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Item:

A) LEAP/LEAP West, Dr. David Newton

Dr. Newton updated Senate members on the progress of UWG's LEAP West initiatives, sharing the following specifics:

➢ *The University System of Georgia's application to become a LEAP state was approved last spring by the American Association of Colleges and Universities (AAC&U). UWG participated in the application process and in the inaugural USG meeting last spring in April and is a charter member of LEAP State Georgia. LEAP Georgia institutions are developing organizational structures (steering committee, etc.) to facilitate collaboration.*

➢ *Since last spring, LEAP West has organized two LEAP symposiums—one for faculty and one for student affairs—to facilitate discussions on campus and to produce some initial recommendations for a LEAP West Campus Plan. Other meetings with departments, colleges, and student services units have been taking place throughout the fall to assist the UWG campus in learning more about LEAP.*

➢ *The LEAP West Steering Committee was organized in the fall to coordinate the development of a Campus Plan, which the Provost has requested be finalized by April. The committee has established a formal relationship with the Faculty Senate through the Academic Policies Subcommittee, and the chair of the Academic Policies Subcommittee serves as the Faculty Senate liaison to the steering committee.*

➢ *At the request of the Provost, a First-Year Seminar Subcommittee has been formed to work on the development of pilot First-Year Seminars to begin in fall 2017. Two town hall meetings were held in the fall to solicit feedback from faculty and staff about the*

development of FYS courses at UWG. The proposal from the subcommittee is due to the Provost in February.

Committee XII: Budget Committee (Brad Yates, Chair)

Information Item:

A) Update on post-tenure review incentive program for full professors.

Dr. Yates reported that, beginning July 1, 2017, $2,000 strategic allocation for professional development will be awarded to faculty members who have earned a "stellar" rating on Post-Tenure Review dossiers in their respective departments. The Budget Committee will study departmental processes for awarding the classification of "stellar" to begin developing equitable procedures for the disbursement of these monies.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (Addenda IV-IX, linked below):

A) UWG Procedure 2.7.1, Faculty Workload

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.7.1, Faculty Workload (**see Figure One**)

        Request: Approve

Item approved unanimously by voice vote.

B) UWG Faculty Handbook, Section 127

    1) UWG Faculty Handbook

        a) Section 127, Faculty Workload (**see Figure Two**)

        Request: Modify

Item approved unanimously by voice vote.

C) UWG Procedure 2.9.2, Convocation and Commencement Services

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.9.2, Convocation and Commencement Services

        (**see Figure Three**)

        Request: Approve

Item approved unanimously by voice vote.

D) UWG Faculty Handbook, Modification of Section 306

    1) UWG Faculty Handbook

        a) Section 306, Convocation and Commencement Services (**see Figure Four**)

        Request: Modify

Item approved unanimously by voice vote.

    E) UWG Policy 2.5, Leave and Compensation for Faculty

        1) UWG Academic Affair Policies

            a) UWG Policy 2.5, Leave and Compensation for Faculty (**See Figure Five)**

            Request: Approve

Item approved unanimously by voice vote.

    F) UWG Policy 2.6, Discipline and Grievance Procedures

        1) UWG Academic Affair Policies

            a) UWG Policy 2.6, Discipline and Grievance Procedures (**See Figure Six)**

            Request: Approve

Item approved unanimously by voice vote.

5. Old Business

6. New Business

7. Announcements

        1) The General Faculty passed the Senate restructuring document in an electronic vote.

        2) USG Policy on Political Activity

Additional announcements from President Marrero:

> *Graduation is tomorrow, December 10, 2016. While all convocations at UWG are significant, this commencement is especially so, since it is the largest fall graduating class in UWG's history (789 students, 645 of whom will participate in the ceremony). Fourteen doctoral degrees will be awarded as well.*

> *UWG has been informed that it is now in compliance with comprehensive standard 3.3.1.1 involving Academic Programs. Thus, our Reaffirmation process is finished and was successful. We will continue to improve our assessment and continuous improvement activities in preparation for our five-year review which occurs in the next two years.*

8. Adjournment

Dr. Farmer wished all a wonderful holiday break and adjourned the meeting at 3:47 p.m.

Respectfully submitted,
Dr. Angela Insenga
Associate Professor of English
Secretary for the General Faculty and Faculty Senate

Figure One:

UWG PROCEDURE NUMBER: UWG Procedure 2.7.1, Faculty Workload
Authority: **UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7,** establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the faculty workload procedures.

A. **Definitions.**
   1. *Faculty workload-* includes all faculty activities that contribute to the accomplishment of university-related activities and responsibilities: research, service, and teaching.

B. **Faculty Workload Procedure.**
       UWG Faculty Handbook, section 127:

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes.

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (4.10 Faculty Overloads and Instructional Staff Responsibilities).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Pursuant to BOR Academic Affairs 3.1 General Policy, BOR Policy 8.2.15, BOR Policy 8.3.12.4, and BOR Academic and Student Affairs Handbook section 4.10:
[3.1 General Policy](), [8.2.15 Outside Activities](), [8.3.12.4 Research, Saturday Classes, and Off-Campus Continuing Education]() and [4.10 Faculty Overloads and Instructional Staff Responsibilities]().

C. <u>Compliance</u>.

The University of West Georgia follows the Board of Regents policies on this matter, and to the

extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure]*, the _____ day of _____, 2016.*

_____
Signature
Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Figure Two:

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (4.10 Faculty Overloads and Instructional Staff Responsibilities).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Rules committee approval_12_1_2016

Figure Three:

UWG PROCEDURE NUMBER: UWG Procedure 2.9.2, Convocation and Commencement Services

Authority: **UWG POLICY: UWG Policy 2.9, Service and Professional Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.9,** establishes the following procedures for compliance with UWG Policy **2.9** on **Service and Professional Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the convocation and commencement procedures for faculty.

A. **Definitions**.
1. *Commencement*- a ceremony during which degrees or diplomas are given to students who have graduated from a school or college.
2. *Convocation*- a meeting of the faculty of a college or university to observe a particular ceremony such as commencement.

B. **Convocation and Commencement Services Procedure.**

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

C. **Guidelines**
In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Issued by the [title of person charged with writing procedure]*, the _____ day of _____, 2016.*

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Figure Four:

306 Participation in Convocations and Commencement Services

306.01 Faculty
Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

306.02 Faculty Marshals
Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

Note:
In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Rules committee approval_12_1_2016

Figure Five:

UWG POLICY NUMBER: 2.5
UWG POLICY NAME: <u>Leave and Compensation for Faculty</u>

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies, and applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on leave and compensation for faculty.

CONTEXT:
This policy applies to:
- All UWG faculty, and employees who administer policy and procedures on leave and compensation for faculty.

The policies and procedures established by the BOR are consistent with the SACSCOC when establishing leave and compensation for academic personnel.
The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.
SIGNATURE OF THE PRESIDENT:

_____   _____
University President   *Date*

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: "Leave and Compensation for Faculty"
Previous Versions: N/A
Oversight: Controller
Additional Resources:
- BOR Policy Manual, Section 8.0 - Personnel
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-Accrediting Standards

Associated Procedures:
- Annual Leave
- Professional Leave (Awards)
- Summer School Compensation
- Outside Employment

UWG POLICY NUMBER: 2.6
UWG POLICY NAME: <u>Discipline and Grievance Procedures for Faculty</u>

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies on discipline and grievance procedures for faculty.

CONTEXT:
This policy applies to:
- All UWG faculty, and employees who administer the policy and procedures on discipline and grievances for faculty.

The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.
SIGNATURE OF THE PRESIDENT:

_____   _____
University President   *Date*

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: "Discipline and Grievance for Faculty"
Previous Versions: N/A
Oversight: Controller
Additional Resources:
- BOR Policy Manual, Section 8.0 - Personnel

Associated Procedures:
- Grounds for Dismissal
- Progressive Discipline
- Dismissal Process
- Grievance Procedures

Addendum II: UPC Materials

Program View (Read-Only)

Attachments
Current File: Music Program Addition Sub Change Undergrad.docx

Originator

College of Arts and Humanities
College

Music Department
Department

Hibbard, Kevin R.
Originator

What would you like to do?

○ Add New Track/Concentration   ○ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ● Add New Program

Modifications

☑ Program Name   ☑ Program Description   ☑ Degree Name   ☑ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Arts and Humanities
College

Music Department
Department

Bachelor of Music
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Music with concentrations in Composition, Music Education, and Performa
Degree Name

Fall | 2017
Effective Semester/Year

Modification Details

Please see attachment.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: Music Program Addition Sub Change Undergrad.docx

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

☐ Program deactivation

☑ None of these apply

Comments

New Tracks/Concentrations:
Bachelor of Music with a concentration in Composition
Bachelor of Music with a concentration in Music Education
Bachelor of Music with a concentration in Performance

(Max 4000 characters)

College Approvals

Kevin R. Hibbard [APPROVED 2016-11-18]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-01-17]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Bachelor of Music with a Major in Performance (Delete)
Bachelor of Music with a Major in Composition (Delete)
Bachelor of Music with a Major in Music Teacher Education (Delete)
Bachelor of Music with a Major in Music with concentrations in Performance, Composition, and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The <u>Bachelor of Music</u> *with Majors in Performance, Composition, and Music Teacher Education are being deleted in favor of a single new program, a* <u>Bachelor of Music</u> *with concentrations in Performance, Composition, and Music Education. The program goals, learning outcomes, and comparative list of required courses for all programs are unchanged. The new B.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.*

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Bachelor of Music with majors in Performance, Composition, and Music Teacher Education would be better represented (and subsequently resourced) as a Bachelor of Music with concentrations in Performance, Composition, and Music Education. These programs currently exist as three separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition of a new degree with three concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single B.M. will help students and faculty to better record progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of

concentrations may also increase flexibility within the B.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a B.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Bachelor of Music degree with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	**Proposed Program**
Bachelor of Music in Composition (CIP 50090401)	Bachelor of Music (CIP 500901) • Concentration in Composition • Concentration in Music Education • Concentration in Performance
Bachelor of Music in Music Teacher Education (CIP 13131200)	
Bachelor of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Bachelor of Music with a Major in Composition are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a compositions from concept to fully realized performances, involving a variety of media, styles, and forms.

These outcomes will not change and will be applied to the composition track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Performance are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.

4. Demonstrate the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing the musical progress of students.

These outcomes will not change and will be applied to the performance track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Music Teacher Education are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite or self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding to aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.

These outcomes will not change and will be applied to the teacher education track in the new Bachelor of Music with a Major in Music.

Program Maps will also remain the same and can be found here (optional emphasis within concentrations listed separately):
https://www.westga.edu/student-services/advising/program_maps.php

Program View (Read-Only)

Attachments

Current File: CSS Submission BSED SLP Adm-GPA-POS Revisions 10.6.16.pdf

Originator

College of Education	Communication Sciences and Professional Counseling
College	Department

Parrish, Mark
Originator

What would you like to do?

○ Add New Track/Concentration   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Add New Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Comments

Shared Governance Process

Senate Information Item   (See Procedure)

Program Selection

College of Education
College

Bachelor of Science in Education with a Major in Speech-Language Pathology
Existing Program (as shown in the DMA)

Bachelor of Science in Education with a Major in Speech-Language Pathology
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Science in Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Fall	2017

Effective Semester/Year

Modification Details

In the B.S. in Education with a major in Speech-Language Pathology program, the following modifications are requested:

(1) Establish the minimum GPA admission requirement of 3.25;

(2) Remove the "Admission to Teacher Education" requirement from the admission requirements;

(3) Modify the current "core curriculum" requirements in Area F for ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations; and

(4) Replace SPED 4710 with SPED 4709 in Concentration area.

(Max 4000 characters)

Rationale

(1) GPA Modification: The B.S. in Education with a major in Speech-Language Pathology program requires entry at the junior level (3rd year) and requires the completion of an additional 60 semester hours of specific courses which are focused on speech-language pathology and related curriculum. Certification/licensure as a Speech-Language Pathologist requires an accredited master's degree and national certification in order to work as a clinical practitioner in the State of Georgia, and in most states. The current minimum GPA (grade point average) requirement for admission into the B.S. in Education with a major in Speech-Language Pathology program is 2.7. Analysis of program level assessment over the past 3 years indicates that students who successfully complete the B.S.Ed. program, and subsequently qualify for admission into the UWG graduate-level Speech-Language Pathology program (and other graduate programs) have a graduating undergraduate GPA in excess of 3.5. In order to support our students' success in completing the B.S.Ed. program at a sufficient GPA for subsequent admission into the UWG or another related graduate program, it is requested that the minimum admission requirement be established at the level of 3.25 or above;

(2) Removal of Admission to Teacher Education: The program no longer leads to certification in "teacher education (it once led to provisional certification)," so meeting teacher education admission requirements no longer applies;

(3) Modification to Core Curriculum (Area F,): In order to comply with the requirements for admission into a "graduate, certification program" for Speech Language Pathology certification, undergraduate SLP programs must meet academic requirements in math and sciences, which are consistent with standards set by the American Speech-Language-Hearing Association (ASHA), which are accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA). Currently, ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations are indicated as "core requirements" in the plan of study. In order to meet the ASHA/CAA academic requirements, the advisors must substitute BIOL 1010 Fundamentals of Biology, CHEM 1100 Introductory Chemistry, and MATH 2063 Introductory Statistics for the courses on the current Plan of Study. This requested revision to the Plan of Study simply formalizes the current practice and establishes clear core requirements for the "Bachelor of Science in Education with a Major in Speech Language Pathology" degree.

Courses in the "Current" Plan of Study   Courses in the "Proposed" Plan of Study
ISCI 2001 Life/Earth Science   BIOL 1010 Fundamentals of Biology
ISCI 2002 Physical Science   CHEM 1100 Introductory Chemistry
MATH 2008 Foundation of Numbers and Operations   MATH 2063 Introductory Statistics

(4) SPED 4710 Ethics, Policies, and Procedures in Special Education was originally developed

(Max 4000 characters)

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
- [ ] Program deactivation
- [x] None of these apply

Comments

(1) Establish the minimum GPA admission requirement of 3.25;

(2) Remove the "Admission to Teacher Education" requirement from the admission requirements;

(3) Modify the current "core curriculum" requirements in Area F for ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations; and

(4) Replace SPED 4710 with SPED 4709 in Concentration area.

(Max 4000 characters)

College Approvals

Mark Parrish   [APPROVED 2016-10-18]

Chair, Course Department

Laura Smith   [APPROVED 2016-10-20]

Associate Dean, College of Education

Other Approvals

Cale Self   [REQUIRED]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

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

Name: _____ SID#: _____

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

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

Program Notes

A A grade of C or better is required in courses in these sections. B Admission to teacher education program required before enrolling in these approved by advisor. C The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools. (Fall 2008)

Appendix B
BACHELOR OF SCIENCE IN EDUCATION (PROPOSED)
SPEECH-LANGUAGE PATHOLOGY (A Non-Certification Program)
Plan of Study

Name: _____   SID#: _____

CORE CURRICULUM	Hrs	Gr	Sub	PROFESSIONAL	Hrs.
A. Essential Skills	9			CONTENT SPECIALIZATION[A]	45
1. ENGL 1101 English Composition I	3			SLPA 3701 Introduction to Communication	3
2. ENGL 1102 English Composition II	3			SLPA 3702 Speech & Language Acquisition	3
3. MATH 1001 Quantitative Skills and Reasoning (Recommended)	3			SLPA 3703 Phonetics	3
B. Institutional Priorities	5			SLPA 3704 Anatomy & Physiology of Speech & Hearing	3
1. COMM 1110 Public Speaking (Recommended)	3			SLPA 3705 Speech & Hearing Science	3
2. Any approved elective	2			SLPA 3760 Articulation & Phonological Disorders	3
C. Humanities/Arts	6			SLPA 3790 Introduction to Clinical Practicum: Observation	3
1. Any Area C1 elective	3			SLPA 4701 Language Disorders in Children	3
2. Any Area C2 elective	3			SLPA 4703 Intro to Audiology	3
D. Science, Math, Technology	10			SLPA 4704 Introduction to Manual	3
1. Lab Science	4			SLPA 4720 Intro to Assessment of S-L Disorders	3
2. Non-Lab or Lab Science	3			SLPA 4721 Intro to Neurological Comm. Disorders	3
3. Any Area D2 elective	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
A course in Biology and a course in Physical Science are recommended for D1 & D2.				SLPA 4724 Counseling Issues in Communication Disorders	3
				SLPA 4784 Professional Practices Seminar in Communication Disorders	3
E. Social Sciences	12				
1. HIST 1111 or 1112 Civilization I or II	3			CONCENTRATION[A]	15
2. HIST 2111 or 2112 US History I or II	3			CEPD 4101 Educational Psychology	3
3. POLS 1101 American Government	3			MEDT 3401 Integrating Tech into the Curriculum	3
4. PSYC 1101 or SOCI 1101 (Recommended)	3			SPED 3713 Intro to Special Educ & Mild	3
				SPED 3714 Behavior and Classroom Management	3
F. Program Related Courses [A]	18			SPED 4709 Special Education Policies, and Procedures	3
1. BIOL 1010 Fundamentals of Biology	3				
2. CHEM 1100 Introductory Chemistry	3				
3. MATH 2063 Introductory Statistics	3				
4. EDUC 2110 Investigating Critical & Contemporary	3				
5. EDUC 2120 Exploring Sociocultural Perspectives on Diversity	3				
6. EDUC 2130 Exploring Learning and Teaching	3				
PHYSICAL EDUCATION	3			TOTAL PROFESSIONAL EDUCATION	60
PWLA 1600 Personal Wellness	2			TOTAL CORE	60
PWLA Activity Course	1			TOTAL PROGRAM	123[B]

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

Program Notes
[A] A grade of C or better is required in courses in these sections. [B] The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 3.25 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools. (Fall 2017)

_____   _____
Student Signature/Date   Advisor Signature/Date

Program View (Read-Only)

Attachments

Current File: Comparison of Old and New Program - ACS Track Chemistry.docx

Originator

College of Science and Mathematics
College

Chemistry Department
Department

Basu-Dutt, Sharmistha
Originator

What would you like to do?

○ Add New Track/Concentration   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Add New Program

Modifications

☑ Program Name   ☑ Program Description   ☑ Degree Name   ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Chemistry
Existing Program (as shown in the DMA)

ACS Track - Applied Chemistry option A
Track or Concentration

ACS Track

Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science with a Major in Chemistry
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Fall   2017
Effective Semester/Year

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Modification Details

The curriculum is being modified so that it meets new guidelines provided by the American Chemical Society. The curriculum is targeted to be more flexible and accommodate students with diverse chemical career interests.

(Max 4000 characters)

Rationale

Chemistry department is interested in increasing the number of students receiving a degree in Chemistry that is certified by the American Chemical Society and highly sought after by chemical companies and graduate programs.

(Max 4000 characters)

Attachments

Current File: Comparison of Old and New Program - ACS Track Chemistry.docx

SAGSCOC 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
☐ Program deactivation
☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2017-01-12]
Chair, Course Department

Scott Gordon   [APPROVED 2017-01-12]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2017-01-24]
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

Comparison Chart for Program Change in Chemistry

Old Program	Differences in New Program	New Program
Core Area F (18 hours) • MATH 2644 - 4 • CHEM 1211 and 1211L - 4 • CHEM 1212 and 1212L - 4 • CHEM 2411 and 2411L - 4 • MATH credit from Area A and D - 2	• No difference	**Core Area F (18 hours)** • MATH 2644 - 4 • CHEM 1211 and 1211L - 4 • CHEM 1212 and 1212L - 4 • CHEM 2411 and 2411L - 4 • MATH credit from Area A and D - 2
Major Required Courses (43 hours) • CHEM 2130 - 1 • CHEM 3422 and 3422L - 4 • CHEM 3310K - 4 • CHEM 4330K - 4 • CHEM 3521 - 3 • CHEM 3522 - 3 • CHEM 3550L - 2 • CHEM 4913L - 2 • CHEM 4611 - 3 • CHEM 4612 - 3 • CHEM 4083 - 4 • CHEM 4084 – 1 • CHEM 47xx - 3 • CHEM electives - 6	• Choose two of three Physical Chemistry courses based on career interest. For example, Physical and Analytical focused students take 3521 and 3522; Organic and Biochemistry focused students take 3522 and 3523. • CHEM 4610 content will be modified to include selected topics from CHEM 4611 and 4612 to align it better with guidelines provided by American Chemical Society. • All students must take Biochemistry (4711) and can choose Physical Biochemistry (4712) as an elective. • Chemistry electives must be chosen from the in-depth courses (4712, 35xx, 4485, 4685, 4985)	**Major Required Courses (40 hours)** • CHEM 2130 - 1 • CHEM 3422 and 3422L - 4 • CHEM 3310K - 4 • CHEM 4330K - 4 • Choose 2 from CHEM 3521, 3522, 3523 - 6 • CHEM 3550L - 2 • CHEM 4913L - 2 • CHEM 4610 - 3 • CHEM 4083 - 4 • CHEM 4084 - 1 • CHEM 4711 - 3 • CHEM electives (Choose 2 from CHEM 4712, 35xx, 4485, 4685, 4985) - 6
Upper Division Electives • 0 hrs	• Flexibility of taking upper division electives in Chemistry, Mathematics, Physics or Biology based on career interest.	**Upper Division COSM Electives (2 – 5 hrs)** • 2 – 5 hrs (3000-4000)

General Electives (10 hours)
- 10 hrs (1000-4000)

- Students will be advised to take more focused electives that complement their career interest.

- 0 hrs

Area Courses
- 0 hrs

- No difference

- 0 hrs

Supporting Courses (7 hours)
- CS 1300 or 1301 or MATH 2654 – 4
- MATH 3303 or MATH 2853 - 3

- Old curriculum was suitable for students wishing to pursue a career in Physical or Analytical Chemistry. New curriculum will allow students to choose supporting courses or a minor to complement their career interest. For example, advisors will encourage students wishing to pursue a career in Organic or Biochemistry to minor or take supporting courses or upper division electives in Chemistry or Biology. Advisors will encourage students wishing to pursue a career in Physical or Analytical Chemistry to minor or take supporting courses or upper division electives in Chemistry or Physics or Math.

Supporting Courses (15-18 hours)
- Minor or supporting courses with advisor approval – 15 to 18

Program View (Read-Only)

Attachments

Current File: BSCSProgramModificationsforSubmission_Fall2017.pdf

Originator

College of Science and Mathematics
College

Computer Science Department
Department

Rudolph, Edwin
Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Computer Science
Existing Program (as shown in the DMA)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science with a Major in Computer Science
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall | 2017
Effective Semester/Year

Modification-Details

We are changing requirements for math and lab science courses, credit hours for selected CS courses, and minimum GPA requirements to declare/remain in the major. See attached document for details.

(Max 4000 characters)

Attachments

Current File: BSCSProgramModificationsforSubmission_Fall2017.pdf

Rationale

These changes are intended to provide students additional flexibility in completing the requirements for the degree, while remaining compliant with ABET accreditation criteria for the program. The minimum GPA requirements are based on SSC-Campus analytics data that shows GPA as a predictor of success in the program. Increasing the GPA requirement for students to declare/remain a CS major will help to ensure student success by encouraging those students who are unable to achieve the success marker to seek alternative majors where they can be successful. See attached document for details.

(Max 4000 characters)

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
☐ Program deactivation
☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Adel Abunawass   [APPROVED 2016-11-15]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-11-21]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2017-01-24]
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

Program Modification Comparison Chart for B.S. in Computer Science
Proposed Effective Term: Fall 2017

Summary of Modifications and Rationale:
We are changing requirements for math and lab science courses, as well as credit hours for selected CS courses, in order to provide students additional flexibility while remaining compliant with ABET accreditation criteria for the program. We are also modifying the specific requirements for the degree to require students to maintain a 2.5 GPA to declare/remain in the major, based on SSC-Campus analytics data that shows GPA as a predictor of success in the program.

Changes are shown **highlighted in bold.** Current catalog requirements and proposed edits are listed following this table.

Current Program	Differences & Rationale	Modified Program
Core Area D (Option II for Science Majors): MATH 1634 (required) **BIOL 1107 & 1108, or CHEM 1211 & 1212, or PHYS 2211 & 2212 required as lab sequence**	Currently, students must take both courses in the sequence from one of the lab sciences listed. This change will remove the requirement to take both courses in a lab science sequence. This allows students more flexibility while ensuring that we remain compliant with ABET accreditation criteria that requires students to take some lab sciences for science majors.	**Core Area D (Option II for Science Majors):** MATH 1634 (required) **Take any two from the following list:** • **BIOL 1107+1107L** • **BIOL 1108+1108L** • **CHEM 1211+1211L** • **CHEM 1212+1212L** • **PHYS 2211+2211L** • **PHYS 2212+2212L**
Core Area F (18 hours): CS 1301: Computer Science I (4 hrs) **CS 1302: Computer Science II (3 hrs)** CS 2100: Intro to Web Development (3 hrs) MATH 1113: Precalculus (1 hr from Area A) MATH 1634: Calculus I (1 hr from Area A) **MATH 2644: Calculus II (4 hrs)** MATH 2063: Introductory Statistics (2 of 3 hrs)	Remove MATH 2644 (Calculus II) requirement, replace with MATH 2853 (Elementary Linear Algebra). MATH 2644 is a difficult course for many CS students, and is no longer necessary for the major or to satisfy ABET accreditation criteria. Increase credit hours for CS 1302 from 3 (2 lecture, 2 lab) to 4 (2 lecture, 4 lab) to provide additional laboratory components needed to ensure students success. A course modification has been submitted together with this program change.	**Core Area F (18 hours):** CS 1301: Computer Science I (4 hrs) **CS 1302: Computer Science II (4 hrs)** CS 2100: Intro to Web Development (3 hrs) MATH 1113: Precalculus (1 hr from Area A) MATH 1634: Calculus I (1 hr from Area A) **MATH 2853: Elementary Linear Algebra (3 hrs)** MATH 2063: Introductory Statistics (2 of 3 hrs)
Supporting Courses (11 hours): ENGL 3405: Prof/Tech Writing (3 hrs) MATH 2063: Introductory Statistics (1 hr from Area F) **Select one from the following (3 hrs): MATH 2853, 3303, 4003, 4103, 4153** Select one lab science from the following not already taken in Area D (4 hrs): BIOL 1107+1107L, CHEM 1211+1211L, PHYS 2211+2211L	Remove list of MATH electives and replace with requirement to take MATH 3003 (Transition to Advanced Mathematics). MATH 2853 has been moved to Area F above, and MATH 3003 will partially satisfy ABET accreditation criteria for math while also providing students with a math elective that is more directly relevant to the discipline.	**Supporting Courses (11 hours):** ENGL 3405: Prof/Tech Writing (3 hrs) MATH 2063: Introductory Statistics (1 hr from Area F) **MATH 3003: Transition to Advanced Mathematics (3 hrs)** Select one lab science from the following not already taken in Area D (4 hrs): BIOL 1107+1107L, CHEM 1211+1211L, PHYS 2211+2211L

Program Body (45 hours) CS 3110: System Architecture (3 hrs) **CS 3151: Data Structures & Discrete Mathematics I (3 hrs)** **CS 3152: Data Structures & Discrete Mathematics II (3 hrs)** CS 3201: Program Construction I (3 hrs) CS 3202: Program Construction II (3 hrs) CS 3211: Software Engineering I (3 hrs) CS 3212: Software Engineering II (3 hrs) CS 3230: Information Management (3 hrs) CS 3270: Intelligent Systems (3 hrs) **CS 3280: System and Network Administration (3 hrs)** **CS 4225: Parallel and Distributed Systems (3 hrs)** CS 4982: Computing Capstone (3 hrs) 3 additional 4000-level CS electives (9 hrs)	Program body increases from 45 hours to 47 hours, due to increasing credit hours for CS 3151 and CS 3152 from 3 (2 lecture, 2 lab) to 4 (3 lecture, 2 lab) in order to provide additional coverage of discrete math needed to comply with ABET accreditation criteria. Course modifications for these have been submitted together with this program change. Also, the title will change for both CS 3280 & CS 4225. Course modifications for these have been submitted together with this program change.	**Program Body (47 hours)** CS 3110: System Architecture (3 hrs) **CS 3151: Data Structures & Discrete Mathematics I (4 hrs)** **CS 3152: Data Structures & Discrete Mathematics II (4 hrs)** CS 3201: Program Construction I (3 hrs) CS 3202: Program Construction II (3 hrs) CS 3211: Software Engineering I (3 hrs) CS 3212: Software Engineering II (3 hrs) CS 3230: Information Management (3 hrs) CS 3270: Intelligent Systems (3 hrs) **CS 3280: Systems Programming (3 hrs)** **CS 4225: Distributed and Cloud Computing (3 hrs)** CS 4982: Computing Capstone (3 hrs) 3 additional 4000-level CS electives (9 hrs)
Specific Requirements for a B.S. in Computer Science 1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. 2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science. 3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major. 4. The minimum cumulative grade point average required for graduation is 2.0. 5. Students must complete the science major option of Core Areas A & D 6. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major. 7. There is no physical education requirement. Physical education classes will not count as electives. 8. Students must complete other requirements for the major as listed by the Department of Computer Science.	Add requirement that students must maintain a minimum cumulative GPA of 2.5 in order to declare and/or remain in the Computer Science major. Based on SSC-Campus analytics data, GPA is identified as a student success predictor for degree completion in Computer Science. Increasing the GPA requirement for students to declare/remain a CS major will help to ensure student success by encouraging those students who are unable to achieve the success marker to seek alternative majors where they can be successful.	**Specific Requirements for a B.S. in Computer Science** 1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. 2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science. 3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major. 4. **Students must maintain a minimum cumulative GPA of 2.5 in order to declare and/or remain in the major.** 5. The minimum cumulative grade point average required for graduation is 2.0. 6. Students must complete the science major option of Core Areas A & D 7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major. 8. There is no physical education requirement. Physical education classes will not count as electives. 9. Students must complete other requirements for the major as listed by the Department of Computer Science.

Current 2016-2017 Catalog Program Requirements
B.S. Degree in Computer Science
Accredited by the Computing Accreditation Commission of ABET, http://www.abet.org

Requirement	Hours	
Core Areas A, B, C, D, and E		42
Core Area A:		
MATH 1113 required (3 of 4)		
Core Area D:		
MATH 1634 (required)		
BIOL 1107 & 1108, or CHEM 1211 & 1212, or		
PHYS 2211 & 2212 required as lab sequence		
Core Area F - Major Specific Courses		18
CS 1301 Computer Science I	4	
CS 1302 Computer Science II	3	
CS 2100 Introduction to Web Development	3	
MATH 1113 Precalculus (from Area A)	1	
MATH 1634 Calculus I (from Area D)	1	
MATH 2644 Calculus II	4	
MATH 2063 Introductory Statistics (2 of 3)	2	
Supporting Courses		11
ENGL 3405 Professional & Technical Writing	3	
MATH 2063 Introductory Statistics (1 of 3)	1	
Select 1 course from the following:	3	
MATH 2853, 3303, 4003, 4103, 4153		
Select 1 course not taken in Area D from the following:	4	
BIOL 1107+1107L, CHEM 1211+CHEM 1211L, PHYS 2211+2211L		
Program Body		45
CS 3110 System Architecture	3	
CS 3151 Data Structures and Discrete Mathematics I	3	
CS 3152 Data Structures and Discrete Mathematics II	3	
CS 3201 Program Construction I	3	
CS 3202 Program Construction II	3	
CS 3211 Software Engineering I	3	
CS 3212 Software Engineering II	3	
CS 3230 Information Management	3	
CS 3270 Intelligent Systems	3	
CS 3280 System and Network Administration	3	
CS 4225 Parallel and Distributed Systems	3	
CS 4982 Computing Capstone	3	
3 additional 4000-level CS electives	9	
Electives		4
TOTAL		120

Specific Requirements for a B.S. Degree in Computer Science
1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. The minimum cumulative grade point average required for graduation is 2.0.
5. Students must complete the science major option of Core Areas A & D
6. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
7. There is no physical education requirement. Physical education classes will not count as electives.
8. Students must complete other requirements for the major as listed by the Department of Computer Science.

Proposed New Requirements (effective Fall 2017)

B.S. Degree in Computer Science

Accredited by the Computing Accreditation Commission of ABET, http://www.abet.org

Requirement		Hours
Core Areas A, B, C, D, and E		42-43
Core Area A:		
MATH 1113 required (3 of 4)		
Core Area D (Option II for Science Majors):		
MATH 1634 (required)		
Take any two from the following (with lab component):		
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,		
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L		
Core Area F - Major Specific Courses		18
CS 1301 Computer Science I	4	
CS 1302 Computer Science II	4	
CS 2100 Introduction to Web Development	3	
MATH 1113 Precalculus (from Area A)	1	
MATH 1634 Calculus I (from Area D)	1	
MATH 2853 Elementary Linear Algebra	3	
MATH 2063 Introductory Statistics (2 of 3)	2	
Supporting Courses		11
ENGL 3405 Professional & Technical Writing	3	
MATH 2063 Introductory Statistics (1 of 3)	1	
MATH 3003 Transition to Advanced Mathematics	3	
Select 1 course not taken in Area D from the following:	4	
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,		
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L		
Program Body		47
CS 3110 System Architecture	3	
CS 3151 Data Structures and Discrete Mathematics I	4	
CS 3152 Data Structures and Discrete Mathematics II	4	
CS 3201 Program Construction I	3	
CS 3202 Program Construction II	3	
CS 3211 Software Engineering I	3	
CS 3212 Software Engineering II	3	
CS 3230 Information Management	3	
CS 3270 Intelligent Systems	3	
CS 3280 Systems Programming	3	
CS 4225 Distributed and Cloud Computing	3	
CS 4982 Computing Capstone	3	
3 additional 4000-level CS electives	9	
Electives		1-2
TOTAL		120

Specific Requirements for a B.S. Degree in Computer Science

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major.
5. The minimum cumulative grade point average required for graduation is 2.0.
6. Students must complete the science major option of Core Areas A & D

7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
8. There is no physical education requirement. Physical education classes will not count as electives.
9. Students must complete other requirements for the major as listed by the Department of Computer Science.

Program View (Read-Only)

Attachments
Current File: Formal Proposal Health Sciences 11November2016.doc

Originator

College of Social Sciences	Sociology Department	Smallwood, Amber
College	Department	Originator

What would you like to do?
○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ● Add New Program

Modifications

☑ Program Name ☑ Program Description ☑ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Social Sciences	Sociology Department
College	Department

Bachelor of Science with a Major in Social and Behavioral Health
Program Name

Bachelor of Science in Social and Behavioral Health
Degree Name

On Campus	Undergraduate
Program Location	Degree Level

Fall	2017
Effective Semester/Year	

Modification Details

The Department of Sociology within the College of Social Science is proposing, with approval from the USG BOR, a BS degree with a major in Social and Behavioral Health. The degree is designed for students whose career goal is to work in health systems or organizations that focus upon the social and behavioral aspects of health.

The proposed degree program offers courses from four colleges and eight academic departments. This combination of basic science, nursing, anthropology, political science, sociology, psychology, community health and wellness and health, physical education and sport studies courses provide students with a multidisciplinary understanding of social and behavioral health and healthcare in today's society. Specifically, this interdisciplinary degree provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health environment. Uniquely designed, this degree provides focused training in 1) social and cultural frameworks of social and behavioral health and 2) applied training in research methods, policy contexts, and hands-on skills, such as program evaluation and grant writing. The role of race, class and gender in influencing social and behavioral health status and ethical issues are also addressed.

The program will be delivered face-to-face, with some courses being taught as hybrid or online. Offering courses in all formats allows for flexibility and can help students progress appropriately to degree attainment, thus also potentially reducing costs to students.

(Max 4000 characters)

Attachments
Current File: Formal Proposal Health Sciences 11November2016.doc

Rationale

The Bachelor of Science in Social and Behavioral Health Services, a cross-college and interdisciplinary course of study, fills within the institutional mission by offering a high quality undergraduate program that is in demand within the region and across the country.

The healthcare industry is one of the few career fields that, despite hard economic times, is hiring at an alarming rate. Healthcare jobs in the nation are expected to grow faster than any other industry by 2018, with the number of health care jobs in Georgia expected to grow 38 percent by the year 2020. This degree is designed for students whose career goal is to work in health systems or organizations that focus upon the social and behavioral aspects of health.

(Max 4000 characters)

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

☐ Program deactivation

☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Amber Smallwood   [APPROVED 2016-09-15]

Chair, Course Department

Kathleen Skott-Myhre   [APPROVED 2016-11-29]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self   [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution: University of West Georgia

Approval by President or Vice President for Academic Affairs:

_____

Date:

School/Division: College of Social Sciences

Department: Sociology

Departmental Contact: Amber Smallwood, Ph.D.

Name of Proposed Program/Inscription: 1

Degree: BS

Major: Social and Behavioral Health

CIP Code:

Anticipated Implementation Date: Fall 2017

Approval by Chief Business Officer (or designee):

_____
        Contact Information:

Approval by Chief Facilities Officer or designee (if different from CBO):

_____
        Contact Information:

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1.   **Description of the program's fit with the institutional mission, existing degree and majors**

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

The **Bachelor of Science in Social and Behavioral Health,** a cross-college and interdisciplinary course of study, fits within the institutional mission by offering a high quality undergraduate program that is in demand within the region and across the country.

The dramatic increase in longevity and the large number of baby boomers, coupled with expanding insurance coverage and the needs of special populations – such as persons challenged with mental health, intellectual/development disabilities, and/or substance abuse issues - has created a demand for educated workers in the healthcare field.

The healthcare industry is one of the few career fields that, despite hard economic times, is hiring at an alarming rate (allhealthcare, 2015). Healthcare jobs in the nation are expected to grow faster than any other industry by 2018. The healthcare industry is growing just as quickly within the state of Georgia. According to the <u>Atlanta Business Chronicle</u> (June 26, 2012), "Georgia and Utah will add more health-care jobs than any other states between the years 2010 and 2020." In a report released by Georgetown University Center, the number of health care jobs in Georgia is expected to grow 38 percent by the year 2020, explaining why today, "health care services account for one in every twelve jobs in Georgia," (Georgia Workforce Trends, March 2012).

This course of study is also in demand by our current majors. The College of Social Sciences is experiencing tremendous growth, 30% annually, and currently houses the three largest majors at UWG: psychology, mass communications, and criminology. Among these almost 2300 majors, and from the additional students that we teach in core classes, we hear a common refrain: the desire for courses in the health care field; courses unique to the social sciences and not typically found within the School of Nursing or the College of Science and Math.

At present, many of these students who desire a major in the health care field from a social sciences perspective are attempting to build their own pathway by organizing the many courses offered in our various departments. As one might guess, however, this piece meal approach to identifying courses that focus on social health and behavioral health (including, but not limited to courses in mental health) is not optimal for the student nor the employer. We have quickly learned through our multiple mutually beneficial relationships within our community that those who hire in both the for-profit and non-profit health organizations prefer that our students have a degree that is recognizable; in this case, a degree in Social and Behavioral Health.

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In addition to the growing demand for such a major, we recognize that we would not only offer a new degree program for those who are already choosing the social sciences for their major, but we could also accommodate the many students who are denied admission to the nursing program in our Tanner Health System School of Nursing. As of this writing, fewer than 50% of those who apply to our nursing program are admitted.

To enhance our pool of majors it is important to note that we have also expanded both our classes and major offerings to the Newnan area, where UWG Newnan offers day and evening classes. What makes this type of program of particular interest to those students who choose to study at UWG-Newnan is that the Newnan area has a high concentration of hospitals, rehabilitation centers, and other health related industry. Just recently (June 27, 2016) it was announced that US HealthVesta – a company seeking to open **Newnan Behavioral Hospital** - won approval from the Georgia Department of Community Health.

2.   Program Description and Goals

a.   Describe how the proposed program is aligned with the institution's academic strategic plan. Indicate where this program falls in terms of the institution's top priorities for new degrees.

The proposed BS in Social and Behavioral Health fits best into UWG's Strategic Plan under Strategic Imperative #2: Academic Success: Academic Programming and Faculty Support. Specifically, "academic programs will meet identified regional, state, and global needs and will provide avenues for student to find meaningful opportunities to serve humanity and find employment upon graduation."

A consistent argument for this program is that the BS in Social and Behavioral Health will meet regional, state, and global needs and will provide avenues for students to find meaningful opportunities for employment in: hospitals, public health agencies, research laboratories, mental health agencies, public policy analysis, human services, in-patient behavioral health facilities, out-patient behavioral health facilities, program evaluation, quality assurance, health care administration, case management, assisted living facilities, insurance companies, rehabilitation facilities, medical assistance, and non-profit organizations caring for marginalized populations, such as the homeless or the developmentally disabled. Students will be prepared for multiple positions in these settings including: advocate, behavioral analyst, behavioral management aide, caseworker, case manager, community coordinator, community services outreach worker, director of social services, family protection specialist, family service worker, family support worker, health information technician, gerontology aide, home health aide, human services program specialist, intake interviewer, outreach specialist, program director, program manager, social services assistant, social services director, therapeutic assistant, youth services specialist.

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As stated previously there is a need for healthcare providers within our state and beyond. However, the need for health care workers is even greater within the region, specifically the rural areas.

In the state of Georgia there is a growing disparity between the health care services offered to persons inside metro Atlanta and the health care services offered outside of metro Atlanta. In a recent survey conducted by the Healthcare Georgia Foundation (2015) respondents who live in rural areas – **the very communities within the West Georgia region** - cited a lack of doctors and other health professionals as a barrier to accessing healthcare services. In this same survey rural respondents indicated that some of the most pressing healthcare initiatives and issues facing the rural community included a shortage of case management services, a shortage of health education, and a shortage of access to mental health services. In fact, mental health professionals who offer services to improve the mental and behavioral health of individuals or populations are in great demand to provide support in homes, work settings, educational settings and a variety of programs, including transitional homes, adult day care centers, and social and behavioral rehabilitation centers.

Within our local area we have also witnessed an increase in occupations related to healthcare and health sciences. Tanner Health System is a leader among employers in the West Georgia region that promote initiatives to support public health efforts and offer clear pathways for our students to begin their professional careers.

Best stated on their own web page

> As a nonprofit healthcare organization, Tanner Health System does not operate for the benefit of shareholders, but rather for the good of the communities Tanner serves. Instead of dispersing earnings to shareholders, Tanner reinvests profits back into improving health care for communities in west Georgia and east Alabama in the form of expanded facilities, advanced technology, additional physicians and caregivers, emergency care, community outreach, educational programs and other related benefits.

In addition to our strategic plans and imperatives, UWG is involved in several initiatives that will be positively impacted by this new degree program.

- 'Move on When Ready" students – those dual credit enrolled students - will have the opportunity to complete lower division requirements for this degree program.

- We have an opportunity to create our third articulation agreement with West Georgia Technical College, a unit of the Technical College System of Georgia. WGTC provides education for a seven-county service area, including Carroll and other surrounding counties.

- The College of Social Sciences currently has over 300 mutually beneficial relationships with key community organizations and government agencies; this

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program will continue to further our community engagement and impact in the region.

b.   Brief description of the program and how it is to be delivered

The BS in Social and Behavioral Health is designed for students whose career goal is to work in health systems or organizations that focus upon the social and behavioral aspects of health. The goal is to prepare students to design and assess social and behavioral programs, research or services aimed at improving health.

This degree program offers courses from three colleges and eight academic departments. This combination of basic science, nursing, anthropology, political science, sociology, psychology, community health & wellness, and health, physical education & sport studies courses courses provide students with a multidisciplinary understanding of social and behavioral health and healthcare in today's society. Specifically, this interdisciplinary degree provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health environment. Uniquely designed, this degree provides focused training in 1) social and cultural frameworks of social and behavioral health and 2) applied training in research methods, policy contexts, and hands-on skills, such as program evaluation and grant writing. The role of race, class and gender in influencing social and behavioral health status and ethical issues is also addressed.

This program will be delivered face-to-face, with some courses being taught as hybrid or online. Offering courses in all formats allows for flexibility and can help students progress appropriately to degree attainment, thus also potentially reducing costs to students.

c.   Goals and objectives of the program

Program Objectives:

Graduates will be able to:

- Assess social and cultural frameworks of diverse populations of healthcare consumers

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

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

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

d.   Location of the program

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The program will be offered on the main campus of the University of West Georgia and through the Newnan Center, utilizing fully face-to-face, fully online and hybrid course delivery options.

3.   **Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements.**

The program of study sheet can be found in Appendix A.
In this program of study students are expected to complete UWG core curriculum, **Areas A through E,** with a minimum of a 2.0 grade point average.

Core Area F: Major Specific Courses

Requirements: (12 hours)
- XIDS 2300: Interdisciplinary Studies in the Social Sciences: **Health**
- ANTH 1102: Introduction to Anthropology
- PSYC 1101: Introduction to General Psychology
- SOCI 1101: Introduction to Sociology

Select at least two (2) courses from the following list (at least one must be lower-level BIOL) to total 6 hours: (6 Hours)
- ANTH 1105: Introduction to Physical Anthropology
- Lower-level Biology (BIOL) courses

Requirements for the Major

Area One: Social and Behavioral Health
Students will choose two (2) courses from each of the following areas

A.   Cultural and Social Aspects of Health   **6 Hours**
Students will learn about the research that has documented the relationship between social and cultural aspects of health. As previously stated the role of race, class and gender in influencing social and behavioral health status and ethical issues will be addressed.

- ANTH 4130: Medical Anthropology
- NURS 3101: Professional Nursing Concepts
- SOCI 3623: Social Inequality
- SOCI 3804: Death, Grief and Caring
- SOCI 4440: Sociology of Medicine

B.   Behavioral and Mental Health   **6-7 Hours**
Students will develop an in-depth understanding of human growth and development to support individuals and families confronting social and behavioral concerns.

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

C.   Complementary and Alternative Health   6-7 Hours

Many hospitals and other health related facilities are increasingly incorporating evidenced-based complementary and alternative health practices, such as mindfulness meditation, yoga, and cognitive and experiential based therapies, students will develop familiarity with concepts of complementary and alternative health.

- ANTH 4130: Medical Anthropology
- NURS 3000: Holistic Health Assessment
- PSYC 3580: Holistic Health Psychology
- PSYC 3800: Psychology of Mind and Body
- PSYC 4085: Horizon Seminar: **Integrative Mental Health**
- SOCI 4700: Sociology of Emotions

Area Two: Applications

Students will select two (2) courses from each of the following areas

A: Health Analytics and Methods   6 Hours

Students will receive training in data management, quantitative and qualitative analyses, and visualization techniques that will allow them to properly collect, interpret, and communicate findings based on quantitative and qualitative data.

- ANTH 3188: Ethnographic Field Methods
- NURS 3400: Nursing Research and Evidence Based Practice
- POLS 2601: Political Science Methods I
- POLS 3601: Political Science Methods II
- SOCI 4000: Research Methodology
- SOCI 4003: Applied Statistics for Sociology
- SOCI 4015: Analyzing and Visualizing Data
- SOCI 4613: Qualitative Research

B.   Health Services   6 Hours

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Students will receive training in public health administrative practices that will allow them to develop and manage projects in the public and non-profit sectors.

- POLS 4200: Principles of Public Administration
- POLS 4208: Health Policy
- POLS 4210: Public Management
- POLS 4209: Environmental Policy
- POLS 4215: Management of Non-Profit Organizations
- POLS 4217: Grant Writing for Nonprofits
- SOCI 4734: Social Work Skills

Area Three: Required Courses

SOCI 4386: Internship   **3 hours**
Common projects may include working at local clinics or medical centers, working in non-profit organizations, conducting research, and learning to practice in their field of expertise. For the internship to be approved as a capstone experience it must help students solidify and explore areas of concentration. Students must have successfully completed at least 9 credit hours of major coursework (including at least 3 credit hours of coursework from Area 2) and earned a 2.0 or higher institutional and major GPA.

Area Four: Electives

Students will select two (2) courses from the following list or from courses listed in Areas 1 or 2 not applied to Areas 1 or 2:   **6 hours**

ANTH 3110	Human Osteology
ANTH 3186	Anthropology of Gender
ANTH 4170	Myth, Magic and Religion
CMWL 3100	Lifespan Development
PHED 4501	Contemporary Health Issues
PSYC 3110	Human Sexuality
PSYC 4140	Psychology of Gender
PSYC 4350	Culture and Psychology
SOCI 3543	Sociology of Religion
SOCI 3733	Social Psychology – The Sociological Tradition
SOCI 3954	Aging: Past, Present, Future
SOCI 4153	Women and Aging
SOCI 4182	Aging Families
SOCI 4323	Cultural and Racial Minorities
SOCI 4445	Sociology of Youth
SOCI 4915	Violence against Women

Minor and Electives

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

a.   **Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.**

Existing Courses include:

Acronyms	Course Title	Credit Hour
ANTH 1102	Introduction to Anthropology	3
ANTH 1105	Introduction to Physical Anthropology	3
ANTH 3110	Human Osteology	3
ANTH 3186	Anthropology of Gender	3
ANTH 3188	Ethnographic Field Methods	3
ANTH 4130	Medical Anthropology	3
ANTH 4132	Human Life Cycle in Cross-Cultural Perspective	3
ANTH 4170	Myth, Magic, and Religion	3
CMWL 3100	Lifespan Development	3
NURS 3000	Holistic Health Assessment	3
NURS 3101	Professional Nursing Concepts	3
NURS 3400	Nursing Research and Evidence Based Practice	3
PHED 4501	Contemporary Health Issues	3
POLS 2601	Political Science Methods I	3
POLS 3601	Political Sciences Methods II	3
POLS 4200	Principles of Public Administration	3
POLS 4210	Public Management	3
POLS 4208	Health Policy	3
POLS 4209	Environmental Policy	3
POLS 4215	Management of Non-Profit Organizations	3
POLS 4217	Grant Writing for Nonprofits	3
PSYC 1101	Introduction to Psychology	3
PSYC 3010	Human Growth and Development	3
PSYC 3110	Human Sexuality	3
PSYC 3580	Holistic Health Psychology	3
PSYC 3703	Behavior Modification	3
PSYC 3800	Psychology of Mind and Body	3
PSYC 4085	Horizon Seminar: Integrative Mental Health	3
PSYC 4140	Psychology of Gender	3
PSYC 4350	Culture and Psychology	3

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PSYC 4360	Community Psychology	3
PSYC 4760	Introduction to Psychotherapy	3
SOCI 1101	Introduction to Sociology	3
SOCI 3134	Introduction to Social Work and Social Welfare	3
SOCI 3543	Sociology of Religion	3
SOCI 3623	Social Inequality	3
SOCI 3733	Social Psychology – The Sociological Traditions	3
SOCI 3804	Death, Grief, and Caring	3
SOCI 3954	Aging: Past, Present, Future	3
SOCI 4000	Research Methodology	3
SOCI 4003	Applied Statistics for Sociology	3
SOCI 4015	Analyzing and Visualizing Data	3
SOCI 4153	Women and Aging	3
SOCI 4182	Aging Families	3
SOCI 4323	Cultural and Racial Minorities	3
SOCI 4386	Internship	3
SOCI 4440	Sociology of Medicine	3
SOCI 4441	Sociology of Mental Health	3
SOCI 4445	Sociology of Youth	3
SOCI 4613	Qualitative Research	3
SOCI 4915	Sociology of Youth	3
SOCI 4700	Sociology of Emotions	3
SOCI 4734	Social Work Skills	3

Courses to be Developed:

XIDS 2300	Interdisciplinary Studies in the Social Sciences: *Health*	3

b.   Append course descriptions for all courses (existing and new)

see Appendix B

c.   When describing required and elective courses, list all course requirements.

Requirements: (18 Hours)

- XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health
- ANTH 1102: Introduction to Anthropology
- PSYC 1101: Introduction to General Psychology
- SOCI 1101: Introduction to Sociology
- SOCI 4386: Internship

Any additional course pre-requisites listed for courses options in Areas 1-4 of the major curriculum will be waived by the department/school except POLS 3601: Political Science

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Methods II (pre-requisite is POLS 2601: Political Science Methods I, also an option in the same area) and SOCI 4015: Analyzing and Visualizing Data (pre-requisite is SOCI 4003: Applied Statistics for Sociology, also an option in the same area). For SOCI 4386: Internship to count in the major, students must have successfully completed at least 9 credit hours of major coursework (including at least 3 credit hours of coursework from Area 2) and earned a 2.0 or higher institutional and major GPA.

Core Area F allows for students to choose among numerous courses to complete the final required 6 credit hours: ANTH 1105 as well as any lower-level Biology course. ANTH 1105 has no pre- or co-requisites. Some Biology courses do have pre- and/or co-requisites (including, but not limited BIOL 2021, BIOL 2022 and BIOL 2030) or major restrictions, but many other options do not. Requiring at least one lower-level Biology course in Area F reflects the objective of the degree program and helps meet the needs of Nursing students who, after completing Area F of the Nursing curriculum, will be able to continue progressing toward graduation in a timely manner. While Social and Behavioral Health students will not be allowed to enroll in Biology courses designed for majors only, allowing these to be included in Area F of the degree program ensures that students who may elect to change majors from Biology to Social and Behavioral Health may be able to count these courses toward their new program of study.

d. **Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.**

To be appended at the end of the faculty governance review and approval process

e. **Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.**

N/A

f. **Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline**

The curriculum for the proposed degree program is derived primarily from two colleges – College of Social Sciences and the Tanner Health System School of Nursing - and several disciplines, including Anthropology, Biology, Community Health & Wellness, Health, Physical Education & Sport Studies, Political Science, Psychology and Sociology.

As of this writing there are no nationally accepted trends in this area of study.

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g.   **If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.**

The College of Social Sciences, as well as individual departments within the college, has relationships with hospitals, public health agencies, mental health agencies, human service agencies, in-patient behavioral health facilities, out-patient behavioral health facilities, assisted living facilities, insurance companies, rehabilitation facilities and non-profit organizations caring for marginalized populations. In Carroll County alone there are 187 firms providing health care and assistance. With UWG's expansion into the Newnan, Georgia community our students are now able to tap into a new medical hub in Georgia, increasing employment opportunities in hospitals, rehabilitations centers, and other health-related industries.

For the practicum (internship) to be approved as a capstone experience, the student must have completed nine (9) hours of study at the upper division level within the program (at least 3 credit hours must be completed in Area 2) and an institutional and major grade point average of 2.0 or higher. The internship must also help solidify the student's learning.

Once the student has consulted with the faculty member of record (Internship Coordinator), the faculty member and Program Coordinator can assist all students in finding positions. The role of the Internship Coordinator, in collaboration with the Program Coordinator, is to provide assistance in developing internship opportunities; to publicize these opportunities; to recruit and refer qualified students; to conduct onsite visits; and to monitor the student's progress throughout the semester.

Once permission has been granted by the Internship Coordinator and official approval has been received from the agency, the student may register for the course. The course will be taken as a 3 credit hour course – requiring 135 hours of work with the agency. These hours will be distributed as 9 hours per week during the course of a semester, although the weekly schedule can be adjusted as agreed upon by both the student and the agency. Voluntary positions not officially designated as internships by an agency and employment positions cannot be used as internships.

Throughout the internship, the student will be supervised by an on-site supervisor with academic learning guided by the Internship Coordinator.

Students who complete the course will receive a grade of Satisfactory or Unsatisfactory. Grades will be determined by satisfactory completion of all assignments related to the class, SOCI 4386: Internship.

h.   Indicate the adequacy of core offerings to support the new program.

The existing core curriculum is adequate to support the new program. Required courses within Area F are already offered at UWG.

i.   Indicate the method of instructional delivery

The program consists of two-years of study, combining classroom coursework, seminars, online coursework and an internship. The method of instructional delivery will be both face-to-face and online. Some classes will be delivered in a hybrid format. All classes will be technology enhanced.

4.   Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

In this program of study students are expected to complete UWG core curriculum, **Areas A through E**, with a minimum of a 2.0 grade point average and be in good academic standing.

5.   Availability of assistantships.

N/A

6.   Evaluation and Assessment

a.   Provide the student learning outcomes and other associated outcomes of the proposed program.

Graduates will be able to:

- Assess social and cultural frameworks of diverse populations of healthcare consumers

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

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

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

b.   Describe how the institution will monitor and ensure the quality of the degree program.

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Annual assessment of student learning outcomes will be overseen by the degree program coordinator and reported annually through the institution's established reporting process.

The Program Coordinator will document and report data on program enrollment, student retention, degrees and awards conferred/awarded, job placement and/or /graduate school placement/enrollment, among other data points.

Student learning outcomes will be assessed across the curriculum, specifically introduced in the required XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health course (Area F), reinforced and mastered in coursework across Areas 1-4 of the degree program, assessed mid-point via direct or indirect assessment, and assessed for mastery in the single required course in Area 3 of the program—SOCI 4386: Internship. Students will be required to submit a final project/portfolio that addresses all four program learning outcomes (Area 6.a. above); the project/portfolio will be assessed separately (perhaps using a rubric) by the Program Coordinator.

In addition to assessing student learning, the Program Coordinator will seek regular feedback from social and behavioral health partners in the community, specifically from practicum placement sites and hiring organizations, to ensure students are meeting the dynamic needs and expectations of social and behavioral health organizations across the region.

The Program Coordinator is responsible for regular (annual) documentation and reporting of assessment activities.

7.   Administration of Program

a.   Indicate where the program will be housed within the academic units of the institution

The B.S. in Social and Behavioral Health will be housed in the Department of Sociology within the College of Social Sciences at the University of West Georgia.

b.   Described the administration of the program inclusive of coordination and responsibility

The Program Coordinator will report to the chair of Sociology, oversee program curriculum including co-teaching XIDS 2300, coordinating course offerings and rotation, and overseeing program assessment (including student learning outcomes and industry partners' feedback). The Program Coordinator will help promote the program, may serve as the academic advisor to students in the program who have completed 60 or more credit hours, and in collaboration with the Internship Coordinator, develop and recruit appropriate internship opportunities.

8.   Waiver to Degree-Credit Hour (if applicable):
Not applicable

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9. Accreditation (if applicable)

No specialized accreditation, beyond SACSCOC, is being sought for this program at this time.

10. External Reviews (This item only applies to doctoral level programs)

Not applicable

11. Enrollment Projections and Monitoring

a. Provide projected enrollment for the program during the first three years of implementation.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS	2018	2019	2020	2021
Student Majors				
Shifted from other programs	25	10	10	0
New to the institution	0	10	20	30
Total Majors	25	20 (45)	30 (75)	30 (105)
Course Sections Satisfying Program Requirements	2018	2019	2020	2021
Previously existing	15	16	16	16
New	1	0	0	0
Total Program Course Sections	16	16	16	16
Credit Hours Generated by Those Courses				
Existing enrollments	300	600	1080	1800
New enrollments	0	0	120	240
Total Credit Hours	300	600	1080	2040

b. Explain the specific methodology used to determine these projections and verify their accuracy. Indicate whether enrollments will be cohort-based.

Students who are new to the institution are not projected to enroll in degree-specific coursework until their second year; in their second year, they are projected to enroll in 12 credit hours of degree-specific coursework (Area F). Students shifting from other majors are likely to be in the process of completing the general education (core) requirements and are projected to complete 12 credit hours of degree-specific coursework (Area F) in the given FY. As students enter their third and fourth year in the program, projections increase to 24 credit hours of degree-specific coursework.

Enrollment will not follow a cohort model.

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Faculty Name	Rank	est Degr ee		Discipline	Specialization	Workload

12.   Provide the year when the program is expected to be reviewed in the institution's comprehensive program review.

Every program at UWG undergoes a comprehensive program review every seven years. Thus, seven years following approval, this program will be reviewed in UWG's comprehensive program review.

13.   Describe anticipated actions to be taken if enrollment does not meet projections.

This program is unique because all but one of the courses included are already offered in other programs in the College of Social Sciences, College of Science and Mathematics, College of Education and the Tanner Health System School of Nursing. If enrollment projections were not met, closing the program would not result in the loss of any class or faculty/staff line.

14.   Faculty Qualifications & Capacity:

Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

All faculty indicated below are existing faculty at UWG.

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Jana Crager	Assistant Professor	MSN	MSN, BSN	Nursing	Adult health/ med surg	Full Time (4-4 load)
Holly Dever	Assistant Professor	MSN	MSN, BSN	Nursing	Adult health/ med surg	Full Time (4-4 load)
Amy Farmer	Assistant Professor	MSN	MSN, BSN	Nursing	Adult health/ med surg	Full Time (3-3 load) BSN Prog. Director
Rita Mahmoud	Assistant Professor	PhD	PhD, MSN, RN	Nursing	Psych/ mental health	Full Time (4-4 load)
Linda Mason Barber	Assistant Professor	PhD	PhD, MSN, BSN	Nursing	Adult health/ med surg	Full Time (4-4 load)
Denise Morris	Assistant Professor	MSN	MSN, BSN	Nursing	Adult health/ med surg	Full Time (4-4 load)
Tina Warren	Assistant Professor	MSN	MSN, BSN	Nursing	Adult health/ med surg	Full Time (4-4)
Lisa Gezon	Full	PhD	BA, MA, PhD	Anthropology	Cultural Anthropology	3/3
Corey Maggiano	Assistant	PhD	BA, MS, PhD	Anthropology	Physical Anthropology, Skeletal Biology	2/1; Reassigned time for research & administrative duties
Ashley Smallwood	Assistant	PhD	BA, MA, PhD	Anthropology	Archaeology	3/3
Marjorie Snipes	Full	PhD	BA, MA, PhD	Anthropology	Cultural Anthropology	3/3
Dixon, Gregory	Assoc. Professor	PhD	B.A., M.A., Ph.D.	Political Science	International Relations	3
Fleming, Anthony	Asst. Prof	PhD	B.A., M.A., Ph.D.	Political Science	Public Policy	3
Hunter, Thomas	Assoc. Professor	PhD	B.A., M.A., J.D.,Ph.D.	Political Science	Public Law	3
Kieh, George	Professor	PhD	BA, MA, PhD	Political Science	Comparative Politics	3
Lee, Sooho	Assoc. Professor	PhD	B.A., M.P.A., Ph.D.	Public Administration	Public Policy	3
Mbaye, Heather	Assoc. Professor	PhD	B.A., M.A., Ph.D.	Political Science	Comparative Politics	3

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Peralta, J. Salvador	Assoc. Professor	PhD	B.A., M.A., Ph.D.	Political Science	Comparative Politics	1-2 release
Rutledge, Paul	Assoc. Professor	PhD	B.A.,M.A., Ph.D.	Political Science	American Politics	3
Sanders, Robert	Professor	PhD	B.A., M.S.M., Ph.D.	Public Administration	Public Administration	2-1 release per year
Schaefer, Robert	Professor	PhD	B.A., M.A., Ph.D.	Political Science	Theory	2-1 release
Christopher Aanstoos	Professor	PhD	BA, MA, Ph.D.	Psychology	Phenomenology	3/3
Donadrian Rice	Professor	PhD	BA, MA, PhD	Psychology		1/1
Jeffrey Reber	Assistant Professor	PhD		Psychology		1/1
Kathleen Skott-Myhre	Assistant Professor	PhD		Psychology		1/1
Amy Irby-Shasanmi	Assistant Professor	PhD	B.A. Sociology, M.A. Sociology, Ph.D. Sociology	Sociology	Heath and Medical Sociology	3/3
Pamela Kirk	Associate Professor	PhD	B.S. Marketing & Business Admin, M.A. Sociology, Ph.D. Sociology	Sociology	Social Psychology, Emotions, Subculture, Research Methods	3/3
Celeste Lee	Assistant Professor	PhD	B.A. Sociology, M.A.T. Social Studies, Ph.D. Sociology	Sociology	Race and Gender	3/3
N. Jane McCandless	Professor	PhD	PhD	Sociology	Women's Studies, Leadership, Family	1
Emily McKendry-Smith	Assistant Professor	PhD	B.A. Anthropology/Sociology and Political Science, M.A. Sociology, Ph.D. Sociology	Sociology	Religious Studies, Family, Nepal	3/3
Neema Noori	Associate Professor	PhD	B.S. Economics, M. Phil. Sociology, Ph.D. Sociology	Sociology	Political Sociology, Globalization,	3/3

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					Historical Sociology, Development	
Winston Tripp	Assistant Professor	PhD	B.S. Sociology, M.A. Sociology, Ph.D. Sociology	Sociology	Social Movements, Environmentalism, Data Analysis and Visualization	3/3
Jennifer Weber	Assistant Professor	PhD	B.A. Psychology, B.A. Sociology, M.A. Sociology, Ph.D. Sociology	Sociology	Women's Studies, Sociology of Youth	3/3
Note 1:						
Note 2:						

Total Number of Faculty: __44__

If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.
None at this time.

If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty will deliver courses for the new program.

Only one new course will be created. XIDS 2300: Interdisciplinary Studies in the Social Sciences already exists at UWG, however a section of the course focused on "Health" will need to be developed. The course will be team-taught with at least one section of this course co-taught by the program coordinator.

Only if growth of this program exceeded all expectations, would we request a new line to support identified areas of growth within the program and do so through the annual budget process in Academic Affairs.

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Budget – Complete the form below and provide a narrative to address the following:

The addition of this program will have only a small to moderate impact upon the college's resources.

- All but one course needed to give students adequate choice in their coursework are currently offered.
- There is no identifiable need for a faculty line.

For Expenditures:
  i. **Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).**

The Library, and all other institutional resources, including classroom space, faculty offices, etc., are fully adequate to meet the demands of this new program at this time.

  ii. **If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).**

The only faculty needs that can be identified may be a stipend for the program coordinator and the need to supply funds to our colleagues in biology to hire someone to teach Medical Microbiology and/or Human Anatomy and Physiology courses on a part time basis.

b. For Revenue:
  i. **If using existing funds, provide a specific and detailed plan indicating the following:**
    1. **Source of existing funds being reallocated.**
    2. **How the existing resources will be reallocated to specific costs for the new program.**
    3. **The impact the redirection will have on units that lose funding.**

The dollars allocated to (and earned by) the Dean's Office in the College of Social Sciences will fund the minimal costs associated with this program. No reallocation of department funds will be necessary because the Dean's office supports new initiatives annually. The introduction of a new degree program would be considered a new initiative that would rightfully deserve funding from the Dean's office budget. (Previous

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initiatives included our PLA initiative, our online course development initiative, our grant writing initiative, costs associated with department accreditation, costs associated with the hiring of part time faculty, etc.)

            ii. Explain how the new tuition amounts are calculated.

            iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

            N/A

            iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

            N/A

            v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

            N/A

     c. When Grand Total Revenue is not equal to Grand Total Costs:
            i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

            ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If, after five years, enrollment has not met expectations, and there is no plan or expectation for an increase in enrollment, the program will be phased out. However, there is no evidence to suggest that this program will not meet or surpass enrollment expectations.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions	2018	2019	2020	2021

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	2018	2019	2020	2021
Faculty (see 15.a.ii)	5000	5000	5000	5000
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)	6000	6000	6000	6000
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits	1170	1170	1170	1170
Other Personnel Costs				
Total Existing Personnel Costs	12170	12170	12170	12170

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)	2018	2019	2020	2021
Faculty				
Part-time Faculty		6000	6000	6000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits		1170	1170	1170
Other personnel costs				
Total New Personnel Costs		7170	7170	7170
Start-up Costs (one-time expenses) (see 15 a.i)	2018	2019	2020	2021
Library/learning resources				
Equipment				
Other	5000			
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	5000			
Operating Costs (recurring costs – base budget) (see 15 a.i)	2018	2019	2020	2021
Supplies/Expenses		2500	2500	2500
Travel		2500	2500	2500
Equipment				
Library/learning resources				
Other				
Total Recurring Costs	0	5000	5000	5000
GRAND TOTAL COSTS	17170	24340	24340	24340
III. REVENUE SOURCES	2018	2019	2020	2021
Source of Funds				
Reallocation of existing funds (see 15 b.i)	6000	6000	6000	6000

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New student workload				
New Tuition (see 15 b.ii)				
Federal funds				
Other grants **(see 15 b.iv)**				
Student fees **(see 15 b.iii)** Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other **(see 15 b.v)**				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES				
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).				

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

16. Facilities—Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required	
ii.	Existing space will require modification	
iii.	If new construction or renovation of existing space is anticipated, provide the justification	

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	for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.	
vi.	Existing space will be used as is	

c.	**If new space is anticipated, provide information in space below.**	
i.	Estimated construction cost	
ii.	Estimated total project budget cost	
iii.	Proposed source of funding	
iv.	Availability of funds	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	

d.	**If existing space will be used, provide information in space below.**
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.

e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)**			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**

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	Classrooms			
	Labs (dry)			
	Labs (wet)			
	Meeting/Seminar Rooms			
	Offices			
	Other (specify)			
Total Assignable Square Feet (ASF)				

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

Chief Business Officer or Chief Facilities Officer Name & Title	**Phone No.**	**Email Address**
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

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Appendix A-Program Sheet

Core Areas A-E*	**42**

Core Area F	**18**

Required Courses

XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health**	3
ANTH 1102: Introduction to Anthropology	3
PSYC 1101: Introduction to Psychology	3
SOCI 1101: Introduction to Sociology	3

Select two courses (at least one must be Biology)

ANTH 1105: Introduction to Physical Anthropology	3
Any lower-level Biology course (except labs)	3

Major Coursework

Area One: Social and Behavioral Health	**18-22**

A. Cultural and Social Aspects of Health
Select two of the following courses

ANTH 4130: Medical Anthropology	3
ANTH 4885: Special Topics: Health**	3
NURS 3103: Professional Nursing Concepts	3
SOCI 3623: Social Inequality	3
SOCI 3804: Death, Grief and Caring	3
SOCI 4440: Sociology of Medicine	3

B. Behavioral and Mental Health
Select two of the following courses

ANTH 4132: Human Life Cycle in Cross-Cultural Perspective	3
PSYC 3010: Human Growth and Development	4

Area Two: Application

A. Health Analytics and Methods
Select two of the following courses

ANTH 3188: Ethnographic Field Methods	3
NURS 3400: Nursing Research and Evidence Based Practice	3
POLS 2601: Political Science Methods I	3
POLS 3601: Political Science Methods II (pre-req POLS 2601)	3
SOCI 4000: Research Methodology	3
SOCI 4003: Applied Statistics for Sociology	3
SOCI 4015: Analyzing and Visualizing Data (pre-req SOCI 4003)	3
SOCI 4613: Qualitative Research	3

B. Health Services
Select two of the following courses

POLS 4200: Principles of Public Administration	3
POLS 4208: Health Policy	3
POLS 4210: Public Management	3
POLS 4209: Environmental Policy	3
POLS 4215: Management of Non-Profit Organizations	3
POLS 4217: Grant Writing for Nonprofits	3
SOCI 4734: Social Work Skills	3

Area Three: Practicum

SOCI 4386: Internship	3

Area Four: Major Electives   ϵ
Select two courses from the lists below or above (Areas 1-2)

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PSYC 3150: Abnormal Psychology	4
PSYC 3703: Behavior Modification	3
PSYC 4360: Community Psychology	4
PSYC 4760: Introduction to Psychotherapy	3
SOCI 3134: Introduction to Social Work and Social Welfare	3
SOCI 4441: Sociology of Mental Health	3
SOCI 4543: Deviant and Alternative Behavior	3

C. Complementary and Alternative Health

Select two of the following courses

ANTH 4130: Medical Anthropology	3
NURS 3000: Holistic Health Assessment	3
PSYC 3580: Holistic Health Psychology	3
PSYC 3800: Psychology of Mind and Body	4
PSYC 4085: Horizon Seminar: Mental Health**	3-4
SOCI 4700: Sociology of Emotions	3

ANTH 3110: Human Osteology	3
ANTH 3186: Anthropology of Gender	3
ANTH 4170: Myth, Magic and Religion	3
CMWL 3100: Lifespan Development	3
PHED 4501: Contemporary Health Issues	3
PSYC 3110: Human Sexuality	3
PSYC 4140: Psychology of Gender	3
PSYC 4350: Culture and Psychology	4
SOCI 3543: Sociology of Religion	3
SOCI 3733: Social Psychology-The Sociological Tradition	3
SOCI 3954: Aging: Past, Present, Future	3
SOCI 4153: Women and Aging	3
SOCI 4182: Aging Families	3
SOCI 4323: Cultural and Racial Minorities	3
SOCI 4445 Sociology of Youth	3
SOCI 4915: Violence Against Women	3

Minor and General Electives	**13-**
Total	**1**

* Core A-E must be completed with 2.0 or higher GPA

* Core D requirements for Non-Science (Option I) or Nursing (Option III) majors accepted

** Approved topics only

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Appendix B

ANTH 1102 Introduction to Anthropology
A four-subfield introduction to the analysis and explanation of cultural similarities and differences. Discoveries, theories, problems, and debates on issues of fundamental importance to the understanding of human nature, society, and behavior.

ANTH 1105 Introduction to Physical Anthropology
An examination of humans from biological and evolutionary perspectives. Topics of survey and analysis include systems of human and non-human inheritance and evolution, primatology, origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

ANTH 3110 Human Osteology
This course will introduce students to the basics of skeletal biology and learn how to accurately identify the elements of the human skeleton. It will include the major landmarks of each skeletal element with an aim to understanding the functional morphology of bones in an individual and as an anatomical system.

ANTH 3186 Anthropology of Gender
This course examines various theories of gender development and the positions of women and men cross-culturally.

ANTH 3188 Ethnographic Field Methods
This course will investigate and evaluate qualitative analysis in ethnographic field research. The course is participation intensive and will involve research in an actual field project.

ANTH 4130 Medical Anthropology
This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
A cross-cultural study of the social and cultural meanings of human experience through such phases as birth and death; adolescence; adulthood; and old age.

ANTH 4170 Myth, Magic, and Religion
A comparative and cross-cultural approach to religious systems and theories on the anthropology of religion.

BIOL 1010 Fundamentals of Biology
Fundamentals of Biology will instruct students in basic biological phenomena and how organisms interact with their environments. Emphasis will be placed on humans and processes within the human biology. Topics will include: biological diversity, biological

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molecules, cells, organ systems, genetics and the interaction of man with his environment.

BIOL 1011 Biology of Human Reproduction

The Biology of Human Reproduction is designed to familiarize students with the basic structure and function of the reproductive tract, Developmental processes, the genetics of reproduction and disease and dysfunctions of the reproductive tract. Topics of general interest such as birth control, sexually transmitted diseases, infertility and means of overcoming infertility will be discussed.

BIOL 1012 Ecology and Environmental Biology

Ecology and Environmental Biology is designed to familiarize non-major students with the basic structures and functions of populations, communities, and ecosystems. Based on this foundation, emphasis will be placed on ecological assessments of many current and pressing environmental issues that threaten the air, water and soil resources of earth. Same as ENVS 1012.

BIOL 1013 Biology of AIDS and Infectious Disease

The Biology of AIDS and Infectious Disease is designed to inform students about infectious diseases, how microorganisms cause diseases and how humans resist and fight infection. It will introduce students to several human organ systems and the common infections for those systems. The course will particularly focus on AIDS and HIV, the history, epidemiology, biology, diagnosis, and treatment of this particular disease.

BIOL 1014 Nutrition

A course designed to introduce students to the science of nutrition and how it impacts their lives.

BIOL 1015 The Unseen World of Microbes

Designed to introduce non-science majors to the diversity and importance of microorganisms and the role of these organisms play in the environment, industry, and out health. Designed for on-line delivery and contains an associated laboratory component.

BIOL 1107 Principles of Biology I

This course is designed for the biology major, other science majors, and secondary science majors. An integrated plant- animal approach, including form, function, and development of organisms, their systematics, ecology and evolution. Students must enroll in BIOL 1107L in the same term.

BIOL 1108 Principles of Biology II

A continuation of BIOL 1107. Students must enroll in BIOL 1108L in the same term

BIOL 1110 Biological Diversity

This course is an Introductory foundation-building course for Biology majors. It is designed to familiarize students with the distinguishing characteristics, taxonomy,

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evolutionary relationships, and economic importance of all domains of life. For Biology majors only. Does not fulfill core requirements.

BIOL 2021 Human Anatomy and Physiology I
Prerequisite: ((BIOL 1108 with a minimum grade of B and BIOL 1108L with a minimum grade of B) or (CHEM 1212 with a minimum grade of B and CHEM 1212L with a minimum grade of B) or CHEM 1152K with a minimum grade of B or (PHYS 1112 with a minimum grade of B and PHYS 1112L with a minimum grade of B)) or (BIOL 1107 with a minimum grade of B and BIOL 1107L with a minimum grade of B and CHEM 1211 with a minimum grade of B and CHEM 1211L with a minimum grade of B) or (BIOL 1107 with a minimum grade of B and BIOL 1107L with a minimum grade of B and CHEM 1151K with a minimum grade of B)

An introduction to the structural and functional relationships in the human body. This course will introduce the student to the background material and the organ systems associated with protection, support, and movement, as well as, the systems which control and integrate body functions. Course is designed to be taken before Biology 2022. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees. Students must enroll in BIOL 2021L in the same term.

BIOL 2022 Human Anatomy and Physiology
Prerequisite: BIOL 2021 with a minimum grade of C and BIOL 2021L with a minimum grade of C

A continuation of the study of the structural and functional relationships in the human body. This course will introduce the student to the structure and function of the organ systems associated with blood production, blood flow, respiration, digestion, excretion, reproduction and immunity. This course is designed to follow Biology 2021. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees.

BIOL 2030 Medical Microbiology
Prerequisite: (CHEM 1151 with a minimum grade of C and CHEM 1151L with a minimum grade of C and CHEM 1152 with a minimum grade of C and CHEM 1152L with a minimum grade of C) or (CHEM 1211 with a minimum grade of C and CHEM 1211L with a minimum grade of C and CHEM 1212 with a minimum grade of C and CHEM 1212L with a minimum grade of C) or (BIOL 1107 with a minimum grade of C and BIOL 1107L with a minimum grade of C and BIOL 1108 with a minimum grade of C and BIOL 1108L with a minimum grade of C) or (BIOL 2107 with a minimum grade of C and BIOL 2107L with a minimum grade of C and BIOL 2108 with a minimum grade of C and BIOL 2108L with a minimum grade of C)

Medical microbiology is a course designed for nursing and other allied health persons and is intended to introduce the student to the basic concepts and practices of microbiology, especially with regard to health and human disease. Lecture portions of the

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course will address the basic biology of microorganisms, pathogenic mechanisms, host defense and immunity, and microorganisms and human diseases. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees. Students must enroll in BIOL 2030L in the same term.

BIOL 2107 Principles of Biology I for Biology Majors
Prerequisite: (CHEM 1211K or CHEM 1211) and (CHEM 1212K or CHEM 1212)

This is the first of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of cell and molecular biology, genetics, evolution, and biological diversity. This course satisfies a core requirement of the Biology Major, but does not fulfill any of the requirements for general education.

BIOL 2108 Principles of Biology II for Biology Majors
Prerequisite: and BIOL 1110 and BIOL 2108L

This is the second of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of the form and function of plants and animals and of ecology. This course satisfies a core requirement of the Biology major but does not fulfill any of the requirements for general education.

BIOL 2134 Molecular Cell Biology
This course deals with the molecular aspects of cell structure and function, emphasizing the chemical and molecular basis of cellular physiology. It also addresses genetic functions at the chromosomal and molecular levels, gene expression and regulation.

BIOL 2135 Ecology, Evolution, and Experimental Biology
Designed to familiarize sophomore level Biology students with the basic factors controlling the structure and function of populations, communities, and ecosystems. The role of evolutionary processes in the structure and function of these systems will be explored. Basic concepts will be synthesized and reinforced by investigating the dynamics of the major aquatic life zones and terrestrial biomes on earth.

BIOL 2985 Special Topics in Biology
This course will cover various topics in biology at the lower division level. The topics will change from term to term. Courses may or may not involve laboratory instruction. Non-laboratory courses will offer 3 credit hours and laboratory courses will offer 4 credit hours.

CMWL 3100 Lifespan Development
This undergraduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from

the biological being interacting with the environment. The course will study factors affecting these changes within historical, multicultural, and societal perspectives.

NURS 3000 Holistic Health Assessment

This course prepares the student to holistically assess the general health of persons, identifying findings outside the range of acceptable parameters. Basic assessment skills emphasized within a quality caring framework to prepare students to deliver safe and person-centered care.

NURS 3101 Professional Nursing Concept I

This course provides the student with an introduction to concepts integral to professional nursing practice within a quality caring framework. Content is designed to facilitate initial socialization into the role of the professional nurse through examination of concepts and exemplars situated within the perspective of the person. Admission to the BSN program required.

NURS 3400 Nursing Research and Evidence Based Practice

This course introduces the student to the relationship among nursing research, theory, and evidence-based practice in providing holistic, safe, and person-centered care within a quality caring framework.

PHED 4501 Contemporary Health Issues

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. In addition, the course focuses on the behavioral, social, economic, and community factors that influence health. Students examine the influences of the family, school, and culture on an individual's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course also includes teaching strategies and peer teaching experiences. Finally, the course will significantly explore the myriad opportunities for a career in the allied health professions.

POLS 2601 Political Science Methods I

Students are introduced to various qualitative and quantitative methods used in the social sciences. They learn how to find, evaluate and ethically use appropriate information to conduct political science research. They construct research questions and write research papers using case studies, comparative methods and statistics.

POLS 3601 Political Science Methods II

POLS 3601 Political Science Methods II Credits: 3.0 As a sequence of POLS 2601, this course focuses on quantitative research methods for political science. Students are introduced to quantitative data collection methods and basic statistical analyses. Prerequisites:POLS 2601

POLS 4200 Principles of Public Administration

An introductory examination of the characteristics of the public organization and its impact on society. Analysis of the theories of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.

POLS 4208 Health Policy

This course examines the health policy process at the national, state, and local levels, with a detailed look at the steps in the process, groups involved, and resultant policies. Through group exercises, each student will experience the policy process, gain an understanding of the dynamics of change, and develop the ability to form coherent policies.

POLS 4209 Environmental Policy

This course examines the health policy process at the national, state, and local levels, with a detailed look at the steps in the process, groups involved, and resultant policies. Through group exercises, each student will experience the policy process, gain an understanding of the dynamics of change, and develop the ability to form coherent policies.

POLS 4210 Public Management

Various changes in the management of public organizations are identified and analyzed. Includes the role of technology, modification of the relationship between public and private spheres, and current trends in the management of change and supervision of a diverse work force.

POLS 4215 Management of Nonprofit Organizations

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.

POLS 4217 Grant Writing for Nonprofit Organizations

This course introduces students to the world of grant-writing and management, and provides an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationships with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the follow up. Students will apply course learning to write and prepare actual grant proposals.

PSYC 1101 Introduction to Psychology

A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality and abnormal.

PSYC 3010 Human Growth and Development
An overview of psychological growth and development across the life-span.

PSYC 3110 Human Sexuality
Study of the phenomenon of human sexuality on a societal and personal basis with integrated approaches and philosophies from natural, social, anthropological, religious and psychological perspectives.

PSYC 3580 Holistic Health Psychology
An exploration into the relationship between psychological variables and health. Topics covered include: personality factors, attitudes, beliefs, interpersonal relations, life-styles. Eastern and cross-cultural approaches, emotions, stress reduction, nutrition, and exercise as they relate to psychological and physical health.

PSYC 3703 Behavior Modification
Theoretical formulations and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school. Same as CEPD 3703, SEPD 3703.

PSYC 3800 Psychology of Mind and Body
This course examines the effect of psychological experiences on bio-physiological processes. Topics discussed include: Psychoneuroimmunology, state dependent learning, therapies (e.g., biofeedback, meditation, hypnosis, guided imagery, etc.), disciplines (e.g., yoga, tai chi, etc.), and philosophical conceptions of mind/body relations.

PSYC 4085 Horizon Seminar: Integrative Mental Health
A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty. May be repeated for credit.

PSYC 4140 Psychology of Gender
Gender-related perspectives on human psychology. Emphasis on helping men and women to re-examine their self-images in the light of contemporary gender-based movements.

PSYC 4350 Culture and Psychology
Cross-cultural and social explorations that examine the impact of culture on psychological life. Varies by semester.

PSYC 4360 Community Psychology
An overview of the history, philosophy, methods and practice of community psychology with a focus on current community challenges. Students will obtain direct experience in both community research and praxis.

PSYCH 4760 Introduction to Psychotherapy

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An introductory course in psychotherapy providing counseling and communications skills for pre-professionals.

SOCI 1101 Introduction to Sociology
Explores the sociological analysis of society, its culture, and its structure. Sociology is presented as a social science with emphasis placed on its methodology and theoretical foundations. Topics include basic sociological concepts, socialization, social interaction and culture, social groups and institutions, deviance and social control, social stratification, social change, and marriage and family

SOCI 3134 Introduction to Social Work and Welfare
This course is designed to introduce the student to the social work profession in the United States society and culture, although other countries' application may be reviewed, the major focus will be involving the American population. This course begins with a discovery of how our current welfare system began, emerged and thus developed to what we know today. The principle design is for entry-level generalist social work practice but presents specialist practice, as well. This course details multiple social work venues open to the BSW as well as MSW.

SOCI 3543 Sociology of Religion
In this course religion is examined from a distinctly sociological perspective. The course aims to lead students toward a sociological awareness of the complexity of the interrelationships of religion and society. This course recognizes religion as a quintessentially social phenomenon and emphasizes that the many social/cultural aspects of religion are amenable to theoretical inquiry and scientific investigation.

SOCI 3623 Social Inequality
Social Inequality provides an in-depth analysis of inequality in its many dimensions. Included in this course will be an analysis of classic and modern theories of social inequality and the impact of inequality on individual behavior.

SOCI 3733 Social Psychology – The Sociological Traditions
Focuses on sociology's contributions to the development of social psychology as they relate to identity, emotion, face-to-face interaction and group dynamics.

SOCI 3804 Death, Grief, and Caring
Social scientific study of aging, sickness, dying, death, funerals, caring and grief in non-Western and Western societies.

SOCI 3954 Aging: Past, Present Future
A theory and survey course designed to provide the student with a background in the issues facing individuals as they age. Instruction offers theory, survey of field of aging and discussion.

SOCI 4000 Research Methodology
An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports. Same as CRIM 4000.

SOCI 4003 Applied Statistics for Sociology
Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analysis to both technical and non-technical audiences. Pre-requisite: SOCI 1101

SOCI 4015 Analyzing and Visualizing Data
Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data, in order to communicate complex quantitative information to non-specialists.

SOCI 4153 Women and Aging
This course will focus upon the realities of being an aging woman in a youth oriented society. Contemporary personal and social issues facing older women will be explored and long held beliefs about the aging process challenged.

SOCI 4182 Aging Families
The study of intergenerational family life. The course will examine the ways in which gender, social class, and race/ ethnicity shape our experiences of family life. Topics include grand parenting, intergenerational relations, family care giving, theories and methods for studying families. This is a service learning course and requires 15 hours of service with older adults.

SOCI 4323 Cultural and Racial Minorities
Comparative study of racial and ethnic groups in America. The disciplinary base of this approach is sociological, but observations and interpretations from different perspectives will be examined. Special attention will be given to the nature of prejudice, discrimination, and equality as related to historical, cultural and structural patterns in American society. Topics include: ethnocentrism and racism; interracial violence; theories of prejudice and discrimination; immigration and immigrant experiences; the origins and nature of racial/ethnic stratification; ideologies and programs to assist or resist change. African American experiences are emphasized and contrasted with those of other racial/ethnic groups.

SOCI 4386 Internship
Prerequisite: SOCI 1101 and SOCI 4000 and SOCI 4053 (will be waived for Social and Behavioral Health majors)
The internship provides students an opportunity to gain supervised work experience in an agency in their major area of study.

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SOCI 4440 Sociology of Medicine

This course includes the sociological study of physical health and illness, therapy, rehabilitation and the organization of health care systems. It will examine help-seeking behaviors, utilization of health care services, issues of bioethics, and health care service provider roles, as well as race, class and gender stratification within the health care system.

SOCI 4441 Sociology of Mental Health

This course presents a sociological introduction to the conceptualization and subsequent treatment of mental illness

SOCI 4445 Sociology of Youth

This course will examine the influence of societal structure in the socialization of children and the sociological theoretical framework for the study of childhood. Students will be introduced to the complexity and diversity of sociological issues related to children, this includes family, parenting, school, and other socialization issues.

SOCI 4613 Qualitative Research

An alternative to quantitative sociology. Focuses on the interpretive tradition within sociology where the meanings individuals construct for their social worlds are the topic of analysis. Same as CRIM 4613.

SOCI 4734 Social Work Skills 3/0/3

This course is intended to: 1) help students learn the complexity and diversity of social work practice; and 2) help students learn the basic skills necessary to carry out social casework and social group work. Students must come to class prepared to participate in individual and/or group exercises designed to develop these skills.

SOCI 4915 Sociology of Youth

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of US society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence.

SOCI 4700 Sociology of Emotions

Examines the ways in which feelings and emotions are socially and culturally produced, defined, and learned, the ways they are embedded in and emblematic of society, and the consequences of the social construction of emotions for self identity, gender, race and ethnicity, aging, health and illness, inequality, power, work, deviance, ethics, law, etc.

SOCI 4700 Sociology of Emotions

Examines the ways in which feelings and emotions are socially and culturally produced, defined, and learned, the ways the

XIDS 2300 Interdisciplinary Studies in Social Sciences *(Health)*

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Appendix C: Letters of Support

TANNER HEALTH SYSTEM

Tanner Medical Center/Carrollton
705 Dixie Street
Carrollton, GA 30117
770.836.9666 PHONE
www.tanner.org

July 27, 2016

To whom it may concern:

I am writing on behalf of Tanner Health System Department of Community Benefit, branded as Get Healthy Live Well, to provide a letter of support for the proposed Bachelor of Science in Social and Behavioral Health services by the College of Social Sciences.

As the Director of Community Health with Tanner Health System, a nonprofit community hospital, our area of focus is in the growing field of population health. This focal point raises the need for trained professionals in the role of chronic disease prevention and self-management recognizing that healthier individuals translate to healthier families and communities.

Working within the community across populations, neighborhoods, organizations and cultures requires a staffing pool with education and experience sensitive to working with a diverse range of social factors to meet people where they are and work with them in a way that is respectful, engaging and creates a culture of health awareness and healthy behaviors.

With the Affordable Care Act of 2008, the healthcare systems nationally are preparing for the move away from a fee-for-service model into value-based care and part of that shift includes an upward trend of the need for community health workers to go outside the clinic walls and provide services where people live, work and play. This is expanding the continuum of quality healthcare services in a collaborative way. Health insurance providers and employers are in turn beginning to focus more on wellness programs and provide incentives to participate, as well as reimburse organizations for providing evidence-based programs through accredited settings.

Behavioral health is also of increased focus and importance. The Mental Health Parity and Addiction Equity Act of 2008 has worked to break down treatment barriers and made apparent the need to treat a patient holistically; brain and body together. Research proves the comorbidity of common mental health needs and other chronic diseases: obesity, diabetes, heart disease cancer, autoimmune, etc. leads to decreased effectiveness of intervention programming. Too often behavioral health and addiction needs go undiagnosed and untreated. A workforce with behavioral health knowledge as part of their training will improve the holistic treatment focus.

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TANNER HEALTH SYSTEM

Tanner Medical Center/Carrollton
705 Dixie Street
Carrollton, GA 30117
770.836.9666 PHONE
www.tanner.org

I fully support the proposal of the new degree program. Currently my department is partnered with UWG School of Nursing and Fall 2016 semester all Senior Nursing Students are completing 28 hours of internship through Get Healthy Live Well to gain exposure and understanding of the work of population health in the community. This degree program is a logical addition.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Amy R. Riedesel, MPA CIRS-A
Director of Community Health
Tanner Health System
ariedesel@tanner.org
770-812-9871
www.gethealthylivewell.org

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RECEIVED-COSS

2016 AUG 18 PM 1:30

August 15, 2016

N. Jane McCandless, Ph.D.
Professor and Dean
College of Social Sciences
University of West Georgia
1601 Maple. St.
Carrollton, GA 30118

To Whom It May Concern,

As a practicing local physician and a participant in academic affairs at UWG, I am genuinely excited about this new proposed degree program.

The needs of our local and national medical communities for evaluative and active multidisciplinary trained graduates are varied and large. The medical field is ever growing in general size and complexities; the patient population requires more active care and has bought into preventative care. Non medical trained supportive role players are essential.

Trained professionals to evaluate needs and administrate this care are at a premium. Issues such as expediting access, marketing, information technology, and aid in executing the care is crucial; especially when new modalities can improve care if implemented. Diversity in approach to these needs demands exposure to these future professionals.

I see the proposed curriculum as wide ranging enough to include a broad experiential component but also allow a focused approach to a student with a specific goal in mind. The potential to interact with other students and faculty in related departments already exists at UWG.

Again, I have been a healthcare provider for 25 years locally and see the many opportunities that this degree graduate can step into immediately.

Sincerely

Howard Seeman, MD

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Appendix D: Curriculum Map

COURSES	PL-SLO 1 Assess social and cultural frameworks of diverse populations of healthcare consumers	PL-SLO 2 Demonstrate understanding of human growth and development as related to social and behavioral health issues	PL-SLO 3 Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness	PL-SLO 4 Design and assess social and behavioral programs, research or services aimed at improving health
1 XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health	I, A	I,A	I,A	I,A
2 ANTH 1102: Introduction to Anthropology	I			
3 PSYC 1101: Introduction to General Psychology		I		
4 SOCI 1101: Introduction to Sociology	I			
5 ANTH 4130: Medical Anthropology	R			
6 NURS 3101: Professional Nursing Concepts	R			
7 SOCI 3623: Social Inequality	R			
8 SOCI 3804: Death, Grief and Caring	R			
9 SOCI 4440: Sociology of Medicine	R			
10 ANTH 4132: Human Life Cycle in Cross-Cultural Perspective		R,M		
PSYC 3010: Human Growth and Development		R,M		
PSYC 3150: Abnormal Psychology		R	R	
11 PSYC 3703: Behavior Modification		R	R	

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#	Course				
12	PSYC 3760: Foundations of Neuroscience		R		
13	PSYC 4360: Community Psychology		R		
14	PSYC 4760: Introduction to Psychotherapy		R	R	
15	SOCI 3134: Introduction to Social Work and Social Welfare		R		
16	SOCI 4441: Sociology of Mental Health		R		
17	SOCI 4543: Deviant and Alternative Behavior		R		
18	ANTH 4130: Medical Anthropology			R,M	
19	NURS 3000: Holistic Health Assessment			R,M	
20	PSYC 3580: Holistic Health Psychology			R,M	
21	PSYC 3800: Psychology of Mind and Body			R,M	
22	PSYC 4085: Horizon Seminar: Integrative Mental Health			R,M	
23	SOCI 4700: Sociology of Emotions			R	
24	ANTH 3188: Ethnographic Field Methods				R
25	NURS 3400: Nursing Research and Evidence Based Practice				R
26	POLS 2601: Political Science Methods I				R
27	POLS 3601: Political Science Methods II				R
28	SOCI 4000: Research Methodology				R
29	SOCI 4003: Applied Statistics for Sociology				R
30	SOCI 4015: Analyzing and Visualizing Data				R

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31	SOCI 4613: Qualitative Research				R
32	POLS 4200: Principles of Public Administration				R
	POLS 4208: Health Policy				R
33	POLS 4209: Environmental Policy				R
34	POLS 4210: Public Management				R
	POLS 4215: Management of Non-Profit Organizations				R
35	POLS 4217: Grant Writing for Nonprofits				R
36	SOCI 4734: Social Work Skills				R
37	SOCI 4386: Internship	M,A	M,A	M,A	M,A

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Program View (Read-Only)

Attachments

Current File: BM Ed seq mod.pdf

Originator

College of Arts and Humanities
College

Music Department
Department

Hibbard, Kevin R.
Originator

What would you like to do?

◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

○ Add New Track/Concentration

Modifications

☑ Program Name ☑ Program Description ☑ Degree Name ☑ See Comments

Shared Governance Process

Senate Review Not Required (See Procedure)

Program Selection

College of Arts and Humanities
College

Bachelor of Music with a Major in Music Education
Existing Program (as shown in the DMA)

Track or Concentration (to not specify a track, do not change this field)
Track or Concentration

Bachelor of Music with a Major in Music Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Music
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall | 2015
Effective Semester/Year

91 of 315

Modification Details

Replace MUSC 4000 with MUSC 4040 (see separate New Course proposal). Reorder course sequence to place MUSC 4040 in the semester prior to the Teaching Internship.

(Max 4000 characters)

Rationale

The proposed course incorporates materials and methods that are forthcoming from the Georgia Professional Standards Commission. Placement of the course in the semester prior to the Teaching Internship will allow the student to be placed in the same school for both MUSC 4040 observation hours and for student teaching. This will allow the student to acquire the documentation necessary for submission of the externally graded portfolio that will be required early in the semester of student teaching.

(Max 4000 characters)

Attachments

Current File: BM Ed seq mod.pdf

~~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
- ☐ Program deactivation
- ☐ None of these apply

Comments

See separate New Course proposal for MUSC 4040

(Max 4000 characters)

College Approvals

Kevin R. Hibbard   [APPROVED 2014-09-30]

Chair, Course Department

Randy J. Hendricks   [APPROVED 2014-11-10]

Dean, College of Arts and Humanities

Other Approvals

Final Approval

David Jenks   [REQUIRED]

Final Approver

Bachelor of Music in Music Education
Proposed Program Modification
September 30, 2014
Effective date: Fall semester 2015

Current course sequence:

	Fall Semester	Spring Semester
Junior Year:	MUSC 3900: Music in the Elementary Schools	MUSC 4000: Music in the Secondary Schools
Senior Year:	MUSC 4011/4021: Choral/Instrumental Methods and Materials	MUSC 4186/4187/4188: Teaching Internship

Proposed course sequence:

	Fall Semester	Spring Semester
Junior Year:	MUSC 3900: Music in the Elementary Schools	MUSC 4011/4021: Choral/Instrumental Methods and Materials
Senior Year:	MUSC 4040: Principles and Methods of Music Learning and Teaching	MUSC 4186/4187/4188: Teaching Internship

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Bachelor of Music with a Major in Performance (Delete)
Bachelor of Music with a Major in Composition (Delete)
Bachelor of Music with a Major in Music Teacher Education (Delete)
Bachelor of Music with a Major in Music with concentrations in Performance, Composition, and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The <u>Bachelor of Music</u> with Majors in Performance, Composition, and Music Teacher Education are being deleted in favor of a single new program, a <u>Bachelor of Music</u> with concentrations in Performance, Composition, and Music Education. The program goals, learning outcomes, and comparative list of required courses for all programs are unchanged. The new B.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Bachelor of Music with majors in Performance, Composition, and Music Teacher Education would be better represented (and subsequently resourced) as a Bachelor of Music with concentrations in Performance, Composition, and Music Education. These programs currently exist as three separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition of a new degree with three concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single B.M. will help students and faculty to better record progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of

concentrations may also increase flexibility within the B.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a B.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Bachelor of Music degree with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	Proposed Program
Bachelor of Music in Composition (CIP 50090401)	Bachelor of Music (CIP 500901) • Concentration in Composition • Concentration in Music Education • Concentration in Performance
Bachelor of Music in Music Teacher Education (CIP 13131200)	
Bachelor of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Bachelor of Music with a Major in Composition are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a compositions from concept to fully realized performances, involving a variety of media, styles, and forms.

These outcomes will not change and will be applied to the composition track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Performance are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.

4. Demonstrate the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing the musical progress of students.

These outcomes will not change and will be applied to the performance track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Music Teacher Education are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite or self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding to aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.

These outcomes will not change and will be applied to the teacher education track in the new Bachelor of Music with a Major in Music.

Program Maps will also remain the same and can be found here (optional emphasis within concentrations listed separately):
https://www.westga.edu/student-services/advising/program_maps.php

Program View (Read-Only)

Attachments

Current File: Music Program Addition Sub Change Undergrad.docx

Originator

College of Arts and Humanities
College

Music Department
Department

Hibbard, Kevin R.
Originator

What would you like to do?

○ Add New Track/Concentration   ○ Modify Existing Program   ● Deactivate Existing Program   ○ Terminate Existing Program   ○ Add New Program

Modifications

☑ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Comments

Shared Governance Process

Senate Information Item   (See Procedure)

Program Selection

College of Arts and Humanities
College

Bachelor of Music with a Major in Composition
Existing Program (as shown in the DMA)

Bachelor of Music with a Major in Composition
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Music
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall   2018
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

Please see attachment.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: Music Program Addition Sub Change Undergrad.docx

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

☑ Program deactivation

☐ None of these apply

Comments

(Max 4000 characters)

College Approvals

Kevin R. Hibbard   [APPROVED 2016-11-18]

Chair, Course Department

Pauline Gagnon   [APPROVED 2017-01-17]

Dean, College of Arts and Humanities

Other Approvals

Cale Self   [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Bachelor of Music with a Major in Performance (Delete)
Bachelor of Music with a Major in Composition (Delete)
Bachelor of Music with a Major in Music Teacher Education (Delete)
Bachelor of Music with a Major in Music with concentrations in Performance, Composition, and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The Bachelor of Music with Majors in Performance, Composition, and Music Teacher Education are being deleted in favor of a single new program, a Bachelor of Music with concentrations in Performance, Composition, and Music Education. The program goals, learning outcomes, and comparative list of required courses for all programs are unchanged. The new B.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Bachelor of Music with majors in Performance, Composition, and Music Teacher Education would be better represented (and subsequently resourced) as a Bachelor of Music with concentrations in Performance, Composition, and Music Education. These programs currently exist as three separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition of a new degree with three concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single B.M. will help students and faculty to better record progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of

concentrations may also increase flexibility within the B.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a B.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Bachelor of Music degree with multiple tracks/concentrations.

Curriculum Comparison:

<u>Current Programs</u>	<u>Proposed Program</u>
Bachelor of Music in Composition (CIP 50090401)	Bachelor of Music (CIP 500901) • Concentration in Composition • Concentration in Music Education • Concentration in Performance
Bachelor of Music in Music Teacher Education (CIP 13131200)	
Bachelor of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Bachelor of Music with a Major in Composition are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a compositions from concept to fully realized performances, involving a variety of media, styles, and forms.

These outcomes will not change and will be applied to the composition track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Performance are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.

4. Demonstrate the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing the musical progress of students.

These outcomes will not change and will be applied to the performance track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Music Teacher Education are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite or self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding to aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.

These outcomes will not change and will be applied to the teacher education track in the new Bachelor of Music with a Major in Music.

Program Maps will also remain the same and can be found here (optional emphasis within concentrations listed separately):
https://www.westga.edu/student-services/advising/program_maps.php

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Bachelor of Music with a Major in Performance (Delete)
Bachelor of Music with a Major in Composition (Delete)
Bachelor of Music with a Major in Music Teacher Education (Delete)
Bachelor of Music with a Major in Music with concentrations in Performance, Composition, and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The <u>Bachelor of Music</u> with Majors in Performance, Composition, and Music Teacher Education are being deleted in favor of a single new program, a <u>Bachelor of Music</u> with concentrations in Performance, Composition, and Music Education. The program goals, learning outcomes, and comparative list of required courses for all programs are unchanged. The new B.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Bachelor of Music with majors in Performance, Composition, and Music Teacher Education would be better represented (and subsequently resourced) as a Bachelor of Music with concentrations in Performance, Composition, and Music Education. These programs currently exist as three separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition of a new degree with three concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single B.M. will help students and faculty to better record progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of

concentrations may also increase flexibility within the B.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a B.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Bachelor of Music degree with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	Proposed Program
Bachelor of Music in Composition (CIP 50090401)	Bachelor of Music (CIP 500901) • Concentration in Composition • Concentration in Music Education • Concentration in Performance
Bachelor of Music in Music Teacher Education (CIP 13131200)	
Bachelor of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Bachelor of Music with a Major in Composition are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a compositions from concept to fully realized performances, involving a variety of media, styles, and forms.

These outcomes will not change and will be applied to the composition track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Performance are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.

4. Demonstrate the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing the musical progress of students.

These outcomes will not change and will be applied to the performance track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Music Teacher Education are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite or self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding to aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.

These outcomes will not change and will be applied to the teacher education track in the new Bachelor of Music with a Major in Music.

Program Maps will also remain the same and can be found here (optional emphasis within concentrations listed separately):
    https://www.westga.edu/student-services/advising/program_maps.php

Program View (Read-Only)

Attachments

Current File: Music Program Addition Sub Change Undergrad.docx

Originator

College of Arts and Humanities
College

Hibbard, Kevin R.
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ● Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☑ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Track or Concentration (to not specify a track, do not change this field)

Track or Concentration

Program Selection

College of Arts and Humanities
College

Bachelor of Music with a Major in Performance
Existing Program (as shown in the DMA)

Bachelor of Music with a Major in Performance
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Music
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Fall
Effective Semester/Year

2018

Modification Details

Please see attachment.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: Music Program Addition Sub Change Undergrad.docx

SAGSCOC 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
- [x] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Kevin R. Hibbard [APPROVED 2016-11-18]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-01-17]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

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UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Bachelor of Music with a Major in Performance (Delete)
Bachelor of Music with a Major in Composition (Delete)
Bachelor of Music with a Major in Music Teacher Education (Delete)
Bachelor of Music with a Major in Music with concentrations in Performance, Composition, and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The Bachelor of Music with Majors in Performance, Composition, and Music Teacher Education are being deleted in favor of a single new program, a Bachelor of Music with concentrations in Performance, Composition, and Music Education. The program goals, learning outcomes, and comparative list of required courses for all programs are unchanged. The new B.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Bachelor of Music with majors in Performance, Composition, and Music Teacher Education would be better represented (and subsequently resourced) as a Bachelor of Music with concentrations in Performance, Composition, and Music Education. These programs currently exist as three separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition of a new degree with three concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single B.M. will help students and faculty to better record progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of

concentrations may also increase flexibility within the B.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a B.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Bachelor of Music degree with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	Proposed Program
Bachelor of Music in Composition (CIP 50090401)	Bachelor of Music (CIP 500901) • Concentration in Composition • Concentration in Music Education • Concentration in Performance
Bachelor of Music in Music Teacher Education (CIP 13131200)	
Bachelor of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Bachelor of Music with a Major in Composition are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a compositions from concept to fully realized performances, involving a variety of media, styles, and forms.

These outcomes will not change and will be applied to the composition track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Performance are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.

4. Demonstrate the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing the musical progress of students.

These outcomes will not change and will be applied to the performance track in the new Bachelor of Music with a Major in Music.

Learning outcomes for the Bachelor of Music with a Major in Music Teacher Education are:

1. Demonstrate competence in the principal applied performance area, utilizing technical skills requisite or self-expression, and including a representative body of literature.
2. Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding to aural, verbal, and visual analyses.
3. Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.
4. Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.

These outcomes will not change and will be applied to the teacher education track in the new Bachelor of Music with a Major in Music.

Program Maps will also remain the same and can be found here (optional emphasis within concentrations listed separately):
https://www.westga.edu/student-services/advising/program_maps.php

Program View (Read-Only)

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Mayer, James R.
Originator

What would you like to do?

◯ Add New Track/Concentration   ◯ Modify Existing Program   ◯ Deactivate Existing Program   ● Terminate Existing Program   ◯ Add New Program

Modifications

☑ Program Name   ☑ Program Description   ☐ Degree Name   ☑ See Comments

Shared Governance Process

Senate Information Item   (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Earth Science/Secondary Education
Existing Program (as shown in the DMA)

Bachelor of Science with a Major in Earth Science/Secondary Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall   2017
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

Please terminate program

(Max 4000 characters)

Rationale

Program was deactivated in March of 2005. It has been superseded by a concentration within the Geology BS degree that allows students to obtain a Geology degree and teaching certification.

(Max 4000 characters)

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
☐ Program deactivation
☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2017-01-05]

Chair, Course Department

Scott Gordon [APPROVED 2017-01-10]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Mayer, James R.
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ● Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared-Governance-Process

Senate Information Item   (See Procedure)

Program-Selection

College of Science and Mathematics
College

Bachelor of Arts with a Major in Geography
Existing Program (as shown in the DMA)

Bachelor of Arts with a Major in Geography
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Arts
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Fall   2017
Effective Semester/Year

Modification Details

Please terminate.

(Max 4000 characters)

Rationale

Program was deactivated in Oct. of 2012. The Bachelor of Science with a major in Geography remains as an option for students interested in this field. No students are currently enrolled.

(Max 4000 characters)

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
☐ Program deactivation
☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

James R. Mayer   [APPROVED 2017-01-05]

Chair, Course Department

Scott Gordon   [APPROVED 2017-01-10]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Mayer, James R.
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ◉ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Environmental Studies
Existing Program (as shown in the DMA)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science with a Major in Environmental Studies
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Fall   2017
Effective Semester/Year

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Modification Details

Please terminate

(Max 4000 characters)

Rationale

Program was deactivated in May of 2014 due to low enrollment. No students are currently enrolled. The BS in geography currently has an environmental sustainability concentration that allows students to pursue a very similar course of study.

(Max 4000 characters)

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
- ☐ Program deactivation
- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2017-01-05]

Chair, Course Department

Scott Gordon [APPROVED 2017-01-10]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Originator

| College of Science and Mathematics | Chemistry Department | Basu-Dutt, Sharmistha |
| College | Department | Originator |

What would you like to do?

○ Add New Track/Concentration   ○ Modify Existing Program   ○ Deactivate Existing Program   ● Terminate Existing Program   ○ Add New Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Comments

Shared-Governance Process

| | |
| Senate Information Item | (See Procedure) |

Program Selection

| College of Science and Mathematics |
| College |

Bachelor of Arts with a Major in Chemistry/Secondary Education
Existing Program (as shown in the DMA)

| Bachelor of Arts with a Major in Chemistry/Secondary Education | | |
| Program Name (You can only edit this if you checked 'Program Name' in the Modifications box) | | |

| Bachelor of Arts | | |
| Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box) | | |

| On Campus | Undergraduate |
| Program Location | Degree Level |

| Fall | 2017 |
| Effective Semester/Year | |

Modification Details

(Max 4000 characters)

Rationale

Program was deactivated in September of 2013 and termination is requested for Fall 2017. The aim is to terminate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS program will not replace but rather be added to our existing BS program tracks that are certified by the American Chemical Society (ACS). These new tracks will have greater flexibility in the course content which is not an option with the existing ACS approved BS tracks. The flexibility of this new BS tracks will allow numerous students to graduate earlier. Also, industrial employers looking to hire our chemistry majors are frequently puzzled by the title Bachelor of Art in Chemistry and tend to favor students with the Bachelor of Science title. As trivial as this may sound, it does have an impact when our students are competing for jobs in the science market. It will also help to simplify our Program Evaluation by having one Program (B.S.) with various ACS Certified and non-ACS Certified BS degree tracks rather than two Programs BA and BS (ACS certified only) along with their various tracks.

(Max 4000 characters)

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
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt [APPROVED 2017-01-05]
Chair, Course Department

Scott Gordon [APPROVED 2017-01-10]
Coordinator, COSM Curriculum Committee

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2017-01-05]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics
College

Chemistry Department
Department

Basu-Dutt, Sharmistha
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ● Terminate Existing Program ○ Add New Program

Shared Governance Process

Senate Information Item (See Procedure)

Modifications

☑ Program Name ☑ Program Description ☑ Degree Name ☑ See Comments

Program Selection

College of Science and Mathematics
College

Bachelor of Arts with a Major in Chemistry
Existing Program (as shown in the DMA)

Bachelor of Arts with a Major in Chemistry
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Arts
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall
2017
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

(Max 4000 characters)

Rationale

Program was deactivated in September of 2013 and terminated in Fall 2017. The aim is to terminate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS program will not replace but rather be added to our existing BS program tracks that are certified by the American Chemical Society (ACS). These new tracks will have greater flexibility in the course content which is not an option with the existing ACS approved BS tracks. The flexibility of this new BS tracks will allow numerous students to graduate earlier. Also, industrial employers looking to hire our chemistry majors are frequently puzzled by the title Bachelor of Art in Chemistry and tend to favor students with the Bachelor of Science title. As trivial as this may sound, it does have an impact when our students are competing for jobs in the science market. It will also help to simplify our Program Evaluation by having one Program (B.S.) with various ACS Certified and non-ACS Certified BS degree tracks rather than two Programs BA and BS (ACS certified only) along with their various tracks.

(Max 4000 characters)

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**
- ☐ **Program deactivation**
- ☑ **None of these apply**

Comments

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt [APPROVED 2017-01-05]

Chair, Course Department

Scott Gordon [APPROVED 2017-01-10]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-01-24]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Mayer, James R.
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ● Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Environmental Science
Existing Program (as shown in the DMA)

Bachelor of Science with a Major in Environmental Science
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall
2017
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

Please terminate program

(Max 4000 characters)

Rationale

Program was deactivated in November of 2013. No students are currently enrolled. This is a low-enrollment program consisting primarily of courses from Biology, Chemistry and Geosciences. Students interested in the field can pursue the BS Geology, Environmental Geology concentration, which is nearly identical to the BS Environmental Science program.

(Max 4000 characters)

SAGSCOC 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
- ☐ Program deactivation
- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt [REQUIRED]

Chair, Course Department

Scott Gordon [REQUIRED]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [REQUIRED]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Addendum III: GPC Materials

Course View (Read Only)

Attachments
Current File: ECSE 7274- Introduction to community-based STEM education.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Drake, Jill
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☑ Prerequisites ☑ Corequisites ☑ Description ☑ Title ☑ Credit ☑ See Comments

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7274
Number

Introduction to Community-Based STEM Education
Course Title

Students will be introduced to the concepts and skills necessary to develop an effective community-based STEM education project as well as the dispositions, knowledge, and teaching skills needed to teach integrated STEM lessons to students in P-5.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites
None

Corequisites
None

Rationale
The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments
Current File: ECSE 7274- Introduction to community-based STEM education.pdf

College Approvals

Jill Drake [APPROVED 2016-09-30]
Chair, Course Department

Laura Smith [APPROVED 2016-10-11]
Associate Dean, College of Education

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Matt Varga [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY *of* West Georgia | College of Education

ECSE 7274: Introduction to Community-Based STEM Education

Class Meeting Time/Location	This class is offered 100% online	Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Google Voice	

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 or 1-855-933-8946 or 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/content.php?pid=194430

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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 (Georgia Professional Standards Commission [PSC] Standards, the National Council of Teachers of Mathematics [NCTM] Standards, and Council for Accreditation of Educator Program [CAEP] 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 be introduced to the concepts and skills necessary to develop an effective community-based STEM education project as well as the dispositions, knowledge, and teaching skills needed to teach integrated STEM lessons to students in P-5. This course is a prerequisite for ECSE 7275: STEM Mathematics for Social Justice, ECSE 7276: STEM Investigations through Ecojustice, and ECSE 7277: Designing Community-Based STEM Education.

Prerequisites: Admission to graduate program

Co-requisites: None

Required Text(s)	Bybee, R. (2013). The case for STEM education: Challenges and opportunities. Arlington, VA: NSTA Press Newmann, F., Carmichael, D., & King, M.B. (2016). *Authentic intellectual work: Improving teaching for rigorous learning.* Thousand Oaks, CA: Corwin Press. Other assigned readings will be available through the UWG library and/or CourseDen.
Required Instructional Resource:	Tk20 Subscription : These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References:

Garibay, J. (2015). STEM students' social agency and views on working for social change: Are STEM disciplines developing socially and civically responsible students? *Journal of Research in Science Teacher, 52*(5), 610-632.

Greer, B., Mukhopadhyay, S., Powell, A. B., & Nelson-Barber, S. (2009). *Culturally responsive mathematics education.* Florence, KY: Routledge.

Guyotte, K., Sochacka, N., Constantino, T., Walther, J., & Kellam, N. (2014). STEAM as social practice: Cultivating creativity in transdisciplinary spaces. *Art Education, 67*(6), 12-19.

Leonard, J. Chamberlin, S., Johnson, J. Verma, G. (2016). Social justice, place, and equitable science education: Broadening urban students' opportunities to learn. *Urban Review, 48*(3,) 355-379

Mark, S., DeBay, D., Zhang, L., Haley, J., Patchen, A., Wong, C., & Barnett, M. (2013). Coupling social justice and out of school time learning to provide opportunities to motivate, engage, and interest underrepresented populations in STEM fields. *Career Planning & Adult Development Journal, 29*(2), 93-105

National Council of Teachers of Mathematics. (2014). *Position Statement: Access and equity in mathematics education.* Reston, VA: NCTM. Retrieved from http://www.nctm.org/uploadedFiles/Standards_and_Positions/Position_Statements/Access_and_Equity.pdf

Storms, S. B. (2014). Using social justice vignettes to prepare students for social action engagement. *Multicultural Perspectives, 16*(1), 43-49.

Vakil, S. (2014) A critical pedagogy approach for engaging urban youth in mobile app development in an after-school program. *Equity and Excellence in Education, 47*(1), 31-45.

Walker, M. (2015) Imagining STEM higher education futures: Advancing human well-being. *Higher Education, 70*(3), 417-425.

Approaches to Instruction

The instructor of this course will employ a variety of instructional strategies in teaching the content of this course. Those strategies include but are not limited to: lecture, student led demonstrations, cooperative learning activities, small group discussion, case studies, and the use of manipulatives, simulations, and other interactive technologies.

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
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 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

In teaching this course it is my goal that you will:

1. Be able to articulate a clear definition and understanding of what community-based STEM education is and what it looks like in practice as both interdisciplinary and process-driven. (GaPSC STEM 1-ii; NBPTS 2, 4)

2. Demonstrate knowledge of the benefits of STEM education for all citizens, enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them. (GaPSC STEM 1-iv; NBPTS 2, 4)

3. Demonstrate the dispositions necessary to be effective interdisciplinary, community-based STEM educators. (GaPSC STEM 2-iii; NBPTS 1, 2)

4. Show evidence of an interaction with a community-based STEM related business or externship with community-based STEM professionals to gain perspective of what it is to work in a STEM or STEM related field. (GaPSC STEM 5-I; NBPTS 4, 5)

5. Show evidence of field-based experiences that includes observation of classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation. (GaPSC STEM 5-ii; NBPTS 4, 5)

Assignments and Evaluation Procedures

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

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

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices in community-based STEM education.

Weekly online module activities: The course is divided into weekly modules. Each module contains the assigned readings and activities. All weekly module activities are due on Saturday by 11:59 PM. The new week will open each Sunday at 12:00 am.

Discussion boards: You will perform two roles in the discussion boards for this course. As a participant, you will respond to the facilitators' questions and other students' posts in order to further your understanding of course concepts and applications. As a facilitator, you will be responsible for responding to other students' posts and probing their thinking, as well as summarizing the themes that emerge from the discussion.

Targeted Observations: You will be responsible for observing integrated STEM activities in a classroom, Saturday science, or summer camp (depending on the semester and availability of these experiences). Each observation will have a specific focus for community-based STEM education. You will observe the teaching and learning during the session, write up your observations, and reflect on your learning during this experience. There are 4 targeted observations for the course.

Community-based STEM education initial plan/resources: This is the first course in a series of four classes that will lead to a STEM endorsement in Georgia. In the final course, you will be required to create an action plan that will include the planning, implementation, and reflection on a community-based STEM education project. This first assignment will have you gathering resources toward this goal. You will create a website (using Google sites) to house your resources. At least one resource will be based off of an interview with a community-based STEM professional.

Assignment	Weight	Assessment Tools	Course Objectives
Weekly online module activities	15%	Checklist	1, 2, 3
Discussion boards: Participant	20%	Rubric	1, 2, 3
Discussion boards: Facilitator	20%	Rubric	1, 2, 3
Targeted Observations	25%	Rubric	4, 5
Community-based STEM education initial plan/resources	20%	Rubric	4, 5

Grading

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

Rubrics will be used to grade most assignments in this class. Please see the assignment information in CourseDen for a copy of each rubric.

Course Schedule

Week	Topic

1	History and Challenges for STEM Education
2	Authentic Intellectual Work: What is it?
3	STEM for equity and social justice: Community-based STEM education
4	Developing your philosophy of community-based STEM Education
5	Community-based STEM literacy
6	What is Authentic Intellectual Work
7	Constructing student knowledge in community-based STEM education
8	Project-based learning in STEM
9	Identifying resources for STEM education in your community
10	Identifying opportunities for community-based STEM projects
11	Building capacity for community-based STEM projects at your school
12	Interdisciplinary STEM
13	Developing STEM Education plans at state, district, and school levels
14	Developing your action plan for STEM Education
15	Revisit philosophy of community-based STEM education and action plans for further coursework

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. 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. 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*. Please note that plagiarism detection software is enabled in all dropboxes.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Attendance: We do not meet face to face. You are expected to check CourseDen a minimum of 4 times each week in order to keep up with any announcements and the discussion boards.

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

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

Professional Conduct: As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. Please plan on actively participating in all course activities, reflecting on and discussing your teaching profession, and developing collegial, supportive relationships with your fellow teachers. Professional conduct also includes abiding by common netiquette conventions. Please see the Netiquette Policy in CourseDen for a full explanation of the expectations.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. *Please use the email function in CourseDen to contact your instructor. See the last page of this syllabus for a flow chart describing expected response times to emails and phone calls.*

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.

Course View (Read Only)

Attachments

Current File: ECSE 7275 STEM Mathematics for Social Justice.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Drake, Jill
Originator

What would you like to do?

● Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item (See Procedure)

Course Details

ECSE
Prefix

7275
Number

STEM Mathematics for Social Justice
Course Title

Concepts and materials which are appropriate for mathematics education integrated with science, technology, and engineering for P- 12 children will be investigated. In addition, STEM education is considered through the lens of social justice, equity, and community-based learning.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Spring - 2018
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

ECSE 7274: Introduction to Community-Based STEM Education

Corequisites

None

Rationale

The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement

Planning Info

• Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Attachments
Current File: ECSE 7275 STEM Mathematics for Social Justice.pdf

College Approvals

Jill Drake   [APPROVED 2016-09-30]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-31]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY *of* WEST Georgia | College of Education

ECSE 7275: STEM Mathematics for Social Justice

Class Meeting Time/Location	Section xx: XXXXX	Online Hours	XXXXX
Instructor	XXXXX	Telephone	Office: xxx-xxx-xxxx Department: xxx-xxx-xxxx
Office Location	Ed Annex xxx (inside the Fusion Center)	westga email	xxxxx@westga.edu
Office Hours	XXXXX	Google Voice	XXXXX

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 or 1-855-933-8946 or 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/content.php?pid=194430

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

COE Vision

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Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 (Georgia Professional Standards Commission [PSC] Standards, the National Council of Teachers of Mathematics [NCTM] Standards, and Council for Accreditation of Educator Program [CAEP] standards) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CONCEPTUAL FRAMEWORK

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

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

COURSE INFORMATION

Course Description

Concepts and materials which are appropriate for mathematics education integrated with science, technology, and engineering for P- 12 children will be investigated. In addition, STEM education is considered through the lens of social justice, equity, and community-based learning. This course is a prerequisite for ECSE 7277: Designing Community-Based STEM Education. The prerequisite for this course is ECSE 7274: Introduction to Community-Based STEM Education.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text   xxxxx

Additional Texts   Additional articles will be available either through CourseDen or the UWG library.

You must use the UWG Ingram Library website to access JSTOR and ProQuest full-text NCTM articles. The website is:

http://www.galileo.usg.edu/scholar/westga/subjects/education/articles-databases/

Required Instructional Resources	*Tk20 Subscription* If you have purchased a subscription previously, DO NOT re-subscribe. These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu. *Computer (laptop or desktop)* You will need a computer to complete the work in this course. You will **not** be able to do the necessary work on your phone or tablet. Please ensure that you have regular access to either a desktop or laptop computer to participate in this course. Your computer system will need to meet some basic minimum requirements to be able to use CourseDen, our online learning management system.

Software:
- ☐ Updated Operating System (e.g. latest version of Microsoft Windows for PCs or OS X for Mac)
- ☐ Microsoft Office (Word, Excel, PowerPoint)
- ☐ Adobe Acrobat (or other PDF reader)
- ☐ Updated Web Browser such as Firefox, Chrome, or Safari. Use of Internet Explorer is not recommended.

Reliable Internet Access:
- ☐ You will need a connection that is at least 1 Mbps. To check your speed, use a site such as http://www.geeksquad.com/do-it-yourself/tools/test-your-broadband-speed.aspx

Course References

Aronson, B., & Laughter, J. (2015). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas. *Review of Educational Research*, *86*(1), 163–206. doi:10.3102/0034654315582066

Averill, R., Anderson, D., Easton, H., TeMaro, P., Smith,D., & Hynds, A. (2009). Culturally responsive teaching of mathematics: Three models from linked studies. *Journal for Research in Mathematics Education, 40*(2), 157-186.

Bartell, T.G. (2013). Learning to teach mathematics for social justice: Negotiating social justice and mathematical goals. *Journal for Research in Mathematics Education, 44*(1), 129-163.

Breiner, J.M., Harkness, S.S., Johnson, C.C., & Koehler, C.M. (2011). What is STEM? A

discussion about conceptions of STEM in education and partnerships. *School Science and Mathematics 112*(1), 3-11.

Carraher, T.N., Carraher, D.W., & Schliemann, A.D. (1985). Mathematics in the streets and in schools. *British Journal of Developmental Psychology, 3,* 21-29.

Carr, R.L., Bennett, L.D., & Strobel, J. (2012). Engineering in the k-12 STEM standards of the 50 U.S. states: An analysis of presence and extent. *Journal of Engineering Education, 101*(3), 539-564.

Cavazos, R.R. (2014). WOW! A mathematics convention: A community connection. *Teaching Children Mathematics, 21*(3), 154-160.

Civil, M. (2010). Culture and mathematics: A community approach. *Journal of Intercultural Studies, 23*(2), 133–148. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/07256860220151050A#.VsN0z8dLQQg

Cord, L. (2016). The M in STEM. *Australian Mathematics Teacher, 72*(2), 3-6.

Cotabish, A., Dailey, D., Robinson, A., & Hughes, G. (2012). The effects of a STEM intervention on elementary students' science knowledge and skills. *School Science and Mathematics, 113*(2), 215-226.

Havice, W.L. (2015). Integrative STEM education for children and our communities. *Technology & Engineering Teacher, 75*(1), 15-17.

Hefty, L.J. (2015). STEM gives meaning to mathematics. *Teaching Children Mathematics, 21*(7), 422-429.

Holleran, C. & El-Atwani, K. (2013). Mathamatics + social justice = a new take on mathematics teacher preparation. In L.C. Oliveira (Ed.), *Teacher education for social justice: Perspectives and lessons learned* (pp. 115-126). Charlotte, NC: Information Age Publishing, Inc.

Kazemi, E., & Franke, M. L. (2004). Teacher Learning in Mathematics: Using Student Work to Promote Collective Inquiry. *Journal of Mathematics Teacher Education, 7*(3), 203–235. doi:10.1023/B:JMTE.0000033084.26326.19

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal, 32*(3), 465–491. doi:10.3102/00028312032003465

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice, 31*(2), 132–141.

Moye, J.J., Dugger, W.E., & Stark-Weather, K.N. (2016). Learn by doing study: Third-year results. *Technology & Engineering Teacher, 76*(1), 16-23.

Moye, J.J., Dugger, W.E., & Stark-Weather, K.N. (2015). Learn by doing study: Analysis of second-year results. *Technology & Engineering Teacher, 75*(1), 18-25.

Moye, J.J., Dugger, W.E., & Stark-Weather, K.N. (2014). Learn by doing study: Introduction. *Technology & Engineering Teacher, 74*(1), 24-27.

NCTM Research Committee. (2005). Equity in school mathematics education: How can research contribute. *Journal for Research in Mathematics Education, 36*(2), 92-100.

Norris, D. & de Oliveira, L.C. (2013). Preparing mathematics teachers for culturally and linguistically diverse students. In L.C. Oliveira (Ed.), *Teacher education for social justice: Perspectives and lessons learned* (pp. 105-114). Charlotte, NC: Information Age Publishing, Inc.

Perkins, I., & Flores, A. (2002). Mathematical notations and procedures of recent immigrant students. *Mathematics Teaching in the Middle School, 7*(6), 346–351. Retrieved from http://www.nctm.org/Publications/mathematics-teaching-in-middle-school/2002/Vol7/Issue6/Mathematical-Notations-and-Procedures-of-Recent-Immigrant-Students/

Shaughnessy, J.M. (2013). Mathematics in a STEM context. *Mathematics Teaching in the Middle School, 18*(6), 324.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers-Rethinking the curriculum. *Journal of Teacher Education, 53*(1), 20–32.

White, D. Y. (2002). Preparing preservice teachers to work in diverse mathematics classrooms: A challenge for all. *The Mathematics Educator, 12*(1), 2–4.

Williams, T.O., Ernst, J.V., & Kaui, T.M. (2015). Special populations at-risk for dropping out of school: A discipline-based analysis of STEM educators. *Innovations and Research, 16*(1), 41-45.

Williams, P.J. (2010). STEM education: Proceed with caution. *Design and Technology Education: An International Journal, 16*(1), 26-35.

Approaches to Instruction

The instructor of this course will employ a variety of instructional strategies in teaching the content of this course. Those strategies include but are not limited to: direct instruction via PowerPoint, self-directed projects, partner projects, videos, websites, and other interactive technologies.

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, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 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

1. Demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format. (GaPSC STEM 2-i; NBPTS 2, 1)
2. Demonstrate the ability to engage students in STEM reasoning that reveals how community-based STEM professionals think and solve problems. (GaPSC STEM 2-ii; NBPTS 2, 1)

3. Demonstrate the ability to effectively engage students in engineering design processes related to issues of social justice to solve open-ended problems or complete design challenges. (GaPSC STEM 4-i; NBPTS 1, 2, 3)
4. Demonstrate the ability to effectively engage students in authentic or investigative research related to issues of social justice to answer relevant questions. (GaPSC STEM 4-ii; NBPTS 1, 2, 3)
5. Demonstrate the ability to effectively engage all students in using STEM reasoning abilities. (GaPSC STEM 4-iii; NBPTS 1, 2, 3)
6. Demonstrate the ability to effectively engage all students in experiential learning. (GaPSC STEM 4-iv; NBPTS 1, 2, 3)
7. Demonstrate the ability to differentiate instruction in an equitable manner related to integrated STEM concepts. (GaPSC STEM 4-iv; NBPTS 1, 2, 3)
8. Demonstrate the ability to facilitate student-led learning in which students apply skills to novel, relevant, and authentic situations related to issues of social justice. (GaPSC STEM 4-vii; NBPTS 1, 2, 3)
9. Demonstrate the ability to implement authentic teaching and learning strategies, including community-based, project-based learning, problem-based learning, and place-based education. (GaPSC STEM 4-viii; NBPTS 1, 2, 3)
10. Demonstrate the ability to foster a learning environment which encourages risk taking, innovation, and creativity for all students. (GaPSC STEM 4-ix; NBPTS 1, 2, 3)
11. Demonstrate the ability to facilitate student-led team-based learning with appropriate etiquette. (GaPSC STEM 4-x; NBPTS 1, 2, 3)

Assignments and Evaluation Procedures

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

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

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices.

Evaluation Procedures

1. **Course Modules:** The course is divided into weekly modules. The weekly units contain the assigned readings and activities. All weekly unit activities are due on Saturday by 11:59 pm. The new week will open each Sunday at 12:00 am

2. **Discussion Boards:** You will perform two roles in the discussion boards for this course. As a participant, you will respond to the facilitators' questions and other students' posts in order to further your understanding of course concepts and applications. As a facilitator, you will be responsible for responding to other students' posts and probing their thinking, as well as summarizing the themes that emerge from the discussion.

3. **Activities:** You will complete two activities as described below:

   a. **Mathematics Curriculum Analysis Activity:** You may work either individually or with a partner to revise a mathematics-based learning activity (which may be found in published curricula, activities from Pinterest or Teachers Pay Teachers) to support integration of at least one other STEM discipline (science, engineering, and/or technology). Your project will include a description or copy of the original activity (with citation), a description or copy of the revised activity, and an annotated bibliography explaining the research that supports your revisions to the activity. This project should be completed with a partner, but may be done individually if necessary.

   b. **Investigating How STEM Professionals Think and Solve Problems with Mathematics:** For this activity you will interview a member of your community who uses mathematics in a professional context. You should plan to interview this person in their work environment. For example, you might consider interviewing a scientist, engineer, programmer, medical professional, contractor, accountant, or any other number of professionals who use mathematics to accomplish their work. You will ask your STEM professional questions about their use of mathematics. For example, you might ask your STEM professional to describe the mathematics that is meaningful to their work and what types of procedures or problem solving approaches are most common for them. The written portion of this project will consist of a summary of what you learned from the interview and work location visit, a series of mathematics or problem-solving activities that build on the mathematics described by your STEM professional, and an annotated bibliography that explains the research that supports students learning mathematics through STEM experiences. This project should be completed with a partner, but may be done individually if necessary.

4. **Final Project:** You will complete a final project focused on integrating mathematics learning with at least one other STEM discipline (science, engineering, and/or technology):

    a. **Integrated Mathematics Unit Project:** In this project, you will create a mathematics unit that integrates content from at least one other STEM disciplines (science, engineering, and/or technology) for the school year that will engage your students in contexts that are relevant and related to real-world concepts. Your unit plan should cover approximately 2 weeks of school and will be accompanied by an annotated bibliography that explains the research that you used to develop your plan. This project should be completed with a partner, but may be done individually if necessary.

Assignment	Course Objectives	Weight	Assessment Form
Weekly Modules		15%	Varied
Discussion Boards: Participant		15%	Rubric
Discussion Boards: Facilitator	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	15%	Rubric
Activities		30%	Rubric
Final Project		25%	Rubric

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

Course Calendar *(subject to change; changes will be announced in CourseDen as necessary)*

Week	Topic
1	Introduction to course, content, and each other
2	Social Justice in Mathematics Education
3	Social Justice in STEM Education
4	Integrating STEM into Mathematics Education
5	Integrating STEM into Mathematics Education
6	Integrating STEM into Mathematics Education
7	Integrating STEM into Mathematics Education
8	Integrating STEM into Mathematics Education
9	Equity in Mathematics Education
10	Equity in STEM Education
11	Community Involvement in STEM Education
12	Focus on Project-Based Learning in STEM Education
13	Culturally Responsive Mathematics Education
14	Culturally Responsive STEM Education
15	Presentation of Final Projects

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Attendance: We do not meet face to face. You are expected to check CourseDen a minimum of 4 times each week in order to keep up with any announcements and the discussion boards.

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

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

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Course View (Read Only)

Attachments
Current File: ECSE 7276 STEM Investigations through Ecojustice.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Drake, Jill
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7276
Number

STEM Investigations through Ecojustice
Course Title

This course will introduce students to research in science education that promotes awareness for multiple perspectives and considers diverse aspects of STEM efforts within the community. Through a focus on ecojustice issues, the student will develop skills necessary to contextualize science instruction for effective community-based STEM initiatives as well as the dispositions, knowledge, and skills needed to teach integrated STEM lessons to students in P-12.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Spring - 2018
Effective Term

Yearly
Frequency

Letter Grade
Grading

─Corequisites─
None

─Rationale─
The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.

Planning Info

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

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

Present or Projected Annual Enrollment: | 25

Comments

Attachments

Current File: ECSE 7276 STEM Investigations through Ecojustice.pdf

College Approvals

Jill Drake   [APPROVED 2016-09-30]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-31]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia | College of Education

ECSE 7276: STEM Investigations through Ecojustice

Class Meeting Time/Location	This class is offered 100% online	Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Google Voice	

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 or 1-855-933-8946 or 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/content.php?pid=194430

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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 (Georgia Professional Standards

Commission [PSC] Standards, the National Council of Teachers of Mathematics [NCTM] Standards, and Council for Accreditation of Educator Program [CAEP] 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 be introduced to research in science education that promotes awareness for multiple perspectives and considers diverse aspects of STEM efforts within the community. Through a focus on ecojustice issues, the student will develop skills necessary to contextualize science instruction for effective community-based STEM initiatives as well as the dispositions, knowledge, and skills needed to teach integrated STEM lessons to students in P-12.

Prerequisites: ECSE 7274: Introduction to Community-Based STEM Education

Co-requisites: None

Required Text(s)	Aikenhead, G. S. (2006). *Science education for everyday life: Evidence-based practice*. New York: Teachers College Press. Mueller, M. P., & Tippins, D. J. (Eds.). (2014). *EcoJustice, citizen science and youth activism: Situated tensions for science education* (Vol. 1). Springer. Other assigned readings will be available through the UWG library and/or CourseDen.
Required Instructional Resource:	Tk20 Subscription : These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References:

Barba, R. H. (1998). *Science in the multicultural classroom* (2nd ed.). Boston: Allyn and Bacon.

Bowers, C. (2016). *A Critical Examination of STEM: Issues and Challenges*. Routledge.

Bowers, C. A. (2001). *Educating for ecojustice and community*. Athens, GA: University of Georgia Press.

Carin, A. A., & Bass, J. E. (2001). *Teaching science as inquiry* (9th ed.). Upper Saddle River: NJ: Merrill Prentice Hall.

Doris, E. (1991). *Doing what scientists do*. Portsmouth, NH: Heinemann Press.

Guyotte, K., Sochacka, N., Constantino, T., Walther, J., & Kellam, N. (2014). STEAM as social practice: Cultivating creativity in transdisciplinary spaces. *Art Education, 67*(6), 12-19.

Leonard, J. Chamberlin, S., Johnson, J. Verma, G. (2016). Social justice, place, and equitable science education: Broadening urban students' opportunities to learn. *Urban Review, 48*(3,) 355-379

Morrison, S. A. (2016). Reframing Westernized culture: insights from a Critical Friends Group on EcoJustice education. *Environmental Education Research*, 1-18.

National Research Council. (1996). *National science education standards.* Washington, DC: National Academy Press.

Pomeroy, D. (1992). *Exploring science across cultures*. Cambridge: HGSE Bulletin, Fall.

Quigley, D. (2016). Building Cultural Competence in Environmental Studies and Natural Resource Sciences. *Society & Natural Resources, 29*(6), 725-737.

Tippins, D., & Britton, S. A. (2015). Ecojustice pedagogy. *Encyclopedia of science education*, 358-362.

Zeidler, D. L. (2016). STEM education: A deficit framework for the twenty first century? A sociocultural socioscientific response. *Cultural Studies of Science Education, 11*(1), 11-26.

Zouda, M. (2016). Deconstructing STEM: A Reading Through The Postmodern Condition. *Journal for Activist Science and Technology Education, 7*(1). Retrieved from http://jps.library.utoronto.ca/index.php/jaste/article/view/26829

Approaches to Instruction

The instructor of this course will employ a variety of instructional strategies in teaching the content of this course. Those strategies include but are not limited to: lecture, student led demonstrations, cooperative learning activities, small group discussion, case studies, and the use of manipulatives, simulations, and other interactive technologies.

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
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 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

1. The candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format (GaPSC STEM 2i; NBPTS 2).
2. The candidates will demonstrate the ability to engage students in STEM reasoning that reveals how STEM professionals think and solve problems (GaPSC STEM 2ii; NBPTS 2).

3. The candidates will demonstrate the ability to effectively engage students in engineering design processes to solve open-ended problems or complete design challenges (GaPSC STEM 4i; NBPTS 1-3).

4. The candidates will demonstrate the ability to effectively engage students in authentic or investigative research to answer relevant questions (GaPSC STEM 4ii; NBPTS 1-5).

5. The candidates will demonstrate the ability to effectively engage students in using STEM reasoning abilities (GaPSC STEM 4iii; NBPTS 1-2, 4).

6. The candidates will demonstrate the ability to effectively engage students in experiential learning (GaPSC STEM 4iv; NBPTS 1-5).

7. The candidates will demonstrate the ability to effectively engage students in differentiating instruction related to integrated STEM concepts (GaPSC STEM 4iv; NBPTS 1-5).

8. The candidates will demonstrate the ability to effectively engage students in facilitate student-led learning and to apply skills to novel, relevant, and authentic situations(GaPSC STEM 4vii; NBPTS 2-5).

9. The candidates will demonstrate the ability to effectively engage students in the implementation of authentic teaching and learning strategies, including project-based learning, problem-based learning, and place-based education (GaPSC STEM 4viii; NBPTS 1-5).

10. The candidates will demonstrate the ability to effectively engage students in foster a learning environment which encourages risk taking, innovation, and creativity (GaPSC STEM 5ix; NBPTS 4-5).

11. The candidates will demonstrate the ability to effectively engage students in facilitate student-led team-based learning with appropriate etiquette (GaPSC STEM 5x; NBPTS 4-5).

Assignments and Evaluation Procedures

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

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

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices in community-based STEM education.

Course Requirements	Points	Objectives Assessed
Current news articles	40	1, 4, 7-8
Peer-reviewed journal articles	40	1, 4, 7-8
Presentation and paper on Teaching/Learning Approach	25	6-7, 10-11
Technology Project	15	1-3
Quizzes	25	1-11
*Lesson Plan Implementation	100	1-11
*Community-Based Project	15	1-3
Collaboration	80	1-11
	340	

*Indicates a key assessment

Weekly online module activities: The course is divided into weekly modules. Each module contains the assigned readings and activities. All weekly module activities are due on Saturday by 11:59 PM. The new week will open each Sunday at 12:00 am.

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

Rubrics will be used to grade most assignments in this class. Please see the assignment information in CourseDen for a copy of each rubric.

Course Schedule

Week	Class Activities	Assignments
1	Introductory Activities Take misconceptions survey	
2	Inquiring Minds in the Classroom (Nature of Science)	
3	Planning for Inquiry (5 E's) Experiential Learning, Project-Based Science)	
4	Inquiry and Science as approaches to problem-solving	
5	Using tools to teach science	
6	Explore science websites	
7	Lesson plan development	
8	Lesson plan development and implementation	

9	Dominant Views: Authentic Assessment, Constructivism, Learning Theories of Instructional Design, Problem Based Learning, Philosophy of Science (relationship to CBS and STEM)	
11	Identifying solutions to community-based concerns	
12	Developing solutions to community-based environmental concerns	
13	How does science fit into Community-Based Learning	
14	Science Resources and Partners in Education	
15	Writing and Technology integrations	

*Community-Based Science (CBS)

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Attendance: We do not meet face to face. You are expected to check CourseDen a minimum of 4 times each week in order to keep up with any announcements and the discussion boards.

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

Late Work: If your assignment is turned in on time (11:59 PM on the due date listed on the course calendar), you will have the opportunity to earn a score of "3-Exemplary" on the rubric. Additionally, on-time submissions will receive detailed comments and feedback and have the opportunity to revise and resubmit as long as a true effort has been made on the assignment. Late submissions that are turned in

within one week of the due date will not have the "revise and resubmit" option and are limited to a maximum score of "2-proficient" on the rubric. After one week, late work will not be accepted.

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Attachments

Current File: ECSE 7277 DesigningCommunity-BasedSTEMEducation.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Drake, Jill
Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Course Details

ECSE   7277
Prefix   Number

Designing Community-Based STEM Education
Course Title

The purpose of this course is to foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Summer - 2018
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

ECSE 7274: Introduction to Community-Based STEM Education, ECSE 7275: STEM Mathematics for
Social Justice, and
ECSE 7276: STEM Investigations through Ecojustice

Corequisites

None

Rationale

The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: ECSE 7277 DesigningCommunity-BasedSTEMEducation.pdf

College Approvals

Jill Drake [APPROVED 2016-09-30]
Chair, Course Department

Laura Smith [APPROVED 2016-10-31]
Associate Dean, College of Education

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Matt Varga [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY *of* West Georgia | College of Education

ECSE 7277: Designing Community-Based STEM Education

Class Meeting Time/Location	This class is offered 100% online	Online Hours	
Instructor		Telephone	
Office Location		westga email	
Office Hours		Google Voice	

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 or 1-855-933-8946 or
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/content.php?pid=194430

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

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COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 (Georgia Professional Standards Commission [PSC] Standards, the National Council of Teachers of Mathematics [NCTM] Standards, and Council for Accreditation of Educator Program [CAEP] 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 foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through increased opportunity for action and dialogue associated with sociocultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice.

Prerequisites: ECSE 7274: Introduction to Community-Based STEM Education, ECSE 7275: STEM Mathematics for Social Justice, and ECSE 7276: STEM Investigations through Ecojustice.

Corequisites: None

Required Text(s) Mueller, M. P., Tippins, D. J., & Stewart, A. J. (2014). Assessing Schools for Generation R (Responsibility). Netherlands: Springer.

Required Instructional Resource: Tk20 Subscription : These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Computer (laptop or desktop)
You will need a computer to complete the work in this course. You will not be able to do the necessary work on your phone or tablet. Please ensure that you have regular access to either a desktop or laptop computer to participate in this course.

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Your computer system will need to meet some basic minimum requirements to be able to use CourseDen, our online learning management system.

Software:
· Updated Operating System (e.g. latest version of Microsoft Windows for PCs or OS X for Mac)
· Microsoft Office (Word, Excel, PowerPoint)
· Adobe Acrobat (or other PDF reader)
· Updated Web Browser such as Firefox, Chrome, or Safari. Use of Internet Explorer is not recommended.
Reliable Internet Access:
You will need a connection that is at least 1 Mbps. To check your speed, use a site such as http://www.geeksquad.com/do-it-yourself/tools/test-your-broadband-speed.aspx

Course References:

BİLİCİ, S. C., & Ünal, A. (2015). Integration of Media Design Processes in Science, Technology, Engineering, and Mathematics (STEM) Education. *Eurasian Journal of Educational Research, 15*(60).

Bonney, R., Cooper, C. B., Dickinson, J., Kelling, S., Phillips, T., Rosenberg, K. V., & Shirk, J. (2009). Citizen science: A developing tool for expanding science knowledge and scientific literacy. *BioScience 59*(11), 977-984.

Braschler, B. (2009). Successfully implementing a citizen-scientist approach to insect monitoring in a resource-poor country. *Bioscience, 59*(2), 103-104.

Brossard, D., Lewenstein, B., & Bonney, R. (2005). Scientific knowledge and attitude change: The impact of a citizen science project. *International Journal of Science Education, 7*(9), 1099-1121.

Bybee, R. W. (1997). *Achieving scientific literacy: From purposes to practices*. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881.

Cone, N. (2009). Community-based service-learning as a source of personal self-efficacy: Preparing pre-service elementary teachers to teach science for diversity. *School Science & Mathematics, 109*(1), 20-30.

Cooper, C. B., Dickinson, J., Phillips, T., & Bonney, R. (2007). Citizen science as a tool for conservation in residential ecosystems. *Ecology and Society, 12*(2), 11.

DeBoer, G. E. (2000). Scientific literacy: Another look at its historical and contemporary meanings and its relationship to science education reform. *Journal of research in science teaching, 37*(6), 582-601.

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Elmesky, R. (2006). Poverty and science education. *Teaching and learning science: A handbook. (pp. 193-199).* Westport, CT: Praeger.

Holbrook, J., & Rannikmae, M. (2007). The nature of science education for enhancing scientific literacy. *International Journal of Science Education, 29*(11), 1347-1362.

Hurd, P. D. (1998). Scientific literacy: New minds for a changing world. *Science Education, 82,* 407-416.

Jenkins, E. W., & Jenkins, E. W. (1999). School science, citizenship and the public understanding of science. *International Journal of Science Education, 21*(7), 755.

Kelley, S. S., & Williams, D. R. (2013). Teacher Professional Learning Communities for Sustainability: Supporting STEM in Learning Gardens in Low-Income Schools. *Journal of Sustainability Education,* 327-345.

Karrow, D., & Fazio, X. (2010). Educating-within-place: Care, citizen science, and ecojustice. In D. J. Tippins, M. P. Mueller, M. van Eijck & J. D. Adams (Eds.), *Cultural studies and environmentalism* (pp. 193-214). New York: Springer.

Kim, Y., & Park, N. (2012). The effect of STEAM education on elementary school student's creativity improvement. In *Computer Applications for Security, Control and System Engineering* (pp. 115-121). Springer Berlin Heidelberg.

Krasny, M. and Bonney, R. (2005) 'Environmental education through citizen science and participatory action research', *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education,* Ch. 13, Cambridge University Press, New York.

Mueller, M. (2008). EcoJustice as ecological literacy is much more than being "Green!" *Educational Studies, 44*(2), 155-166.

Orr, D. W. (1992). *Ecological literacy: Education and the transition to a postmodern world.* Albany: State University of New York Press.

Roth, W., & Barton, A. C. (2004). *Rethinking scientific literacy.* New York: Routledge.

Roth, W., & Lee, S. (2004). Science education as/for participation in the community. *Science Education, 88*(2), 263-291.

Sachs, A. (1995). In Peterson J. A. (Ed.), *Eco-justice: Linking human rights and the environment.* Washington, DC: Worldwatch Institute.

Silvertown, J. (2009). A new dawn for citizen science. *Trends in Ecology & Evolution, 24*(9), 467-471.

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Tillman, D. A., An, S. A., & Boren, R. L. (2015). Assessment of Creativity in Arts and STEM Integrated Pedagogy by Pre-Service Elementary Teachers.*Journal of Technology and Teacher Education, 23*(3), 301-327.

Trumbull, D. J., Bonney, R., Bascom, D., & Cabral, A. (2000). Thinking scientifically during participation in a citizen-science project. *Science Education, 84*, 265-275.

Wiggins, A. (2010) 'Organizing from the middle out: citizen science in the national parks', *Proceedings of iConference 2010.*

Zeidler, D. L. (2016). STEM education: A deficit framework for the twenty first century? A sociocultural socioscientific response. *Cultural Studies of Science Education, 11*(1), 11-26.

Approaches to Instruction

The instructor of this course will employ a variety of instructional strategies in teaching the content of this course. Those strategies include but are not limited to: lecture, student led demonstrations, cooperative learning activities, small group discussion, case studies, and the use of manipulatives, simulations, and other interactive technologies.

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
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 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

1. The candidates will demonstrate a comprehensive understanding of and the ability to integrate STEM content standards. (GaPSC STEM 1i; NBPTS 1-5)
2. The candidates will demonstrate the ability to apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional, and global issues to make connections and to develop solutions for challenges and real world problems. (GaPSC STEM 1i; NBPTS 1-5)

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3. The candidates will demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons. (GaPSC STEM 3i; NBPTS 1-5)

4. The candidates will demonstrate the ability to to involve business partners in identifying and solving relevant problems within their local community. (GaPSC STEM 3ii; NBPTS 1-5)

5. The candidates will demonstrate the ability to engage local STEM experts in their programs. (GaPSC STEM 3iii; NBPTS 1-5)

6. The candidates will demonstrate the ability to effectively engage students in project management techniques. (GaPSC STEM 4v; NBPTS 1-5)

7. The candidates will demonstrate the ability to effectively engage students in assess students using interdisciplinary STEM performance tasks and portfolio assessments and create rubrics for these assessments. (GaPSC STEM 4vii; NBPTS 1-5)

8. Candidates will complete an interdisciplinary community-based STEM culminating project. (GaPSC STEM 5iii; NBPTS 1-5)

Assignments and Evaluation Procedures

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

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

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices in community-based STEM education.

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Course Requirements	Points	Objectives Assessed
Develop community resource site with students (individual)	50	1, 7, 8
Video responses	25	1, 4, 5, 8
*Plan and implement community STEM night (whole class project)	75	1, 3, 5, 6, 7
Assigned Reading Responses	50	1, 2, 7
*Develop a community-based project (group)	75	1, 2, 3, 4, 5, 7
*Community-based project(individual)	100	1, 2, 3, 4, 5, 6, 7, 8
*Indicates Key Assessment		

Weekly online module activities: The course is divided into weekly modules. Each module contains the assigned readings and activities. All weekly module activities are due on Saturday by 11:59 PM. The new week will open each Sunday at 12:00 am.

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

Rubrics will be used to grade most assignments in this class. Please see the assignment information in CourseDen for a copy of each rubric.

Course Schedule

Week	Class Activities
1	Understanding prior knowledge
2	Connecting content across disciplines
3	Project-based learning
4	Problem-based learning
5	Group-based STEM project
6	Group-based STEM project
7	Group-based STEM project
8	Community-based project
9	Identifying community needs
11	Identifying community needs
12	Connecting STEM to the needs of the community
13	Connecting STEM to the needs of the community
14	Connecting STEM to the needs of the community
15	Presenting CAPSTONE Projects

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CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. 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. 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*. Please note that plagiarism detection software is enabled in all dropboxes.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Attendance: We do not meet face to face. You are expected to check CourseDen a minimum of 4 times each week in order to keep up with any announcements and the discussion boards.

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

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

Professional Conduct: As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. Please plan on actively participating in all course activities, reflecting on and discussing your teaching profession, and developing collegial, supportive relationships with your fellow teachers. Professional conduct also includes abiding by common netiquette conventions. Please see the Netiquette Policy in CourseDen for a full explanation of the expectations.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. *Please use the email function in CourseDen to*

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contact your instructor. See the last page of this syllabus for a flow chart describing expected response times to emails and phone calls.

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.

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Course View (Read Only)

Attachments
Current File: SEED 6265 course proposal.pdf

Originator
Early Childhood through Secondary E
Department

College of Education
College

Huss, Robyn
Originator

What would you like to do?
● Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

SEED
Prefix

6265
Number

Instructional Strategies for Business Education in Secor
Course Title

This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level.

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Course Catalog Description

2
Lec Hrs

Lab Hrs

2
Credit Hrs

Prerequisites

Admission to TE and successful completion of SEED 7291

Corequisites

SEED 6260

Rationale

This course was formerly taught as ABED 6537. Beginning fall 2016, this course has been transferred to a SEED course; this decision was made jointly by the RCOB and COE Deans during spring 2016 as the fall schedule of courses was being finalized. This course is being taught fall 2016 as a SEED Special Topics course. The former 4-credit ABED course with one embedded field experience credit will become a 2-credit course with a corequisite 1-credit field experience laboratory course, SEED 6260, in alignment with the course content of SEED strategies courses in other content areas for the MAT program. The attached document contains the proposed syllabus, which reflects updates in course objectives and content as aligned with current SEED strategies courses in other academic content areas, followed by the current SEED 6285 syllabus and the former ABED 6537 syllabus.

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: | 15

Attachments
Current File: SEED 6265 course proposal.pdf

Comments
see rationale for comments

College Approvals

Jill Drake   [APPROVED 2016-09-20]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-20]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY *of* **West Georgia.** | **College of Education**

SEED 6265: Instructional Strategies for Business Education in Secondary Schools
2 credit hours
Fall 2017

Class Meeting Time/Location	TBA	**Online Hours**	
Instructor		**Telephone**	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		**Preferred email**	
Office Hours		**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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance is required per the course schedule as published in BanWeb.

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*.
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/UWGSyllabusPolicies/. 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.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

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 via email at 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 **Student Services** link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level.
Prerequisites: Admission to TE and successful completion of SEED 7291.
Corequisites: SEED 6260.

Required Texts and Resources

Assigned articles and journal publications; refer to Course Den for specific titles.

Educator Preparation Handbook for Field Experiences. (2016-17). Carrollton, GA: UWG College of Education. Available at http://www.westga.edu/ofe/

edTPA Subject-specific Handbook and related documents. Available on CourseDen.

Georgia Code of Ethics for Educators. (2003). Georgia Department of Education.

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

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

Instructional Resources and References:

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Beers, K. & Probst, R. (2013). *Notice and note*. Portsmouth, NH: Heinemann.

Berry, B. (2011). Teaching 2030: What we must do for our students and our public schools... now and in *the future*. New York, NY: Teachers College Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.

Checkett, L., & Feng-Checkett, G. (2006). *The write start with readings: Sentences to paragraphs* (3rd ed.). New York: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up*. New York: Scholastic Professional Books.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education.

Feng-Checkett, G., & Checkett, L. (2005) *The write start with readings: Paragraphs to essays* (2nd ed.). New York: Pearson.

Gere, A. R., Christenbury, L., & Sassi, K. (2005). *Writing on demand: Best practices and strategies for success*. Portsmouth, NH: Heinemann.

Gere, A. R., Christenbury, L., & Sassi, K. (2006). *A student guide to writing on demand: Strategies for high-scoring essays*. Portsmouth, NH: Heinemann.

Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.

Maxwell, R. J., & Meiser, M. J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Columbus, OH: Pearson.

MLA handbook for writers of research papers (7th ed.). (2009). New York: Modern Language Association.

Reading with purpose: Skills to help you understand and remember what you read. (2006). South Deerfiled, MA: Channing Bete.

Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.

Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for information, discussions, and communications.

This course will be delivered approximately 70 % online. This requires the online equivalent of approximately 1560 minutes of instruction and an additional 3120 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Online Instructional Equivalent
Readings/viewings	540 minutes
Collaboration	540 minutes
Discussion posts	240 minutes
Assignment posts	240 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

Students will:
1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum; (Georgia Department of Education, 2014); (InTASC 1- 8)
2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school business content; (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995); (InTASC 1-8)
3. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced

technology to one-on-one teaching; (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991); (InTASC 1-8)
4. use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005); (InTASC 1-9)
5. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning; (Banks & Banks, 1989; Kellough & Kellough, 2007); (InTASC 1-9)
6. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005); (InTASC 1-8)
7. read about, discuss, and practice state licensure performance-based assessment(s); (*Educator Preparation Handbook*, 20116-17); (InTASC 1-10).

Assignments and Evaluation Procedures

Evaluation and Grading:
Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments will be graded based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Class Grade
 A = 90 - 100 % of points
 B = 80 - 89 % of points
 C = 70 - 79 % of points
 F = 0 - 69 % of points

Assignments:
Always refer to CourseDen for assignment details.
<u>Note:</u> Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

Assignment	Points	Due Date
1. **Learning Segment for edTPA.** *Course Objectives 1-10.* This is the critical assessment for this course. You will develop a learning segment of 3 lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.		

Class Outline
This course relies heavily upon the use of CourseDen; students should plan to check their CourseDen email regularly. Refer to the modules in CourseDen for specific activities, assignments, materials, and related information.

SEED 6285: Teaching Methods for Business Education in Secondary Schools

Semester Hours:	3
Semester/Year:	Fall, 2016
Time/Location:	Online via CourseDen and

Saturday, August 6, SEED 6260 Orientation 9:00 a.m. – 4:00 p.m. in UWG Technology-Enhanced Learning Center (TLC) room 1301.

Saturdays: August 27, September 24, & October 22 – 9:00 a.m. – 4:00 p.m. Location: Central High School, 113 Central Road, Carrollton, GA 30116.

Instructor:	Ms. Linda Morris, Ed.S.
E-mail:	lmorris@westga.edu
Telephone:	Cell: 770.289.2851
Office Hours:	Online via email, Skype, or Facetime

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 or 1-855-933-8946 or 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/content.php?pid=194430

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 a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Conceptual Framework
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. The course objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

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APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, Google Drive, Google Classroom, and writing across the curriculum as strategies. Students are expected to read and use assigned articles for their coursework and field experience. Students are expected to use CourseDen and online locations for discussions.

This course will be delivered approximately 70% online. This requires the online equivalent of approximately 1560 minutes on instruction and an additional 3120 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity   Online Instructional Equivalent
Readings/viewings   540 minutes
Collaboration   540 minutes
Discussion posts   240 minutes
Assignment posts   240 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. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

COURSE DESCRIPTION

This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level. Pre-requisites required: Admission to TEP and successful completion of SEED 6111 and SEED 7291. Co-requisite required: SEED 6260.

COURSE OBJECTIVES

Students will:

1. Use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;(Georgia Department of Education, 2014); (InTASC 1- 8)

2. Investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content; (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995); (InTASC 1-8)

3. Develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching; (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991); (InTASC 1-8)

4. Use knowledge of assessment, assessment techniques, and differentiated assessments to monitor student academic social and physical progress on a recurring basis to be more aware of and sensitive to student needs (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005). (InTASC 1-9)

5. Analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning; (Banks & Banks, 1989; Kellough & Kellough, 2007); (InTASC 1-9)

6. Prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; and (Cooper, 2014; Cruickshank, Jenkins & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005); (InTASC 1-8)

7. Read about, discuss, and practice state licensure performance-based assessment(s). (Educator Preparation Handbook, 2014-15). (InTASC 1-10)

REQUIRED TEXTS AND RESOURCES

Assigned articles and journal publications; refer to Course Den for specific titles.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at http://www.westga.edu/ofe/

TK20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email th20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

References:

Arnold, H. (2001). Succeeding in the secondary classroom: Strategies for middle and high school teachers. Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). Teaching 2030: What we must do for our students and our public schools...now and in the future. New York, NY: Teachers College Press.

Carjuzaa, J & Kellough, R. D. (2013). Teaching in the middle and secondary schools. (10th ed). Boston, MA: Pearson.

Cooper, J. M., ed. (2014). Classroom teaching skills (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). The act of teaching (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). Strategies and models for teachers: Teaching content and thinking skills (6th ed.). Boston, MA: Pearson.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). Georgia Performance Standards. Atlanta, GA.

Jackson, R. (2009). Never work harder than your students and other principles of great teaching. Alexandria, VA: ASCD.

Kellough, R. D., & Kellough, N. G. (2007). Secondary school teaching: A guide to methods and resources (3rd ed.). Upper Saddle River, NJ: Pearson.

Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

General Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to all due dates!

1. Learning Segments for edTPA. Due on CourseDen and Tk20. Course Objectives 1-10.
   This is the critical assessment for this course. You will develop two lesson plans and one instructional lesson.

2. Discussions. Refer to CourseDen for assignments and due dates (10 pts. each).
   There will be discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you will post one primary entry and comment on all other student entries. Follow-up discussions are encouraged.

3. Reflections. Refer to CourseDen for the due dates. (20 each).
   Reflections on CourseDen will coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the reflections, you should write a narrative essay in response to the topic, and upload your MS Word document to the appropriate drop box.

Specific Assignments:

1. Attendance: Three (3) Face-to-face meetings are required as outlined in the schedule below. (100 pts Total: Aug. 27 = 33 points, Sept. 24 = 33 points, Oct. 22 = 34 points) August 27, September 24, and October 22. (Course Objectives 1-8)

2. Technology Assignment: This is explained thoroughly in Course Den. (50 points). Due August 27. (Course Objectives 2, 3, 4, 6, 7)

3. Discussion Boards: Discussion boards are listed on the schedule. Each discussion primary posting will reflect that one has read the assigned reading. (10 pts. ea.) (Course Objectives 1-7)

4. edTPA Commentaries and attachments. Turn in Tasks 1, 2, 3, with attachments for review before being turned in as a part of the final assignment. Task 1 is the Planning Commentary and should include graphic organizers, handouts, etc. that go with it, as well as the Context of Learning. Task 2 is the Instructional Commentary and lesson segments. Task 3 is the Assessment Commentary. Turn in on CourseDen on August 27, September 24, and October 22. (150 points). (Course Objective 5)

5. edTPA Final. This includes 2 Commentaries, 2 lesson plans, 2 examples of materials, 2 work samples (one must be an assessment). Further instructions will be provided in class. (100 points). Due by December 6. (Course Objective 5)

6. One lesson plan should be loaded to Tk20 by December 3. This is a Key Assessment for your degree. (50 points). (Course Objective 5).

7. Microteaching: Referencing one of the above mentioned lesson segments; teach the class for 15-20 minutes. You should use a strategy from one of the segments. Please read the rubric for the microteaching and take special note that you cannot pass if you spend your time in direct-teaching mode, e.g., lecturing, showing YouTube, PowerPoint. (100 points) October 22. (Course Objectives 1-7)

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Grades that influence your final average include but may not be limited to the following:

Bio Sketch	10 pts.
Attendance (3 Meetings@33, 33, 34 pts.)	100 pts.
Discussions (3 @ 10 pt ea.)	30 pts.
Reflections (9 @ 20 pt ea.)	180 pts.
First EBT Lesson Plan	100 pts.
Technology Assignment	50 pts.
Task Submissions (3 @ 50 pts. ea.)	150 pts
Second Selected Pathway Lesson Plan	100 pt
Micro Teaching Activity	100 pts.
TK20 Submitted Lesson Plan	50 pts.
TOTAL:	870 pts.

Class Grades based on:

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. 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. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Attendance: Attendance is required, either in person or online, for all class meetings.

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: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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.

ABED 6537
APPLIED METHODS IN BUSINESS EDUCATION

SPRING 2015

Course Instructor:	Dr. Susan Hall Webb
Course Number/Section/ Meeting Times:	ABED 6537-01, CRN No. 10649, Credit Hours: 4.0; RCOB 1308 5:30 p.m. – 8:00 p.m.
Class Meeting Times:	Wednesday
Office Location:	Richards College of Business – Room 2311 (upper level)
Office Phone:	(678) 839-4841
FAX:	(678) 839-5358
E-Mail:	sehall@westga.edu
Office Hours:	M—Virtual Hours—1:00 – 5:00 p.m.** T—By Appointment W—12:30 – 2:00 p.m./3:30 – 5:30 p.m. (Certain Days: Virtual Hours: 1 – 5 p.m.**) Th/F—By Appointment **Virtual Office Hours: Via CourseDen/Phone/Email

What resources you will need.

Required Textbooks: Kellough, Richard D. (2008). What Every Teacher Should Know About Your First Year of Teaching: Guidelines for Success, Fifth Edition. Prentice Hall. ISBN-10: 0137149433. Amazon.com: $8.50 (approximately)

Rutherford, Paula. (2009). Why Didn't I Learn this in College Second Edition. Just Ask Publishing. ISBN-10: 0979728010. Amazon.com: $23.00 (approximately)

NBEA Yearbook. (2013). Effective Methods of Teaching Business Education, 3rd Edition. Number 51. National Business Education Association. It is available to NBEA members for $30, plus shipping, which fluctuates based on how many are ordered (approximately around $3.00 to $5.00). Bring in a blank check or money for a total of up to $35.00.

Supplies: Webcam for Google Hangouts

What you'll need to do.

☐ Prerequisite to this course is being admitted to teacher education (Praxis I or equivalent and 2.7 GPA)—unless you are in the M.Ed. program.

☐ MAT Students: Field experience is required by the Professional Standards Commission (PSC). The College of Education (COE) will assign you to a high school for two days per week for seven weeks. In-school hours supplement the classroom content and should be planned around course and work schedules.

☐ M.Ed. Students: Field experience is required at a local community college or technical school for 10-12 hours. Arrangements will be made to observe in an agreed upon location by the professor and the desired institution.

☐ Attending or participating in a professional activity is required. The activity MUST be directly related to business education.

What is this course about?

The purpose of this course is to provide a series of in-class and online learning experiences involving basic methods, strategies, and knowledge related to instruction in business and technology education for both skills and non-skills areas. Required field-based and professional experiences allow for observation of and an emphasis on instruction and must be successfully completed. Semester hours (4)

What you'll learn at the conclusion of this course..

By the end of the course, students will demonstrate an understanding of the following relevant set of basic themes as it applies generally to education and specifically to business/technology education. The model is purposely dynamic to allow for adjustments as the research base changes and new knowledge is incorporated into the class:

1. (BB3, 9, VG4,5) communicate effectively orally and in writing
2. (BB3, 9, VG4,5) demonstrate effective instructional strategies and methods in the areas of business/technology education thereby demonstrating individual content competency
3. (BB3, 9, VG5) demonstrate competency in the use of technology

What you'll need to do to succeed..

☐ Attend class. My attendance policy is rigid based on the fact that this is an important course in your development as a teacher. Therefore, if you miss more than one class for any reason (including online), you grade will be lowered by one letter grade. If you miss more than three classes, you may be automatically dropped from the course. So..being absent from class will have a detrimental effect on your final grade. If you must be absent, contact me by phone and/or email immediately to find out what you missed so that you can be prepared for the next class (you may have to make up an assignment depending upon what is missed). Also, if you are more than 10 minutes late, you will be considered absent for the class. Please plan to arrive ON TIME and READY TO PARTICIPATE. If you are absent for a medical or another important "documented" reason, please provide documentation prior to class on the following class date.

☐ Prepare and participate. Come prepared to class (both campus and online) to discuss chapter readings, share your ideas, demonstrate effective communication skills, challenge assumptions, and question solutions. Enrich class discussion by sharing relevant information from your own personal and professional experiences. NOTE: If your final grade is borderline, your level of class participation may make a large difference!

☐ Professionalism. Arrive on time and avoid any early exits. If you need to arrive late or leave early, please contact me via email or telephone to let me know ahead of time. Avoid activities unrelated to the class (checking email, working on your computer, sending text messages, etc.). Be sure cell phones and other messaging devices are off and out of sight during class or class participation points will be DEDUCTED. Close your computer during peer presentations and class discussions.

☐ Hand in professional documents. Type all documents on 8.5 x 11" letter-quality paper using margins of 1" in black ink. Use an appropriate document format and unjustified text. Use APA style format as directed. No handwritten corrections are accepted on final copies. Assignments must be saved with .doc or .docx extension. Student work should display the correct spelling, punctuation, and grammar rules for all

assignments. Before you come to class, assemble your documents in a report cover, report binder, or stapled (depending upon the assignment) with your name clearly located on the first page/cover page. All assignments are to be turned in at the beginning of class when the assignment is due.

☐ Deliver professional presentations. Speak to the class on the dates you are required to present. Before you present, hand in your presentation (cover page along with 6 slides per handout) to the professor. Dress professionally for all presentations—see photo to the right for minimum dress requirements.

☐ Meet every deadline. Turn in all writing assignments on the dates specified in this syllabus. Submit all activities for CourseDen by the indicated deadline. You will earn a "0" for missing the deadline of an assignment/activity or failing to deliver your presentation as scheduled. If you miss a deadline due to a verifiable emergency, contact me at sehall@westga.edu or (678) 839-4841 immediately, and I will consider a make-up or alternate assignment based on the circumstances (a late penalty may apply).

☐ Follow these policies. As a member of this class, you agree to abide by the policies stated in this syllabus. Asking me to make an exception to these policies breaches our social contract as a group, so please resist the temptation to request special consideration.

What you can expect in this course…

- ☐ Campus and online instruction.
- ☐ Interactive technology (CourseDen, email, wikis, blogs, chat rooms, etc.).
- ☐ Teamwork in small groups and individual work.
- ☐ Advance organizers, personal learning objectives and reflection, assignments using instructional software/applications.
- ☐ Development of effective lesson plans, including authentic assessments.
- ☐ Field experiences (observation, participation, attendance, and documentation).
- ☐ Participation in a professional activity (conferences, meetings, etc.)

Important UWG Policies

Common Language for Course Syllabi. Please carefully review the information at the following link. The document at this link contains important information pertaining to your rights and responsibilities in this class. http://tinyurl.com/UWGSyllabusPolicies

Credit Hour Policy (3 credit hours): For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

Course Withdrawal. Refer to the UWG Undergraduate Catalog for specific instructions on the "Withdrawal Policy." Students who do not "officially" withdraw from the course will receive a "failing" grade. (Spring 2014 withdrawal date is 2/27/15)

Academic Honor. UWG students are expected to achieve/maintain the highest standards of academic honesty and excellence. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive a "failing" grade in the course

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On the days we have an online class, you must have access to CourseDen. Each day an online class is scheduled, you will need to go in and complete all the activities for the day; there will always be a "Question of the Day" that you will need to complete prior to midnight on that day. You should expect to spend the SAME amount of time online as you would in a class conducted on the campus (2 hrs. 15 mins.). Please be sure you plan and include at least two hours and fifteen minutes (2.25) hours for your online class. The online class will consist of PowerPoint presentations, video lectures, activity worksheets, threaded discussion forums, etc. for you to do asynchronously (not at a specific time or synchronous with your classmates). The directions will be clear and you will need to follow the directions for each online class. NOTE: If you have questions or want to email the professor, please do NOT use CourseDen mail function, but email directly at sehall@westga.edu.

What assignments will need to be completed?

The following assignments will measure your understanding of and ability to apply course concepts to accomplish the learning objectives established for this course. Assignments that are to be completed individually are to be completed 100 percent on your own and without assistance from others. Refer to the PROJECTS folder on CourseDen for each assignment' expectation and requirement.

COURSE PROJECTS—55% OF GRADE:

PERSONAL STATEMENT: This personal statement will be eventually placed into your business education portfolio. This statement should be no more than one page (double-spaced). (50 points)

CREATIVE LESSON PLANS: You will develop two (2) individual lesson plans, including handouts/ materials (a minimum of three handouts per lesson) that incorporate creativity and innovation (these will be used for the mini-lessons/ unit plan). The lesson plan ideas will come from the specific sources and include various instructional elements. NOTE: One must be traditional schedule and the other blocked schedule. (50 points=100 points)

CLASS MINI-LESSONS: One class mini-lesson will be presented by each student. All mini-lessons will be videotaped for student review. Each student is required to critique their own video. Each student is required to submit a COMPLETE lesson plan before the in-class presentation (including handouts, overheads, assignments, evaluation). Topics for the class mini-lesson will be based on the lessons and/ or unit plan submitted. (150 points)

UNIT PLAN DEVELOPMENT: One (1) four lesson (minimum) interdisciplinary unit plan will be developed for a business/ marketing education subject centered upon utilizing the Georgia PSC Standards for Introduction to Business and Technology. Specific format will be discussed, which will include lesson plans, assessment tools, some handouts, etc. (200 points); NOTE: Prior to the unit plan submission, students will submit two lesson plans (see above under CREATIVE LESSON PLANS) to be evaluated. Included in the unit will be a traditional test along with a performance assessment (Each assessment worth 35 points—separate from the 200 points for the unit plan).

BUSINESS EDUCATION PORTFOLIO: (Electronic/ Paper) Each student will develop a professional portfolio highlighting the requirements of this course. The portfolio will include: an updated resume, writing sample (educational philosophy, etc.), lesson plans, unit plans, assessment tools, as well as other accomplishments. This portfolio will assist you in your teacher job search. (100/ 100 points).

PROGRAM REQUIREMENTS—25% OF GRADE

FIELD EXPERIENCE: Field experience is <u>mandatory</u> and includes one assigned or approved internship in a high school (or other approved) public school (or post-secondary institution depending on your degree program) for a total of two days for seven weeks (beginning the Week of February 23; these specific weeks were determined by the College of Education). NOTE: If you are a M.Ed. Candidate, or if you are currently employed by a school district, the amount of required hours will be different—please see the professor for details). If a MAT Candidate, the College of Education (COE) will determine the school placements within the first two weeks of the course. Expectations will be discussed in class. (250 points—15% of course grade—all HOURS must be completed successfully to fulfill this requirement)

PROFESSIONAL ACTIVITY: Participating in a professional development activity (conference/meeting/mentoring/etc.—requiring instructor approval) is a mandatory part of this course. After participating in an activity, you will develop and submit a two-page reflection (specific expectations will be discussed in class). The reflection should be written and submitted within ONE WEEK from the completion of the activity to receive CREDIT. (150 points—10% of the course grade—must be completed successfully)

	POINTS	WEIGHT
PARTICIPATION		20%
Class Participation/Online Activities (individual)	320 points 320 points total	
PROJECTS:		55%
Personal Statement	100 points	
Creative Lesson Plan 1 (LP1)	50 points	
LP1 Suggestions	20 points	
Creative Lesson Plan 2 (LP2)	50 points	
LP2 Suggestions	20 points	
Mini Lesson Plan (LP 1 or LP 2)	100 points	
Mini Lesson Participation	10 points	
Mini Lesson Video Critique	30 points	
Unit Plan Development	300 points	
Business Education Portfolio—PRINT/BINDER	100 points	
Business Education Portfolio—ELECTRONIC	100 points 880 points total	
PROGRAM REQUIREMENTS:		25%
Field Experience Requirement **MANDATORY**	250 points	
Professional Activity Requirement **MANDATORY**	150 points 400 points total	
TOTAL POINTS/PERCENTAGE:	1,600 points total	100%

How will I be graded?

You can earn up to the total amount of points listed above for each assignment/activity. The assignments are weighed according to the percent each represents toward your final grade. While grades are not usually "rounded up" please be aware that meaningful participation and positive contribution to the success of the class may be considered in the case of a borderline grade.

UWG GRADING SCALE	
A=	90-100
B=	80-89
C=	70-79
D=	60-69
F=	59 -

Tentative Course Schedule

Class Keys for Meeting Dates: C = Campus   O = CourseDen (online)

Day		Date	Topic	Assignment
1.	C	Jan 7	Course Overview; What is the role of the teacher and student? Why do you want to be a teacher?	N/A
2.	O	Jan 14	COURSE DEN CLASS: Google Hangout Meeting (6:00 p.m.)—need webcam; SCANS reflection; Creative LP ideas; Instructional Goals; Instructional Standards; Lesson Plans.	DUE: Readings 　　NBEA Yearbook: Chapter 1 & 2 (POSTED ON COURSE DEN) 　　First Year (Kellough): Pages 1-17
3.	C	Jan 21	Lesson plan design; Georgia PSC Standards. Discuss PERSONAL STATEMENT expectations. Discuss LESSON PLANNING PROJECT.	DUE: CourseDen Assignments from 1/14/15 DUE: Readings 　　NBEA Yearbook: Chapter 3 　　First Year (Kellough): Pages 18-37
4.	O	Jan 28	COURSE DEN CLASS: Instructional Strategies: Lesson Planning Understanding… Un-American Research Reading. Test Development.	DUE: Readings 　　NBEA Yearbook: Chapter 4 　　First Year (Kellough): Pages 38-66 　　Why Didn't I Learn (Rutherford): Pages 137-168
5.	C	Feb 4	Unit Plan Development; Instructional Strategies. Lesson Planning.	DUE: Readings 　　NBEA Yearbook: Chapter 5 　　Why Didn't I Learn (Rutherford): Pages 169-192 DUE: Un-American Idea Reflection DUE: CourseDen Assignments from 1/28/15
6.	O	Feb 11	COURSE DEN CLASS: Focus Methods—Unit Plan Development; Assessment & Enrichment. Discuss PORTFOLIO PROJECT expectations.	DUE: Readings 　　NBEA Yearbook: Chapter 6 & 7
7.	O	Feb 18	COURSE DEN CLASS: Lesson Plan Development: Instructional Strategies & LP Creativity.	DUE: CREATIVE LESSON PLAN 1 DUE: Readings 　　Why Didn't I Learn (Rutherford): Pages 7-44; Pages 109-136
8.	C	Feb 25	Presentation Strategies & Guidelines; Mini-Lesson Expectations. Internet resources for educators. Media, aids, and resources.	BEGIN: Observation Hours in Field Placement (two days per week for seven weeks—only MAT students) DUE: Professional Activity Update DUE: Unit Plan Culminating Task and Idea Sheet
9.	O	March 4	COURSE DEN CLASS: Independent Planning Day…work on unit plans, assessments, professional activity reflection, etc.	DUE: PERSONAL STATEMENT (SEND VIA EMAIL TO SEHALL@WESTGA.EDU)
10.	O	March 11	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)

		March 18	SPRING BREAK—NO CLASSES	
12.	C	March 25	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)
11.	C	April 1	COURSE DEN CLASS: Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: CREATIVE LESSON PLAN 2 (SEND VIA EMAIL TO SEHALL@WESTGA.EDU)
13.	C	April 8	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS) DUE: UNIT PLAN (ASSESSMENTS INCLUDED)
14.	O	April 15	COURSE DEN CLASS: Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: MINI-LESSON VIDEO CRITIQUE (TO BE EMAILED) DUE: PROFESSIONAL ACTIVITY REFLECTION (TO BE EMAILED)
			FINAL EXAM	
15.	C	April 22	Business Education Portfolio Presentations/Conclusion of Course	DUE: BUSINESS EDUCATION PORTFOLIOS DUE: OBSERVATION HOURS EVALUATION (COMPLETED)

NOTE

Tentative Course Schedule/Assignments/Due Dates – Subject to daily/weekly changes based on class progression/CourseDen availability. Students are responsible for checking CourseDen on a daily basis for updates and course information. Grading rubrics for assignments will be distributed/discussed in class.

Course View (Read Only)

Attachments
Current File: ECSE 7500 syllabus Su17.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Huss, Robyn
Originator

What would you like to do?
⦿ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7500
Number

Diverse Classrooms in a Global Society
Course Title

This course is designed to examine issues relating to cultural pluralism and global perspectives in order to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Particular attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students will examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P-12 students.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
none

Corequisites
none

Rationale

The existing SEED 7500 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 60

Comments

refer to rationale for comments

Attachments
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College Approvals

Jill Drake [APPROVED 2016-09-15]
Chair, Course Department

Laura Smith [APPROVED 2016-10-28]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia | College of Education

ECSE 7500: Diverse Classrooms in a Global Society
3 credit hours
Term:

Class Meeting Time/Location	Online via CourseDen	Online Hours	TBA
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		Preferred email	
Office Hours		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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COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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, such as the InTASC principals and Georgia Performance Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Students are expected to participate regularly via CourseDen throughout the semester of this online course.

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Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

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 via email at 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 **Student Services** link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed to examine issues relating to cultural pluralism and global perspectives in order to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Particular attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students will examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P-12 students.

Required Texts and Resources

Gollnick, D. M., & Chinn, P. C. (2012). *Multicultural education in a pluralistic society* (9th ed.). Upper Saddle River, NJ: Person/Merrill/Prentice Hall.

Suggested Texts

Relevant journal articles as necessary to participate in course activities and discussions, and Texts from the list of instructional resources and references as applicable.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions. This course will be delivered 100 % online.

Course Objectives and Learning Outcomes

Students will:

1. reflect and formulate a personal philosophy with respect to the role of the teacher in providing an equitable education for all students and in creating and maintaining a culturally responsive learning environment; (Bennett, 2007; Genesee, 1995; Manning & Baruth, 2004); (NBPTS 1, 4);

2. identify and discuss characteristics of a learning environment that is culturally and linguistically responsive; (Bennett, 2007; Nieto, 2004); (NBPTS 3, 4);

3. create activities and strategies for culturally responsive pedagogy that enhances achievement by honoring and celebrating diversity; (Anderson, 2012; Eaker-Rich & VanGalen, 1996; Irvine, 1997; Pang, 1998; Wood, 2006); (INTASC 1, 3, 5-10; NBPTS 1, 4);

4. engage in dialogue and research about the educational process, social and personal ethics, and structural inequalities and privileges from different/multiple perspectives in order to devise techniques and strategies for developing cross-cultural communication and appreciation; (Au, 2009; Banks & Banks, 2010; Derman-Sparks & Ramsey, 2006; Gollnick & Chinn, 2009; Hernandez, 2001); (INTASC 1, 4, 7, 8; NBPTS 1, 3);

5. identify and discuss issues and problems related to teaching an ethnically and culturally diverse student body in relation to individual student needs, the curriculum change/development process, staff development training, and innovative techniques and designs; (Au, 2009; Banks & Banks, 2010; Campbell, 2009; Gollnick & Chinn, 2009; Hernandez, 2001); (INTASC 1, 3, 5- 10; NBPTS 1, 3); and

6. examine hypothetical and real-life case studies to formulate solutions to problem situations in a classroom environment, considering social demographics, teacher behavior, cultural variations, and student variations in the problem-solving process relevant to the classroom; (Iverson, 2003; Landau, 2004; Manning & Bucher, 2003); (NBPTS 1-5).

Instructional Resources and References

Anderson, K.L. (2012). *Creating culturally considerate schools: Educating without bias*. Thousand Oaks, CA: Sage Publications

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Thousand Oaks, CA: Sage Publications

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Banks, J., & Banks, C. A. M. (2010). *Multicultural education: Issues and perspectives* (7th ed.). New York: John Wiley.

Buckelew, M. (2011). *Reaching and teaching diverse populations: Strategies for moving beyond stereotypes*. Thousand Oaks, CA: Sage Publications.

Bennett, C. I. (2007). *Comprehensive multicultural education: theory and practice*. Boston, MA: Pearson Allyn and Bacon.

Bennett, A., Bridglall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., Mendoza-Denton, R., Renzulli, J. S., & Stewart, J. K. (2004). *All students reaching the top: Strategies for closing academic achievement gaps*. A Report of the National Study Group for the Affirmative Development of Academic Ability. Naperville, IL: North Central Regional Educational Laboratory.

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Cooper, J.E., Y.He, & B.B. Levin. (2012). *Developing critical cultural competence: A guide for 21st-Century educators*. Thousand Oaks, CA: Sage Publications

Cushner, K., McClelland, A., & Safford, P. (2003). *Human diversity in education: An integrative approach*. New York: McGraw-Hill.

Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's

Multicultural education: A teacher's guide to linking context, process, and content (2nd ed.) Columbus, OH: Merrill/Prentice Hall.

Irvine, J. J. (Ed.). (1997). *Critical knowledge for diverse teachers and learners.* Washington, D.C.: AACTE.

Iverson, A. M. (2003). *Building competence in classroom management and discipline* (4th ed.). Upper Saddle River, NJ: Merrill.

Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of 5American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities* (2nd ed.). Upper Saddle River, NJ: Pearson.

Lindsay, R. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Sage Publications

Manning, M., & Baruth, L. (2004). *Multicultural education of children and adolescents* (4th ed.). Boston, MA: Pearson.

Manning, M. L., & Bucher, K. T. (2003). *Classroom management: Models, applications, and cases.* Upper Saddle River, NJ: Merrill.

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn.* Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Nieto, Sonia (2002). *Language, culture and teaching: Critical Perspectives for Teacher Education.* The 26th Charles DeGarmo Lecture for the Society of Professors of Education @ AERA, New Orleans, LA, April, 2002., UWG Press, 19 pgs.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Nuri-Robins, K. J. (2012). *Culturally proficient instruction: A guide for people who each* (3rd ed.). Thousand Oaks, CA: Sage Publications

Reissman, Rose. (1994). *The evolving multicultural classroom.* Association for Supervision and Curriculum Development (ASCD): Alexandria, VA. 7-23.

Pang, V. O. (1998). Ethnic prejudice: Still alive and hurtful. *Harvard Educational Review, 58,* 375-379.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy.* Cambridge, MA: Cambridge University Press.

Access to knowledge: The continuing agenda for our nation's schools. New
York: College Entrance Examination Board.

Spradlin, L. K., & Parsons, R. D. (2008). *Diversity matters: Understanding diversity in schools.*
Belmont, CA: Thompson Wadsworth. Pp. ix-72.

Wood, J.R. (2006). *Living Voices: Multicultural Poetry in the Middle School Classroom.* Urbana, IL:
National Council of Teachers of English (NCTE Press).

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined
by dividing the total of points you earned for the assignments by the total points possible.

Class Grade
        A = 90 - 100 % of points
        B = 80 - 89 % of points
        C = 70 - 79 % of points
        F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for assignment details.
Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the
needs of the class.

Class Outline

This course relies heavily upon the use of CourseDen; students should plan to check their CourseDen email
regularly. Refer to the modules in CourseDen for specific activities, assignments, materials, and related
information.

SEED 7500.N01 Diverse Classrooms in a Pluralistic Society

3 Semester Hours Credit

Semester/Year:	Summer Semester, 2015
Instructor:	Robert C. Morris, Dept. of Leadership & Instruction University of West Georgia, 1601 Maple Street, Carrollton, Ga. 30118
Office Location:	Coliseum Room #2031
Office Hours:	Summer Semester, by appointment
Telephone:	(O) 678-839-6132; (H) 770-214-9604
E-Mail:	rmorris@westga.edu
Skype Address:	rc.morris
Fax:	678-839-6097

Online Support:

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

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help *(or)*
http://uwgonline.westga.edu/students.php *(or)*
https://www.youtube.com/user/uwgonline

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

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

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

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

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

UNIVERSITY of West Georgia® | College of Education

ECSE 7500: Diverse Classrooms in a Global Society
3 credit hours
Term:

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Office Location		Preferred email	
Office Hours		Google+ username	

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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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Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*, 280-298.

Derman-Sparks, L., & Ramsey, P. G. (2006). *What if all the kids are white? Anti-bias multicultural education with young children and families*. Washington, DC: National Association for the Education of Young Children.

Diamond, B., & Moore, M. (1995). *Multicultural literacy: Mirroring the reality of the classroom*. New York: Longman.

Eaker-Rich, D., & Van Galen, J. (Ed.). (1996). *Caring in an unjust world: Negotiating borders and barriers in school*. Albany: State University of New York Press.

Genesee, F. (1995). *Educating second language children*. Cambridge, MA: Cambridge University.

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Haberman, M. (1995). *Star teachers for children of poverty*. West Lafayette, IN: Kappa Delta Pi.

Hale-Baneson, J. (1986). *Black children: Their roots, culture, and learning* (Rev. ed.). Baltimore: John Hopkins University Press.

Hollins, E., King, J., & Hayman, W. (1994). *Teaching diverse populations: Formulating a knowledge base*. Albany: State University of New York Press.

Hernandez, H. (2001). *Multicultural education: A teacher's guide to linking context, process, and content* (2nd ed.) Columbus, OH: Merrill/Prentice Hall.

Irvine, J. J. (Ed.). (1997). *Critical knowledge for diverse teachers and learners*. Washington, D.C.: AACTE.

Iverson, A. M. (2003). *Building competence in classroom management and discipline* (4th ed.). Upper Saddle River, NJ: Merrill.

Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of 5American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities* (2nd ed.). Upper Saddle River, NJ: Pearson.

Lindsay, R. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Sage Publications

Manning, M., & Baruth, L. (2004). *Multicultural education of children and adolescents* (4th ed.). Boston, MA: Pearson.

Manning, M. L., & Bucher, K. T. (2003). *Classroom management: Models, applications, and cases*. Upper Saddle River, NJ: Merrill.

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Nieto, Sonia (2002). *Language, culture and teaching: Critical Perspectives for Teacher Education*. The 26th Charles DeGarmo Lecture for the Society of Professors of Education @ AERA, New Orleans, LA, April, 2002., UWG Press, 19 pgs.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Nuri-Robins, K. J. (2012). *Culturally proficient instruction: A guide for people who each* (3rd ed.). Thousand Oaks, CA: Sage Publications

Reissman, Rose. (1994). *The evolving multicultural classroom*. Association for Supervision and Curriculum Development (ASCD): Alexandria, VA. 7-23.

Pang, V. O. (1998). Ethnic prejudice: Still alive and hurtful. *Harvard Educational Review, 58*, 375-379.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Cambridge University Press.

Sadker, M., & Sadker, D. (1994). *Failing at fairness: How our schools cheat girls.* New York: Simon & Schuster.

Slavin, R. E., & Bradock, J., III., (1994). Ability grouping: On the wrong track. In J. I. Goodlad & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools.* New York: College Entrance Examination Board.

Spradlin, L. K., & Parsons, R. D. (2008). *Diversity matters: Understanding diversity in schools.* Belmont, CA: Thompson Wadsworth. Pp. ix-72.

Wood, J.R. (2006). *Living Voices: Multicultural Poetry in the Middle School Classroom.* Urbana, IL: National Council of Teachers of English (NCTE Press).

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Class Grade
   A = 90 - 100 % of points
   B = 80 - 89 % of points
   C = 70 - 79 % of points
   F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for assignment details.
Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class.

Class Outline

This course relies heavily upon the use of CourseDen; students should plan to check their CourseDen email regularly. Refer to the modules in CourseDen for specific activities, assignments, materials, and related information.

SEED 7500.N01 Diverse Classrooms in a Pluralistic Society

3 Semester Hours Credit

Semester/Year: Summer Semester, 2015

Instructor: Robert C. Morris, Dept. of Leadership & Instruction
University of West Georgia,
1601 Maple Street, Carrollton, Ga. 30118

Office Location: Coliseum Room #2031

Office Hours: Summer Semester, by appointment

Telephone: (O) 678-839-6132; (H) 770-214-9604

E-Mail: rmorris@westga.edu

Skype Address: rc.morris

Fax: 678-839-6097

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

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help *(or)*
http://uwgonline.westga.edu/students.php   *(or)*
https://www.youtube.com/user/uwgonline

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

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

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

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

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

COURSE DESCRIPTION

This course is designed to analyze and understand social forces influencing education; educational traditions as reflections of diverse cultures; the school and cultural change; and social conflict in the United States. Particular attention is given sociological analysis of teaching and learning in America's secondary school classrooms, with emphasis on processes of differentiation, stratification, socialization, social organization as well as social relationships in the classroom.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards including: National Board of Professional eaching Standards (NBPTS); Learned Society standards such as Interstate Teacher Assessment and Support Consortium (InTASC); the National Middle School Assessment (NMSA) and the State of Georgia's Professional Standards Commission (PSC) also are incorporated as criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

This course will utilize interactive technolgoy. It has a primary field field expereince of 20 hours (1,200 minutes) associated with as individual or small groups, when possible. Discussions and class actovotoes can take place on-line or face to face, depending on the instructor. This course will be delivered approximately 100% online. This requires the online equivalent of 600 minutes of instruction (seat-time) and an additional 600 minutes of supporting activities online.

As such, studens will be required to complete the following online and field activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Online assignments	300 minutes
Field Activities	1,200 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
Students will:

1. Gain a greater understanding of the many ways that honoring, celebrating, and incorporating diversity can enhance achievement. (Anderson, 2012; Eaker-Rich & VanGalen, 1996; Irvine, 1997; Pang, 1998; Wood, 2006) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10; NBPTS 1,4)

2. Examine and review various instructional strategies that enhance student learning, including differentiated instruction, brain-based-compatible strategies and performance assessment. (Au, 2009; Banks & Banks, 2010; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10; NBPTS 3,4)

3. Identify, discuss and understand issues and problems related to teaching an ethnically and culturally diverse student body in relationship to: (a) individual student needs; (b) the curriculum change/development process; (c) staff development training; (d) innovative techniques and designs. (Au, 2009; Banks & Banks, 2010; Campbell, 2009; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10: NBPTS 1, 3)

4. Devise techniques and strategies for developing cross-cultural communication and appreciation within the school, the district, and the local community (Au, 2009; Banks & Banks, 2010; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Decisive, Knowledgeable, Culturally Sensitive; INTASC 1,4,7,8: NBPTS 1,3)

5. Review and analyze the geographical implications of persons in rural, suburban, and inner city communities given the traditional relationship that organizational theory and behavior has to the ways instructional organization and school cultural constrains or enhances school achievement (Anderson, 2012: Au, 2009; Bennett, Bridglall, Cauce, Everson, Gordon, Lee, Mendoza-Denton, Renzulli, & Stewart, 2004; Bernard, 1996; Diamond & Moore, 1995; Eaker-Rich & VanGalen, 1996; Cushner, McClelland & Stafford, 2003; Hale-Baneson, 1986; Hollins, King & Hayman, 1994; Irvine, 1997; Johnson & Roen, 1989; Kleinfield & Yerian, 1995; McLaughlin, 1992; Oakes, 1985; Pang, 1998; Purcell-Gates, 1995; Sadker & Sadker, 1994; Slavin & Bradock, 1994; Wood, 2006) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10; NBPTS 1,3, 4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text/Materials:
        All readings will be supplied by Instructor, including:

Selected chapters (1-4) from:

Spradlin, Lynn Kell and Parsons, Richard D. (2008). *Diversity Matters: Understanding diversity in schools.* Belmont, CA: Thompson Wadsworth. Pp. ix-72.

Chapter One from:

Reissman, Rose. (1994). The Evolving Multicultural Classroom. Association for Supervision and Curriculum Development (ASCD), Alexandria, Va. Pp. 7-23.

Other Identified articles and handouts.

Required Instructional Resource: Tk20 Subscription

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

Course References:

Anderson, K.L. (2012). *Creating culturally considerate schools: Educating without bias.* Thousand Oaks, CA: Sage Publications

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice.* Thousand Oaks, CA: Sage Publications

Banks, J. (2012). *Encyclopedia of diversity in education* (4th ed.). Thousand Oaks, CA: Sage Publications

Banks, J., & Banks, C. A. M. (2010). *Multicultural education: Issues and perspectives* (7th ed.). New York: John Wiley.

Buckelew, M. (2011). *Reaching and teaching diverse populations: Strategies for moving beyond stereotypes.* Thousand Oaks, CA: Sage Publications.

Bennett, A., Bridglall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., Mendoza-Denton, R., Renzulli, J. S., & Stewart, J. K. (2004). *All students reaching the top: Strategies for closing academic achievement gaps.* A Report of the National Study Group for the Affirmative Development of Academic Ability. Naperville, IL: North Central Regional Educational Laboratory.

Bernard, B. (1996). Fostering resiliency in urban schools. In B. Williams (Ed.), *Closing the achievement gap: A vision for changing belief and practice* (pp. 96-119). Alexandria, VA: ASCD.

Campbell, D. E. (2009). *Choosing democracy: A practical guide to multicultural education* (3rd ed.). Columbus, OH: Merrill/ Prentice Hall.

Cooper, J.E., Y.He, & B.B. Levin. (2012). *Developing critical cultural competence: A guide for 21st-Century educators.* Thousand Oaks, CA: Sage Publications

Cushner, K., McClelland, A., & Safford, P. (2003). *Human diversity in education: An integrative approach.* New York: McGraw-Hill.

Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58,* 280-298.

Diamond, B., & Moore, M. (1995). *Multicultural literacy: Mirroring the reality of the classroom.* New York: Longman.

Eaker-Rich, D., & Van Galen, J. (Ed.). (1996). *Caring in an unjust world: Negotiating borders and barriers in school.* Albany: State University of New York Press.

Gollnick, D. M., & Chinn, P. C. (2009). *Multicultural education in a pluralistic society.* (8th ed.). Columbus, OH: Merrill/Prentice Hall.

Haberman, M. (1995). *Star teachers for children of poverty.* West Lafayette, IN: Kappa Delta Pi.

Hale-Baneson, J. (1986). *Black children: Their roots, culture, and learning* (Rev. ed.). Baltimore: John Hopkins University Press.

Hollins, E., King, J., & Hayman, W. (1994). *Teaching diverse populations: Formulating a knowledge base.* Albany: State University of New York Press.

Hernandez, H. (2001). *Multicultural education: A teacher's guide to linking context, process, and content* (2nd ed.) Columbus, OH: Merrill/Prentice Hall.

Irvine, J. J. (Ed.). (1997). *Critical knowledge for diverse teachers and learners.* Washington, D.C.: AACTE.

Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of merica merican children* (2nd ed.). San Francisco, CA: Jossey-Bass.

Lindsay, R. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Sage Publications

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn.* Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Nieto, Sonia (2002). *Language, culture and teaching: Critical Perspectives for Teacher Education.* The 26th Charles DeGarmo Lecture for the Society of Professors of Education @ AERA, New Orleans, LA, April, 2002., UWG Press, 19 pgs.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Nuri-Robins, K. J. (2012). *Culturally proficient instruction: A guide for people who each* (3rd ed.). Thousand Oaks, CA: Sage Publications

Pang, V. O. (1998). Ethnic prejudice: Still alive and hurtful. *Harvard Educational Review, 58,* 375-379.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy.* Cambridge, MA: Cambridge University Press.

Sadker, M., & Sadker, D. (1994). *Failing at fairness: How our schools cheat girls.* New York: Simon & Schuster.

Slavin, R. E., & Bradock, J., III., (1994). Ability grouping: On the wrong track. In J. I. Goodlad & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools.* New York: College Entrance Examination Board.

Wood, J.R. (2006). *Living Voices: Multicultural Poetry in the Middle School Classroom.* Urbana, IL: National Council of Teachers of English (NCTE Press).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY
Assignments:
1. **Class attendance, participation, and readings**—students are expected to attend all

Classes (SKYPE Meetings), read assignments, and come prepared to participate in class activities (discussions, debates, small and large group assignments, etc.).

2. **Students will respond to questions related to assigned resdings from the course.** A variety of questions covering each of the courses' readings will be provided. Each student will be asked to respond to at least one question for each reading section.

3. **Develop Educational Profiles*** (20 hour field experience)
   A profile of an individual classroom, school, and district will be developed along the following lines in order to better define the culture of the school and important considerations to be made when decisions are made. SACS accreditation requires a school profile for accreditation purposes, information from this assignment can be utilized in that assessment activity besides developing data that clarifies and extends teacher's understandings of their schools and classrooms.
   a. The racial mixture of your community, your school and your classroom.
   b. The socio-economics of your community, can you give an "average" economic level or your school's community (at least focusing on the 3 basic social-economic levels).
   c. The racial mixture, and gender breakdown of your school and classroom.
   d. Demographic changes over the past 3 to 5 years.
   e. Identify faculty/staff diversity, both racially and gender wise.
   f. Identify the educational level and expertise of your teaching faculty a breakdown of years of teaching, and level of education.
   The final product will be downloaded into TK20 as part of the student's portfiolio.
   *(additional profile elements will be distributed within the course)

4. Review and **Critique three (3) current journal articles,** books, or video tapes, write a critique of each article, format to be supplied. These articles can all be directly related to (used in) the student's final "issue research project".

5. **Work individually or in an identified small group of students (no more than three) covering a significant (important) issue affecting schools this project will culminate in class presentations.** Students will read articles (pro & con) supplied by the instructor, and present and argue a perspective of the issues given each group. The intention here is to devleop not only a more global or multicultural perspective about important issues but to debate these issues through individual and group perspectives and efforts. Handouts and Power Point Presentations wil be utilized to ultimately enhance cultural diveristy, and pluralistic understandings. Additional articles will be needed other than those supplied by the instructor.

Evaluation Procedures:

Course evaluation will be based upon the following criteria:

1. Class attendance, participation (Bio sketch) 5
2. Responses to assigned readings (5 X 2 pts. ea.) 10
3. *Classroom, School, & System Profiles (10 pts. ea.) 30
4. Mid-Term: Analysis of 3 outside articles selected to
   enhance the "Issues' Research Project (5 pts. ea.) 15
5. Issue Research Project 20
5. Individual Presentations w/ PPTs (2 @ 10pts ea.)
       #1. Profiles
       #2. Identified/important issues 20

Total Pts 100

*(* This assignment is field based and accounts for 1,200 minutes of course activity)*

Grading Policy:
> A = 90-100% of total possible points
> B = 80-89% of total possible points
> C = 70-79% of total possible points
> F = below 70% of total possible points

All assignments must be completed before a final grade will be calculated.

CLASS POLICIES

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

2. 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.

3. 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*.

Course View (Read Only)

Attachments
Current File: ECSE 7560 Issues in Ed course prefix change.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Huss, Robyn
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7560
Number

Contemporary Issues in Education
Course Title

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

Course Catalog Description

3
Lec Hrs

3
Lab Hrs

3
Credit Hrs

Summer - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
none

Corequisites
none

Rationale
The existing SEED 7560 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 60

Comments

see rationale for comments

Attachments

Current File: ECSE 7560 Issues in Ed course prefix change.pdf

College Approvals

Jill Drake [APPROVED 2016-09-15]
Chair, Course Department

Laura Smith [APPROVED 2016-10-20]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

ECSE 7560: Contemporary Issues in Education
3 credit hours
Term:

Class Meeting Time/Location	One class meeting on (TBA) and online via CourseDen	Online Hours	TBA
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		Preferred email	
Office Hours		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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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, such as the InTASC principals and Georgia Performance Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance is required for one face-to face meeting.

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*.
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/UWGSyllabusPolicies/. 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.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

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 via email at 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 **Student Services** link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

Required Text

A variety of books and articles will be required and will change from semester to semester based upon changing trends and issues in the field.

Suggested Texts

Relevant journal articles as necessary to participate in course activities and discussions, and Texts from the list of instructional resources and references as applicable.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

Course Objectives and Learning Outcomes

Students will:

1. investigate the philosophical foundations of education as a means to ground contemporary issues (Dewey, 1938; Evers, 2010; Ornstein, Pajak & Ornstein, 2014); (*NBPTS* 1-5);

2. review social, political, pedagogical, and subject matter issues and explore how these impact education
(Greene, 1995; Evers, 2010; Ornstein, Pajak & Ornstein, 2014); (*NBPTS* 1-5);

3. investigate issues that affect education and prepare to discuss/debate from multiple perspectives (Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003); (*NBPTS* 1-5);

4. research a controversial issue from the past and relate it to present arguments over curriculum, (various journals); (*NBPTS* 1-5);

5. explore instructional practices which are conducive to student learning in schools, investigate research on successful practice, and postulate why these ideas may or may not be implemented (Evans, 2002; Evers, 2016; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003); (*NBPTS* 1-5);

6. denote the relationship of school issues to students' varying needs (Banks & Banks, 2010; Evers, 2016; Chen, Moran & Gardner, 2010; Ornstein, Pajak & Ornstein, 2014); (*NBPTS* 1-5).

Instructional Resources and References

Banks, J., & Banks, C. (2010). *Multicultural education: Issues and perspectives* (7th ed). Boston, MA: Wiley & Sons.   Bruner, J. S. (1960). The process of education. Cambridge: Harvard University Press.

Bruner, J. S. (1960). The process of education. Cambridge: Harvard University Press.

Chen, J., Moran, S., & Gardner, H. (2010). *Multiple intelligences around the world.* Cambridge, MA: Project Zero.

Dewey, J. (1938). *Experience an education*. New York: Macmillan.

Evans, L. (2002). *Taking sides: Clashing views on controversial issues in secondary education*. Guilford, CT: McGraw-Hill/Dushkin

Evers, R.B. (2016). Annual editions: Education. New York City, NY: McGraw Hill.

Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco, CA: Jossey-Bass Publications.

Hirsch, E.D. (1996). *The schools we need and why we don't have them*. New York: Doubleday.

No Child Left Behind. (2001). Washington, DC: U. S. Department of Education.

Noddings, N. (1992). *The challenge to care in schools*. New York: Teachers College Press.

Noll, J. W. (Ed.). (2007). *Taking sides: Clashing views on educational issues* (14th ed.). Guilford, CT: McGraw Hill/Dushkin.

Sanborn, R., Santos, A., Montgomery, & Caruthers, J. B. (2005). Four scenarios for the future of education. *The Futurist* (January-February), 26-30.

Ornstein, A. C., Pajak, E. F. & Ornstein, S.B. (2014). *Contemporary issues in curriculum* (5th ed.). Boston, MA: Allyn & Bacon.

Tyler, R. (1969/1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Class Grade

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for assignment details.
Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class.

Class Outline

This course relies heavily upon the use of CourseDen; students should plan to check their CourseDen email regularly. Refer to the modules in CourseDen for specific activities, assignments, materials, and related information.

SEED 7560   **Contemporary Issues in Secondary Education**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: Direct:
            Department:

E-mail:

Fax:

Online Support   D2L Home Page
            https://westga.view.usg.edu/

            D2L UWG Online help
            http://uwgonline.westga.edu/students.php

            D2L 24-hour Help
            https://d2lhelp.view.usg.edu/

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

            Distance Learning Library Services
            http://libguides.westga.edu/content.php?pid=194430

            Resources for Distance & Off-Campus Students
            http://libguides.westga.edu/content.php?pid=194459

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

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

COURSE DESCRIPTION

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

Insert the various pedagogical methods you will draw upon for this class (e.g. interactive technology, guest speakers, small group discussion, case studies, etc.)

Insert the information in quotation marks for all classes with an online component (removing the information in parentheses and inserting the percentages applicable to your class in the blanks). A calendar to calculate the minutes based on the percentage the course is online may be found at http://uwgonline.westga.edu/minutes-calculator.php

This course will be delivered approximately 95% online. This requires the equivalent of 2138 minutes of instruction (seat-time) and an additional 4275 minutes of supporting activities online or on your own. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent	
Discussion posts and reflections	2000	minutes
Audio/video instruction	275	minutes
Written assignments	2000	minutes
Independent work	1898	minutes
Seat Work	240	minutes

COURSE OBJECTIVES

Students will:

1. investigate the philosophical foundations of secondary education as a means to ground contemporary issues
(Dewey, 1938; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
(Leading, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5)

2. review social, political, pedagogical, and subject matter issues and explore how these impact secondary education
(Greene, 1995; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
(Decisive, Leading, Adaptive, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5)

3. investigate and prepare to discuss/debate from multiple perspectives issues that affect secondary education
(Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
(Decision Makers; Culturally Sensitive; Reflective; NBPTS 1-5; NCSS 1-5)

4. research a controversial issue from the past and relate it to present arguments over curriculum, (various journals);
(Adaptive; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5)

5. explore instructional practices which are conducive to student learning in the secondary schools; investigate research on successful practice; and, postulate why these ideas may or may not be implemented
(Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
(Lifelong Learners; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5)

6. denote the relationship of secondary school issues to students' varying needs
(Banks & Banks, 2010; Evers, 2010; Chen, Moran & Gardner, 2010; Ornstein, Pajak & Ornstein, 2011).
(Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 1, 2, 3, 4, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Ornstein, A. C., Pajak, E. F. & Ornstein, S.B. (2011). *Contemporary issues in curriculum* (5th ed.). Boston, MA: Allyn & Bacon.

References:

Banks, J., & Banks, C. (2010). *Multicultural education: Issues and perspectives* (7th ed). Boston, MA: Wiley & Sons. Bruner, J. S. (1960). *The process of education*. Cambridge: Harvard University Press.

2. **Key Assessment for all M. Ed. Candidates.** Using the <u>National Board of Professional Teaching Standards' Propositions,</u> http://www.nbpts.org/sites/default/files/documents/ certificates/what_teachers_should_know.pdf, write a paper, approximately 10 pages in length, describing how you exemplify each of the five. Be sure to read the entire document. If you do, you should have no problem writing about how you are the kind of teacher that is an example of these five propositions. More information will be provided in the face-to-face (F2F) meeting. This should be loaded to Tk20 in your portfolio there. The rubric for grading is also there. **(100 points)** *(Course Objectives 1-6)*

3. **Discussion Boards.** Follow the guidelines in D2L. **(420 points)** *(Course Objectives 1-6)*

4. **Google Hangouts.** There are two of these. Follow the directions listed in D2L for each one. More about Hangouts in the initial meeting. One will be a simulation of a debate with each of you assigned a different perspective. The other one focuses on technology and its impact on your school. What is working and what is not. **(200 points)** *(Course Objectives 2, 3, 4)*

5. <u>**Final:**</u> There will be no test. The final is a Retrospective Paper. The instructions will be posted on Course Den. **(200 points)** *(Course Objectives 1-6)*

6. **Optional Assignments: You must do four of the six! (200 points)** *(Course Objectives 1-6).*

   <u>Philosophy Paper --</u> Write your philosophy of classroom communication and decision-making in a paper of 2-5 pages. **(50 points). Deposit in Dropbox.**

   <u>Interview --</u> Interview someone who has taught or attended secondary school in another country. Prepare a list of questions (6-8) to ask. On your conversation, probe to find out what methods were used to teach in the other culture. Summarize your conversation in a brief (1-3 page) paper. **(50 points). Deposit in Dropbox.**

   <u>Standards Paper --</u> Imagine that there were no state standards and no textbooks. Outline how one of your courses would be designed. There will be a high stakes test at the end of the year. **(50 points). Deposit in Dropbox.**

   <u>Metaphor Paper --</u> Design a metaphor for today's multicultural society. Once, in the 1920's Israel Zangwill called us a "melting pot." That is inadequate today. In his play, everyone was "Americanized." They changed their names, their language, their clothing, their cultural practices, e.g., what they ate, so that they looked like "Americans." Develop a paper (2-3 paragraphs) describing a metaphor for our diverse society. **(50 points). Deposit in Dropbox.**

   <u>Strategy --</u> Choose a strategy from your classroom curriculum. Describe it briefly. How could you add moral or character education activities to embellish it to reflect knowledge, skills, and dispositions? **(50 points). Deposit in Dropbox.**

   <u>Tracking</u> -- Write a 3-5 page paper on tracking. Describe how it is used in schools and discuss pros and cons per your literature review. **(50 points). Deposit in Dropbox.**

Assignment	Points	Due Date
Attendance	100	
NBPTS Paper (Key Assessment) (Tk20)	100	
Discussion Boards	420	
Google Hangouts	200	
Retrospective Paper	200	
Philosophy Paper	50	
Interview	50	
Standards Paper	50	
Metaphor Paper	50	
Strategy/Tracking Paper	50	

Evaluation Procedures:

Attendance	100 points
NBPTS Paper	100 points
Discussion Boards	420 points
Google Hangouts	200 points
Retrospective Paper	200 points
Optional Papers	**200 points**
Philosophy Paper	
Interview	
Standards	
Metaphor	
Strategy	
Tracking	
TOTAL	1220 points

Grading Policy:

A	=	90-100
B	=	80-89
C	=	70-79
F	=	below 70

CLASS OUTLINE

More detailed instructions are provided by each assignment in D2L, as well as a collection of rubrics for all of the assignments.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi, *http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.*. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. 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. 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: Attendance is expected.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: There is no extra credit.

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Course View (Read Only)

Attachments
Current File: ECSE 7564 syllabus Su17.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Huss, Robyn
Originator

What would you like to do?
● Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7564
Number

Content Area Literacy Instruction
Course Title

This course is designed for teachers who need strategies for helping their students comprehend informational texts and improve their informational writing skills across the curriculum, especially in content areas such as business, math, science, and social studies. Developmentally appropriate practice and literature for teaching reading and writing in the elementary, middle, and high school, to include the study of language and literacy, study skills, print and non-print media, and technology, will be examined across the curriculum and in relation to the Georgia Milestones Assessment System.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
none

Corequisites
none

Rationale

This course has been offered twice as a SEED 6285 Special Topics course and is ready to be added as a new ECSE course. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students in both programs. The attached document contains the new/proposed syllabus.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: | 60 |

Comments

refer to rationale for comments

Attachments

Current File: ECSE 7564 syllabus Su17.pdf

College Approvals

Jill Drake   [APPROVED 2016-09-15]

Chair, Course Department

Laura Smith   [APPROVED 2016-10-20]

Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-01-22]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

UNIVERSITY of West Georgia | College of Education

ECSE 7564: Content Area Literacy Instruction
3 credit hours
Summer 2017

Class Meeting Time/Location	Online via CourseDen	Online Hours	TBA
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		Preferred email	
Office Hours		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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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, such as the InTASC principals and Georgia Performance Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Students are expected to participate regularly via CourseDen throughout the semester of this online 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. 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*.
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/UWGSyllabusPolicies/. 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.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

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 via email at 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 **Student Services** link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed for teachers who need strategies for helping their students comprehend informational texts and improve their informational writing skills across the curriculum, especially in content areas such as business, math, science, and social studies. Developmentally appropriate practice and literature for teaching reading and writing in the elementary, middle, and high school, to include the study of language and literacy, study skills, print and non-print media, and technology, will be examined across the curriculum and in relation to the Georgia Milestones Assessment System.

Required Texts and Resources

Georgia Department of Education. (2015). *Georgia Performance Standards.* Atlanta, GA. (Available at www.georgiastandards.org)

Georgia Department of Education. (2015). *Georgia Milestones End of Course Study / Resource Guides.* Atlanta, GA. (Available at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Study-Resource-Guides.aspx)

Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD. (ISBN-10: 1416614214; ISBN-13: 978-1416614210).

Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas.* Alexandria, VA: ASCD. (ISBN-10: 1416601716; ISBN-13: 978-1416601715).

Wolpert-Gawron Heather. (2014). *Writing behind every door: Teaching common core writing in the content areas.* New York: Routledge. (ISBN 10: 0415732085 ISBN 13: 978-0415732086).

Suggested Texts

Relevant journal articles as necessary to participate in course activities and discussions, and Texts from the list of instructional resources and references as applicable.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions. This course will be delivered 100 % online.

Course Objectives and Learning Outcomes

Students will:

1. engage with reading and writing as genres and in support of the Georgia Standards of Excellence; (Georgia Department of Education, 2015; Urquhart & Frazee, 2012; Urquhart & McIver, 2005; Wolpert-Gawron, 2014); (InTASC 3-8, NBPTS 1-3);

2. draw connections between literacy skills and relevancy to today's world and the individual lives of students; (Urquhart & Frazee, 2012; Urquhart & McIver, 2005; Wolpert-Gawron, 2014); (InTASC 1-8, NBPTS 1-2);

3. develop creative ways to incorporate the writing process in the classroom in order to actively engage students; (Urquhart & McIver, 2005; Wolpert-Gawron, 2014); (InTASC 1-8, NBPTS 1-2); and

4. create lesson plans that support the study of literacy with higher-order thinking skills, project-based learning, and assessment alternatives; (Urquhart & Frazee, 2012; Urquhart & McIver, 2005; Wolpert-Gawron, 2014); (InTASC 1-8, NBPTS 1-3).

Instructional Resources and References

Checkett, L., & Feng-Checkett, G. (2006). *The write start with readings: Sentences to paragraphs* (3rd ed.). New York: Pearson.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up.* New York: Scholastic Professional Books.

Educator Preparation Handbook for Field Experiences. (2016-17). Carrollton, GA: UWG College of Education.

Feng-Checkett, G., & Checkett, L. (2005) *The write start with readings: Paragraphs to essays* (2nd ed.). New York: Pearson.

Georgia Department of Education. (2015). *Georgia Milestones End of Course Study / Resource Guides.* Atlanta, GA.

Georgia Department of Education. (2015). *Georgia Performance Standards.* Atlanta, GA.

Gere, A. R., Christenbury, L., & Sassi, K. (2005). *Writing on demand: Best practices and strategies for success.* Portsmouth, NH: Heinemann.

Gere, A. R., Christenbury, L., & Sassi, K. (2006). *A student guide to writing on demand: Strategies for high-scoring essays.* Portsmouth, NH: Heinemann.

Getting your writing right: Skills to help you avoid common writing mistakes. (2006). South Deerfield, MA: Channing Bete.

Maxwell, R. J., & Meiser, M. J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Columbus, OH: Pearson.

MLA handbook for writers of research papers (7th ed.). (2009). New York: Modern Language Association.

Reading with purpose: Skills to help you understand and remember what you read. (2006). South Deerfiled, MA: Channing Bete.

Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.

Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas.* Alexandria, VA: ASCD.

Wolpert-Gawron Heather. (2014). *Writing behind every door: Teaching common core writing in the content areas.* New York: Routledge.

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Class Grade
> A = 90 - 100 % of points
> B = 80 - 89 % of points
> C = 70 - 79 % of points
> F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for assignment details.

Class Outline

This is a general plan for this course. Be aware that this schedule may change as the semester progresses. Any/all changes will be reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due by midnight on the following Monday)
Weeks 1-2	Introductions to each other and the course; Overview of teaching reading in the content areas	*Teaching Reading in the Content Areas (TRCA)* Introduction and *TRCA* Part 1 (to page 63) *Writing Behind Every Door (WBED)* Introduction p. 1-18	Discussion 1: Introductions Discussion 2: Philosophy of Literacy Instruction Reflection 1: TRCA
Weeks 3-4	Vocabulary Development	*TRCA* p. 17-19 and Additional resources per CourseDen	Reflection 2: Vocabulary Development Discussion 3: Vocabulary Instruction Lesson Plan 1: Vocabulary
Weeks 5-6	Textbook Strategies	*TRCA* p. 19-28 and *WBED* chapter 5 Additional resources per CourseDen	Reflection 3: Textbook Strategies (Text Strategies LP for LS)
Weeks 7-8	Graphic Organizers	*TRCA* p. 107-118 and Additional resources per CourseDen	Discussion 4: Graphic Organizers (Graphic Org LP for LS)
Weeks 9-10	Using the Newspaper as a Primary Source	Resources per CourseDen	Lesson Plan 2: Using the Newspaper
Weeks 11-12	Writing Across the Curriculum	*Teaching Writing in the Content Areas (TWCA)* p. 1-71 and *WBED* chapters 3, 7, 8 Additional resources per CourseDen	Writing Activity Ideas (Writing LP for LS)
Weeks 13-14	Reading Across the Curriculum	*TRCA* and Additional resources per CourseDen	Essay: Reading Across the Content Areas (Reading Comprehension LP for LS)
Weeks 15-16	Integrated Learning Segment planning	--	Learning Segment plan due

Course View (Read Only)

Attachments
Current File: ECSE 7566 syllabus Su17.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Huss, Robyn
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

7566
Number

Advanced Instructional Strategies for the 21st Century
Course Title

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English language arts, social studies, science, math, business, music, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
none

Corequisites
none

Rationale
The existing SEED 7266 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood and Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.

Planning-Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 60

Comments

see rationale for comments

Attachments
Current File: ECSE 7566 syllabus Su17.pdf

College-Approvals

Jill Drake   [APPROVED 2016-09-15]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-28]
Associate Dean, College of Education

Other-Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final-Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of WEST Georgia | **College of Education**

ECSE 7566: Advanced Instructional Strategies for the 21st Century Classroom
3 credit hours
Term:

Class Meeting Time/Location	Online via CourseDen	Online Hours	TBA
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		Preferred email	
Office Hours		Google+ username	

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 or 1-855-933-8946 or 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/content.php?pid=1944
30

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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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, such as the InTASC principals and Georgia Performance Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Students are expected to participate regularly via CourseDen throughout the semester of this online 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. 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*. 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/UWGSyllabusPolicies/ 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.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

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 via email at 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 **Student Services** link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English language arts, social studies, science, math, business, music, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

Required Texts and Resources

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at http://www.westga.edu/ofe/

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

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

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

Suggested Texts

Relevant journal articles as necessary to participate in course activities and discussions, and Texts from the list of instructional resources and references as applicable.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.
This course will be delivered 100 % online.

Course Objectives and Learning Outcomes

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum; (Georgia Department of Education, 2002); (INTASC 1, 2, 4, 5, 6, 7, 8, 9);

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for teaching and learning; (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995); (INTASC 1, 3, 5, 6, 7, 8, 10);

3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning; (Banks & Banks, 1989; Kellough & Kellough, 2007); (INTASC 1, 3, 5, 6, 7, 8, 9, 10);

4. adapt lessons, concepts, and routines to fit the needs of all learners regardless of physical, emotional, or mental handicaps; (Rutherford & Ahlgen, 1990; Scope, Sequence &Coordination of Secondary School Science, 1992);

5. adapt lessons, concepts, and routines to fit the needs of all learners regardless of cultural background or language needs; (Rutherford & Ahlgren, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992);

6. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking; (Cangelosi, 1996; Cooper, 2014; Marzano, 1991); (NBPTS 2);

7. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005); (NBPTS 1);

8. use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005); (NBPTS 2);

9. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005); (NBPTS 1-5);

10. use knowledge of assessment and assessment techniques to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005); (NBPTS 3).

Instructional Resources and References

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). Teaching 2030: What we must do for our students and our public schools... now *and in the future*. New York, NY: Teachers College Press.

Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

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Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

Educator preparation handbook. (2013-14). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.

Ornstein, A., Pajak, E. F., & Ornstein, S. B. (2007). *Contemporary issues in curriculum* (4th ed.). Boston, MA: Pearson.

Parkay, F. W., Hass, G., & Anctil, E. J. (Eds.) (2005). *Curriculum planning: A contemporary approach* (8th ed.). Boston, MA: Allyn & Bacon.

Raths, D. "9 Tips for a better flipped classroom." *T.H.E. Journal 40*(11). Public Sector Media Group. 12-18. Available at http://online.qmags.com/TJL1113/default.aspx?pg=12&mode=1#pg12&mode1

Teaching Open Online Learning. (N.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at https://www.openteachertraining.org/

Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
GA Virtual School TOOLs	50 points
GA Virtual School projects	50 points
Discussions	50 points (10 pts x 5)
Reflections	80 points (20 pts x 4)
Video activities	50 points (25 pts x 2)
Microteachings	100 points (50 pts x 2)
Unit Plan	100 points
Strategies for meeting the needs of special populations	220 points (55 pts x 4)
Reflective analysis of teaching strategies	100 points
	850 points TOTAL

Class Grade
- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to due dates!

1. **Online Field Experience Evaluations/ Projects**. Refer to CourseDen for due dates. *Course Objectives 1-10.*
   Through a field experience partnership with Georgia Virtual School, you will be assigned to a cooperating teacher in your content area and have access to his/her online course. To prepare for this experience, you will work on modules designed for best practices in online teaching, develop online course content, and present during synchronous online course meetings.

2. **Unit Plan**. Due on CourseDen. *Course Objectives 1-10.*
   This is the critical assessment for this course. You will develop a unit plan of 5 lessons in the subject area of your certification area, with a focus on active student engagement through flipped instruction.

3. **Microteachings**. Due on CourseDen. *Course Objectives 1, 2, 8, 9.*
   You will create two video-based lessons, and critique those of your classmates.

4. **Discussions**. Refer to CourseDen for the five due dates.

There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of five entries.

5. **Reflections**. Refer to CourseDen for due dates.
There will be seven reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

5. **Readings and Commentaries: Strategies for meeting the needs of special populations**. *Objectives 3-7.*

☐ In the Discussions, I will have posted an article that demonstrates best practices for teaching the special population.
  o Read my article and
  o post a commentary as a reply, either to my original post or to a post of one of your classmates. This is intended to be a discussion, so keep the conversation going!
☐ Find an article that you feel is important for addressing the population from a teaching perspective. You may not select an article that has already been posted in the discussion, so pay attention to those who have posted ahead of you!
  o "Compose" a new discussion topic with the title of your article as the title of your discussion.
  o In your discussion,
      ☐ attach either a PDF of or a hyperlink to the full-text article and
      ☐ include the following information with a short paragraph for each:
          ☐ brief summary of the article (what is the main point for the population?),
          ☐ explanation of how the information presented in the article does/could affect or apply to your classroom, and
          ☐ explanation of how the article is significant to the field of education.
☐ Review the articles posted by your classmates.
  o Select five to read in detail and
  o post a commentary as a reply, either to the original post or to a post of one of your classmates, then
  o respond to each of your classmates who commented on the article you posted. This is intended to be a discussion, so keep the conversation going!

CLASS OUTLINE

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be announced in class and reflected in the weekly assignment postings on CourseDen.

Tentative Schedule

Dates	Course Topics	Readings and Viewings	Homework (usually due the following Monday by midnight)
Week 1	Intro to course, syllabus, etc.; Review of GaVS TOOLs	Familiarize yourself with the online course in CourseDen	--
Week 2	The Flipped Classroom How to make a positive first impression; Integrating technology to create a hybrid and/or "flipped" course.	Read *Flip Your Classroom*, p. vii-50 and p. 95-112; "9 Tips" on CourseDen	Introductory video shared via YouTube; Discussion 1
Week 3	Creating videos from PowerPoint or other presentation formats.	*Never work Harder than your Students* ch 1-2, p. 27-76	Voiceover PPT uploaded and shared via YouTube; Reflection 1; Discussion 2
Week 4	Creating student-centered lessons designed for active learning	*Never work Harder than your Students* ch 3-4, p. 77-124	Discussion 3
Week 5	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	*Never work Harder than your Students* ch 5-6, p. 125-69	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Discussion 4
Week 6	Transformative Teaching	*Never work Harder than your Students* ch 7-8, p. 170-205;	Microteach 1: Instr video of your choice upload/share via YouTube; Reflection 3; Discussion 5
Week 7	Independent work on unit plans	--	Critiques of Microteach 1
Week 8	Differentiation overview	--	Microteach 2: Instructional video of your choice uploaded and shared via YouTube; Reflection 4
Week 9	Independent work on unit plans		Unit plans designed for a "flipped classroom" due online
Week 10	Unit plan critiques		Critiques of unit plans due online
Week 11	Independent work on unit plans Online Teaching Presentations	--	Final unit plans designed for a "flipped classroom" due online
Week 12	Strategies for meeting the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students	Readings on CourseDen	Due **Wednesday:** Read/respond to my article and Post your article Due **Friday:** Respond to five class articles and posts about your article Due **Monday:** Reflective Analysis
Week 13	Strategies for meeting the needs of English language learners	Readings on CourseDen	Due **Wednesday:** Read/respond to my article and Post your article Due **Friday:** Respond to five class articles and posts about your article Due **Monday:** Reflective Analysis

Week 14	Strategies for meeting the needs of gifted populations	Readings on CourseDen	Due **Wednesday**:
			   Read/respond to my article <u>and</u>
			   Post your article
			Due **Friday**:
			   Respond to five class articles
			   <u>and</u> posts about your article
			Due **Monday**:
			   Reflective Analysis

Week 15	Strategies for meeting the needs of homeless and highly mobile populations	Readings on CourseDen	Due **Wednesday**:
			   Read/respond to my article <u>and</u>
			   Post your article
			Due **Friday**:
			   Respond to five class articles
			   <u>and</u> posts about your article
			Due **Monday**:
			   Reflective Analysis

SEED 7266   **Advanced Instructional Strategies for the 21st Century Classroom**

Semester Hours: 3

Semester/Year: Spring 2016

Time/Location: One Saturday 10am-4pm, and online via CourseDen.

Instructor:

Email:
Telephone: Direct Line:
                         Department Line: 678-839-6530
                         Fax: 678-839-6195

Office/Hours:

REQUIRED TEXTS AND RESOURCES

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). Teaching 2030: What we must do for our students and our public schools... *now and in the future*. New York, NY: Teachers College Press.

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

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

ONLINE SUPPORT

Tk20	For assistance, email tk20@westga.edu
Education Wiki	www.educationlabsatuwg.wikispaces.com
CourseDen Home Page	https://westga.view.usg.edu/
CourseDen Help & Troubleshooting	http://uwgonline.westga.edu/
UWG On-Line Learning	http://uwgonline.westga.edu/
Distance Learning Library Services	http://westga.edu/~library/depts/offcampus/
Ingram Library Services	http://westga.edu/~library/info/library.shtml
University Bookstore	http://www.bookstore.westga.edu

COURSE DESCRIPTION

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

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

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

Activity	Online Instructional Equivalent
Readings	580 minutes
Audio/video instruction	580 minutes
Collaboration	120 minutes
Discussion posts	360 minutes
Online assignments	1210 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

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
(Georgia Department of Education, 2002);
(Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9)

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content;
(Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);
(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)

3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;
(Banks & Banks, 1989; Kellough & Kellough, 2007);
(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)

4. adapt lessons, concepts, and routines to fit the needs of all learners regardless of physical, emotional, or mental handicaps;
(Rutherford & Ahlgen, 1990; Scope, Sequence &Coordination of Secondary School Science, 1992);
(Adaptive; Empathetic)

5. adapt lessons, concepts, and routines to fit the needs of all learners regardless of cultural background or language needs;
(Rutherford & Ahlgren, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992).
(Adaptive, Culturally Sensitive)

6. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking;
(Cangelosi, 1996; Cooper, 2014; Marzano, 1991);
(Knowledgeable, Reflective; NBPTS 2)

7. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive; NBPTS 1)

8. use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive, Knowledgeable; NBPTS 2)

9. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
(Adaptive; Knowledgeable ; Lifelong Learners; NBPTS 1-5; NCSS 1-5)

10. use knowledge of assessment and assessment techniques to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
(Adaptive, Knowledgeable; Empathetic; NBPTS 3)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance:

Attendance is required, either in person or online, for all class meetings.

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:

There is no extra credit option in this course.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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.
Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES

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Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future.* New York, NY: Teachers College Press.

Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning.* San Francisco, CA: Jossey-Bass.

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Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

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Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching.* Alexandria, VA: ASCD.

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Tyler, R. (1949). *Basic principles of curriculum and instruction.* Chicago: University of Chicago Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
GA Virtual School TOOLs	50 points
GA Virtual School projects	50 points
Discussions	50 points (10 pts x 5)
Reflections	140 points (20 pts x 7)
Video activities	50 points (25 pts x 2)
Microteachings	100 points (50 pts x 2)
Unit Plan	100 points
Strategies for meeting the needs of special populations	165 points (55 pts x 3)
Reflective analysis of teaching strategies	100 points
	650 points TOTAL

Class Grade
A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to due dates!

1. **Online Field Experience Evaluations/ Projects**. Refer to CourseDen for due dates. *Course Objectives 1-10.*
   Through a field experience partnership with Georgia Virtual School, you will be assigned to a cooperating teacher in your content area and have access to his/her online course. To prepare for this experience, you will work on modules designed for best practices in online teaching, develop online course content, and present during synchronous online course meetings.

2. **Unit Plan**. Due on CourseDen and Tk20. *Course Objectives 1-10.*
   This is the critical assessment for this course. You will develop a unit plan of 5 lessons in the subject area of your certification area, with a focus on active student engagement through flipped instruction.

3. **Microteachings**. Due on CourseDen. *Course Objectives 1, 2, 8, 9.*
   You will create two video-based lessons, and critique those of your classmates.

4. **Discussions**. Refer to CourseDen for the five due dates.
   There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of four entries.

5. **Reflections**. Refer to CourseDen for due dates.
   There will be seven reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

5. **Readings and Commentaries: Strategies for meeting the needs of special populations**. *Objectives 3-7.*

   ▣ In the Discussions, I will have posted an article that demonstrates best practices for teaching the special population.
      o Read my article and
      o post a commentary as a reply, either to my original post or to a post of one of your classmates. This is intended to be a discussion, so keep the conversation going!
   ▣ Find an article that you feel is important for addressing the population from a teaching perspective. You may not select an article that has already been posted in the discussion, so pay attention to those who have posted ahead of you!
      o "Compose" a new discussion topic with the title of your article as the title of your discussion.
      o In your discussion,
         ▣ attach either a PDF of or a hyperlink to the full-text article and
         ▣ include the following information with a short paragraph for each:
            ▣ brief summary of the article (what is the main point for the population?),
            ▣ explanation of how the information presented in the article does/could affect or apply to your classroom, and
            ▣ explanation of how the article is significant to the field of education.
   ▣ Review the articles posted by your classmates.
      o Select five to read in detail and
      o post a commentary as a reply, either to the original post or to a post of one of your classmates, then
      o respond to each of your classmates who commented on the article you posted. This is intended to be a discussion, so keep the conversation going!

Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be announced in class and reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due in class; online assignments by midnight)
Week 1 Mandatory in-class meeting	Intro to course, syllabus, etc.; How to make a positive first impression; Integrating technology to create a hybrid and/or "flipped" course.	Familiarize yourself with the online course in CourseDen	--
Week 2	The Flipped Classroom	Read *Flip Your Classroom*, p. vii-50 and p. 95-112; "9 Tips" on CourseDen; *Teaching 2030* ch 4, p. 75-99	Introductory video shared via YouTube; Discussion 1
Week 3	Creating videos from PowerPoint or other presentation formats.	*Never work Harder than your Students* ch 1-2, p. 27-76	Voiceover PPT uploaded and shared via YouTube; Reflection 1; Discussion 2
Week 4	Creating student-centered lessons designed for active learning	*Never work Harder than your Students* ch 3-4, p. 77-124	Discussion 3
Week 5	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	*Never work Harder than your Students* ch 5-6, p. 125-69	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Discussion 4
Week 6	Transformative Teaching	*Never work Harder than your Students* ch 7-8, p. 170-205; *Teaching 2030* ch 6, p. 135-66	Microteach 1: Instructional video of your choice uploaded and shared via YouTube; Reflection 3; Discussion 5
Week 7	Independent work on unit plans	--	Critiques of Microteach 1
Week 8	Differentiation overview	--	Microteach 2: Instructional video of your choice uploaded and shared via YouTube; Reflection 4
Week 9	Strategies for meeting the needs of English Language Learners		Due **Wednesday**: Read/respond to my article <u>and</u> Post your article Due **Friday**: Respond to five class articles <u>and</u> posts about your article Due **Sunday**: Reflective Analysis
Week 10	Strategies for meeting the needs of gifted populations		Due **Wednesday**: Read/respond to my article <u>and</u> Post your article Due **Friday**: Respond to five class articles <u>and</u> posts about your article Due **Sunday**: Reflective Analysis

Week 11	Strategies for meeting the needs of students living in poverty or homelessness		Due Wednesday:
			    Read/respond to my article and
			    Post your article
			Due Friday:
			    Respond to five class articles
			    and posts about your article
			Due Sunday:
			    Reflective Analysis

Week 12	Independent work on unit plans		Unit plans designed for a "flipped classroom" due online
Week 13	Unit plan critiques		Critiques of unit plans due online
Week 14	Independent work on unit plans	--	Final unit plans designed for a "flipped classroom" due online
Week 15	Online Teaching Presentations	--	

Course View (Read Only)

Attachments
Current File: ECSE 8562.pdf

Originator

Early Childhood through Secondary E
Department

College of Education
College

Drake, Jill
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

ECSE
Prefix

8562
Number

Using Data to Meet the Needs of Diverse Learners
Course Title

This course is designed to advance teachers' understandings of the philosophies and practices of educational measurement as they apply to diverse student assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others.

Course Catalog Description

3.0
Lec Hrs

0
Lab Hrs

3.0
Credit Hrs

Summer - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
None

Corequisites
None

Rationale
This course was created to: 1) meet accreditation standards related to the assessment of diverse learners, 2) respond to feedback from stakeholders, 3) provide students with opportunities to analyze data related to diverse learners and plan appropriate instruction. The Early Childhood Education program currently does not offer a course specifically related to diverse learners. The course has been piloted as a Special Topics course for two semesters and is ready to be added as a required course.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 60

Comments

None
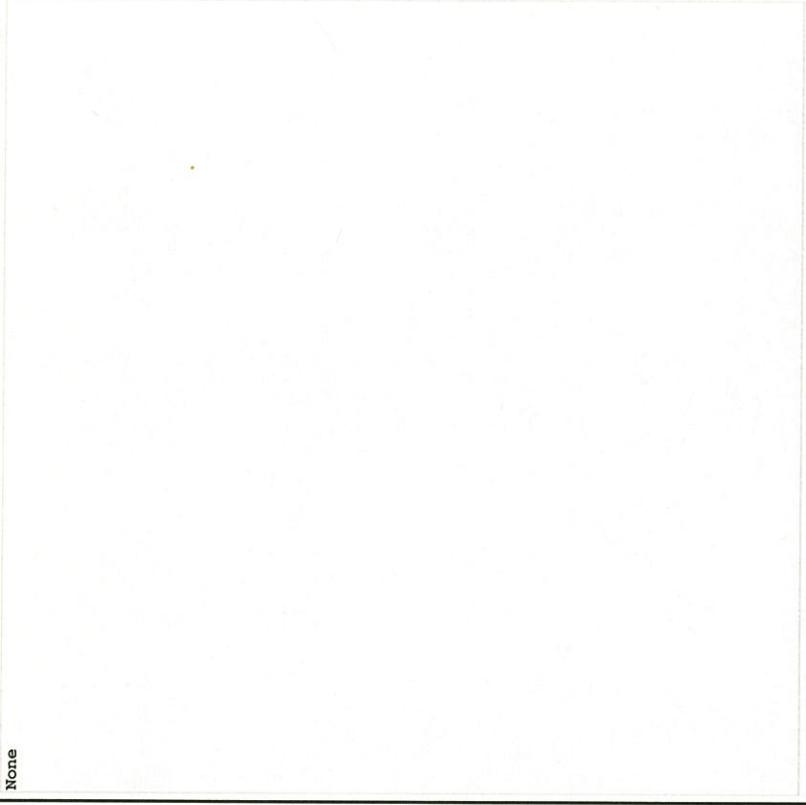
Attachments
Current File: ECSE 8562.pdf

College Approvals

Jill Drake   [APPROVED 2016-09-15]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

ECSE 8562 Using Data to Meet the Needs of Diverse Learners
Semester, Year, Section

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 a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 InTASC 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 designed to advance teachers' understandings of the philosophies and practices of educational measurement as they apply to diverse students' assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others.

Prerequisites: None
Co-requisites: None
Required Text(s):

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:

Bennett, A., Bridglall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., Mendoza-Denton, R., Renzulli, J. S., & Stewart, J. K. (2004). *All students reaching the top: Strategies for closing academic achievement gaps.* A Report of the National Study Group for the Affirmative Development of Academic Ability. Naperville, IL: North Central Regional Educational Laboratory.

Bernard, B. (1996). Fostering resiliency in urban schools. In B. Williams (Ed.), *Closing the achievement gap: A vision for changing belief and practice* (pp. 96-119). Alexandria, VA: ASCD.

Greenstein, L. (2012). Assessing 21st Cnetury Skill. Thousand Oaks, CA; Crowin Press. ISBN: 978-1-4522-1801-4

Miller, M.D., Linn, R.I. and Gronlund, N.E. (2009). Measurement and Assessment in Teaching (10th ed). Upper Saddle river, NJ: Pearson Education, Inc. ISBN: 0-13-240893-7

Sadker, M., & Sadker, D. (1994). *Failing at fairness: How our schools cheat girls.* New York: Simon & Schuster.

Slavin, R. E., & Bradock, J., III., (1994). Ability grouping: On the wrong track. In J. I. Goodlad & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools.* New York: College Entrance Examination Board.

Other resources designated by department/ program/ University supervisor.

Approaches to Instruction

For this course, we will draw on several pedagogical methods including hands on activities, lectures, guest speakers, small group discussions, reflective activities, and interactive discussions.

This course will be delivered 100% online.

Course Objectives and Learning Outcomes

Students will:

1. Choose and develop assessment methods appropriate for instructional decisions. *(Decision Makers, Adaptive, Knowledgeable, Reflective; NBPTS 1,2,3,4)*

2. Administer, score, and interpret the results of both externally produced and teacher produced assessment methods. *(Lifelong Learners, Decision Makers, Adaptive, Proactive; NBPTS 1,2,3,4,5)*

3. Use assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvements. *(Knowledgeable, Collaborative, Decision Makers, Adaptive, Proactive; NBPTS 1,2,3,4,5)*

4. Develop valid student grading procedures which use student assessments. *(Lifelong Learners, Decision Makers, Adaptive, Proactive; NBPTS 1,2,3,4,5)*

5. Communicate assessment results to students, parents, other lay audiences, and other educators. *(Lifelong Learners, Knowledgeable, Adaptive, Proactive; NBPTS 1,2,3,4,5)*

6. Recognize unethical, illegal, and otherwise inappropriate assessment methods and use of assessment information. *(Empathetic, Knowledgeable, Reflective, Culturally Sensitive; NBPTS 1,2,3,4,5)*

Assignments and Evaluation Procedures Activities and Assessments:

Grading

Evaluation Procedures:

Participation	10%
Chapter Summaries	20%
Chapter Activities	20%
Workshop Plan	50%

Grading Policy:

Letter grades will be used to indicate a student's performance in each class.

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

ACADEMIC SUPPORT
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.

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

Center for Academic Success:

The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu ONLINE COURSES UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

HONOR CODE
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for

upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY ACCOUNT.

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

CREDIT HOUR POLICY

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

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: You are allowed 1 excused absence only. Any additional absence will result in a point reduction from your final grade.

Extra Credit: No extra credit

Late Work: A 10% reduction in grade will be assessed for an assignment that is turned in within 7 days of due date.

Professional Conduct: Points will be deducted for unprofessional behaviors during class which includes cell phone use, texting, surfing the net, using tablets/laptops during class, working on assignments for another class, talking to a neighbor, and being inattentive. I ask that you treat the instructor/speaker as you want your students to treat you. **If you MUST use your phone, PLEASE LEAVE THE CLASSROOM**

<div align="center">

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.

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

Communication Rules: Please communication through the D2L email for questions or concerns with this course.

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.

Expected Response Times

I will answer emails within 48 hours and I expected a response from students to my emails within 48 hours. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. It is your responsibility to check emails daily.

Class Schedule Information

Week	Class Activities	Assignments
1	Introductory Activities Take misconceptions survey	
2	Inquiring Minds in the Classroom (Nature of Science)	
3	Planning for Inquiry (5 E's) Experiential Learning)	
4	Using data to drive decision making	
5	Using tools to teach data-driven decision making	
6	Explore data on diverse populations' websites	
7	Lesson plan development	
8	Lesson plan development and implementation	
9	Dominant Views: Authentic Assessment, Constructivism, and Learning Theories of Instructional Design)	
11	Identifying solutions to school-based concerns	
12	Developing solutions to community-based educational concerns	
13	How does science fit into Community-Based Learning	
14	Community Resources and Partners in Education	
15	Writing and Technology integrations	

Program View (Read-Only)

Attachments
Current File: Old and New ECED MEd Program Sheets.pdf

Originator

College of Education	Early Childhood through Secondary Education	Drake, Jill
College	Department	Originator

What would you like to do?
○ Add New Track/Concentration   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Add New Program

Modifications
☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Comments

Shared Governance Process
Senate Action Item   (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Early Childhood Education
Existing Program (as shown in the DMA)

Master of Education with a Major in Early Childhood Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Summer	2017
Effective Semester/Year	

On Line	Graduate
Program Location	Degree Level

Modification Details

The M.Ed. in Early Childhood Education modifications include changes in required courses and elective options.

1) The ECED course ECED 6271 is being replaced by CURR 6575.
2) The course ECED 7271 will be replaced with ECSE 7500.
3) ECSE 7564 was added to the Professional Specialization area
4) Related Studies/Electives will include ECSE 7560.
5) ECED 7261 was added to the Professional Specialization section.
6) EDRS 6342 was added to Research/Assessment section and the generic statement regarding a research course was removed.
7) The statements under #1, #2, #3 and #4 regarding the option to take a content course were combined into one statement (#5) under the Program Notes section. This created one additional note for a total of eight notes.

(Max 4000 characters)

Attachments
Current File: Old and New ECED MEd Program Sheets.pdf

Rationale

There are two rationales for the proposed changes.

1) In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department level curriculum analysis revealed there were similar course offerings across the two programs. To provide more efficient and effective use of faculty, resources, and course offerings; new courses were created, and existing courses were modified that satisfied the curricular requirements of both programs. The M.Ed. in Early Childhood Education program is being modified to include the new or modified courses.

2) Changes to the program are also being proposed to increase clarity regarding students' course-taking options. Currently, there are only two appropriate research courses available to students in the ECED M.Ed. program. Therefore, to reduce students' confusion and incorrect course enrollment, EDRS 6342 is now listed under the Research/Assessment section. EDRS 6342 is the only other research course currently offered to ECED M.Ed. students. ECED 7261 is an acceptable course for #3 of the Professional Specialization section and was frequently taken in replacement of ECED 7264. Therefore, to reduce additional advisement questions and to give students a clearer understanding of the courses that can satisfy that section of the program sheet, ECED 7261 was added to the Professional Specialization section.

(Max 4000 characters)

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
☐ Program deactivation
☑ None of these apply

Comments
Refer to Modifications Details and Rationale statements.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2016-09-15]
Chair, Course Department

Laura Smith [APPROVED 2016-10-03]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

MASTER OF EDUCATION

EARLY CHILDHOOD EDUCATION

PROGRAM OF STUDY

Name: _____   **ID#:** 917 _____

	HRS	GR	TRF/SUB
Required Courses	**9 hrs**		
ECED 6271 P-5 School Curriculum	3		
ECED 7271 Diversity and the Classroom for Early Grades (P-5)	3		
ECED 6249 Seminar for P-5 Teachers	3		
Professional Specialization *(Choose one course from each of the five (5) areas below.)*	**15 hrs**		
1. ECED 7259 Investigating Methods & Materials in Mathematics **or**	3		
College of Science and Mathematics content in related area as approved by advisor	3		
2. ECED 7260 Investigating Methods & Materials in Science **or**	3		
College of Science and Mathematics content in related area as approved by advisor	3		
3. ECED 7262 Investigating the Language Arts **or**	3		
College of Arts & Humanities content in related area as approved by advisor	3		
4. ECED 7264 Investigating Social Studies Methods **or**	3		
College of Arts & Humanities or Social Sciences content in related area as approved by advisor	3		
5. ECED 7265 Parent Ed for Teachers & Child Care Workers **or**	3		
ECED 7266 The Young Child: Home & Community **or**	3		
ECED 7273 Family/Community Involvement for School Improvement	3		
Research/Assessment *(Choose one course from each of the two (2) areas below)*	**6 hrs**		
1. EDRS 6301 Research in Education **or**			
Other research course approved by advisor	3		
2. Assessment course approved by advisor	3		
Related Studies/Electives *(Choose two courses from the entries below.)*	**6 hrs**		
1. ECED 7263 Writing Across the Curriculum **or**	3		
2. ECED 7267 Teaching Creative Arts **or**	3		
3. ECED 7268 Teaching Creative Dramatics **or**	3		
4. ECED 7272 Classroom Management for Early Grades (P-5) **or**	3		
5. K-5 Mathematics Endorsement (EDME 7271/ 7271L, 7272/7272L, 7273/7273L) **or**	12		
6. Reading Endorsement (READ 7271, 7263, and 7201) **or**	9		
7. ESOL Endorsement (PTED 7239, 7240, 7241) **or**	9		

College of Education
University of West Georgia

M. Ed./ECED
ECSE 9/16

8.	Other Electives (Reading, Technology, Media, Leadership, Special Education, Foundations, Educational Psychology, etc.) as approved by advisor	Varies		

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for a Level 4 Early Childhood Education clear and renewable certificate **or** possession of a valid Level 4 Early Childhood Education clear and renewable certificate.
2. ECED 6271 must be taken within the first two semesters of admission to the program.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. ECED 6271, ECED 7271, and ECED 6249 are required courses.
5. To enroll in the K-5 Mathematics Endorsement, educators must have at least one year of teaching experience and must have a valid clear renewable level 4 or higher teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5). Educators holding any of the following certificates combined with a core academic content concentration in mathematics are also eligible to enroll: Special Education General Curriculum (P-12); Special Education Adapted Curriculum ((P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); and Gifted Education (P-12).
6. Completion of the K-5 Mathematics Endorsement requires six (6) semester hours beyond degree requirements.
7. Completion of the Reading Endorsement or the ESOL Endorsement requires three (3) semester hours beyond degree requirements.
8. Candidates will be required to document clinical experiences with diverse students on Tk20 as part of the exit requirements for this program.

Student signature: _____   Date: _____

Advisor signature: _____   Date: _____

Department Chair signature: _____   Date: _____

College of Education
University of West Georgia

M. Ed./ECED
ECSE 9/16

MASTER OF EDUCATION EARLY

CHILDHOOD EDUCATION

PROGRAM OF STUDY

Name: _____ ID#: 917 _____

	HRS	GR	TRF/SUB
Required Courses	9 hrs		
CURR 6575 Curriculum Trends and Issues	3		
ECSE 7500 Diverse Classrooms in a Global Society	3		
ECED 6249 Seminar for P-5 Teachers	3		
Professional Specialization *(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)*	15 hrs		
1. ECED 7259 Investigating Methods & Materials in Mathematics[5]	3		
2. ECED 7260 Investigating Methods & Materials in Science[5]	3		
3. ECED 7262 Investigating the Language Arts[5] or ECSE 7564 Content Area Literacy Instruction or ECED 7261 Literature for the Young Child	3		
4. ECED 7264 Investigating Social Studies Methods[5]	3		
5. ECED 7265 Parent Ed for Teachers & Child Care Workers or ECED 7266 The Young Child: Home & Community or ECED 7273 Family/Community Involvement for School Improvement	3		
Research/Assessment *(Choose one course from each of the two (2) areas below)*	6 hrs		
1. EDRS 6301 Research in Education or Other research course approved by advisor	3		
2. EDRS 6342 School and Classroom Assessment	3		
Related Studies/Electives *(Choose two courses from the entries below.)*	6 hrs		
1. ECED 7263 Writing Across the Curriculum or	3		
2. ECED 7267 Teaching Creative Arts or	3		
3. ECED 7268 Teaching Creative Dramatics or	3		
4. ECED 7272 Classroom Management for Early Grades (P-5) or	3		
5. ECSE 7560 Contemporary Issues in Education or	3		
6. K-5 Mathematics Endorsement (EDME 7271/ 7271L, 7272/7272L, 7273/7273L) or	1 2		
7. Reading Endorsement (READ 7271, 7263, and 7201) or	9		
8. ESOL Endorsement (PTED 7239, 7240, 7241) or	9		
9. Other Electives (Reading, Technology, Media, Leadership, Special Education, Foundations, Educational Psychology, etc.) as approved by advisor	Varies		

College of Education
University of West Georgia

M. Ed./ECED
ECSE 9/16

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate **or** possession of a valid Early Childhood Education or Elementary clear and renewable certificate.
2. CURR 6575 must be taken within the first two semesters of admission to the program.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. CURR 6575, ECED 7271, and ECED 6249 are required courses.
5. A content course in related area can be taken to satisfy this section of the program sheet as approved by an advisor.
6. To enroll in the K-5 Mathematics Endorsement, educators must have at least one year of teaching experience and must have a valid clear renewable level 4 or higher teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5). Educators holding any of the following certificates combined with a core academic content concentration in mathematics are also eligible to enroll: Special Education General Curriculum (P-12); Special Education Adapted Curriculum ((P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); and Gifted Education (P-12).
7. Completion of the K-5 Mathematics Endorsement requires six (6) semester hours beyond degree requirements.
8. Completion of the Reading Endorsement or the ESOL Endorsement requires three (3) semester hours beyond degree requirements.
9. Candidates will be required to document clinical experiences with diverse students on Tk20 as part of the exit requirements for this program.

Student signature: _____   Date: _____

Advisor signature: _____   Date: _____

Department Chair signature: _____   Date: _____

College of Education
University of West Georgia

M.Ed./ECED

Program View (Read-Only)

Attachments
Current File: MAT SEED program revision submission.pdf

Originator

College of Education	Early Childhood through Secondary Education	Huss, Robyn
College	Department	Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Education
College

Master of Arts in Teaching (MAT)
Existing Program (as shown in the DMA)

Master of Arts in Teaching (MAT)
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Arts in Teaching with a Major in Teacher Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Summer	2017
Effective Semester/Year	

On Campus	Graduate
Program Location	Degree Level

Modification Details

The Secondary Education Master of Arts in Teaching program sheet is being updated to reflect the new ECSE course offerings:
SEED 6265 will replace ABED 6537,
ECSE 7500 will replace SEED 7500,
ECSE 7560 will replace SEED 7560,
ECSE 7564 is a new course,
ECSE 7566 will replace SEED 7566.

(Max 4000 characters)

Attachments
Current File: MAT SEED program revision submission.pdf

Rationale

In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department-level curriculum analysis revealed there were similar course offerings across the two programs. In order to provide more efficient and effective use of faculty, resources, and course offerings, new courses were created and existing courses were modified that satisfied the curricular requirements of both programs. The Master of Arts in Teacher program is being modified to include the new or modified courses.

(Max 4000 characters)

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
- ☐ Program deactivation
- ☑ None of these apply

Comments

The attached document contains the new/proposed program sheet followed by the current program sheet.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2016-09-15]

Chair, Course Department

Laura Smith [APPROVED 2016-09-20]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-01-22]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Master of Arts in Teaching
Secondary Education
Plan of Study

Name _____ Student ID _____

Courses	Credits	Semester Planned	Grade
Professional Education Foundation	**15**		
1. SPED 6706 Special Education in the Regular Classroom[+]	3		
2. CEPD 6101 Psychology of Classroom Learning[+]	3		
3. SEED 6111 Introduction to the Secondary School Field Experience	0		
4. SEED 7291 Instruction and Management in the Classroom[+]	2		
5. SEED 7291L Instruction and Management in the Classroom Lab	1		
6. MEDT 6401 Instructional Technology[+]	3		
7. EDRS 6342 School and Classroom Assessment[+]	3		
Pedagogical Content Courses	**12**		
8. SEED 6261 & 6260 Instructional Strategies for English Ed*[+] & Lab, or SEED 6262 & 6260 Instructional Strategies for Social Studies Ed*[+] & Lab, or SEED 6263 & 6260 Instructional Strategies for Science Ed*[+] & Lab, or SEED 6264 & 6260 Instructional Strategies for Mathematics Ed*[+] & Lab, or SEED 6265 & 6260 Instructional Strategies for Business Ed*[+] & Lab, or Another approved graduate course in content field instructional strategies*	3		
9. MEDT 7461 Instructional Design[+], or CURR 6575 Curriculum Trends and Issues[+], or ECSE 7500 Diverse Classrooms in a Global Society[+], or ECSE 7560 Contemporary Issues in Education[+], ECSE 7564 Content Area Literacy Instruction[+], or ECSE 7566 Advanced Instructional Strategies for the 21st Century Classroom[+]	3		
10. Graduate course in content area or content pedagogy (may take ECSE 7564 or ECSE 7566 if not taken for #9)	3		
11. Graduate course in content area or content pedagogy	3		
Internship	**6**		
12. SEED 7288 Teaching Internship	3		
13. SEED 7289 Teaching Internship Seminar[+]	3		
Comprehensive Examination	**0**		
14. SEED 6200 Comprehensive Exam for the MAT Program	0		
Total Professional Education Courses	**33**		
Courses recommended by advisor as graduation requirements	**Credits**	**Semester Planned**	

+   These courses are taught 95-100% online.
*   Strategies course must match primary content area.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____   DATE: _____

ADVISOR SIGNATURE: _____   DATE: _____

Master of Arts in Teaching
Secondary Education
Advisement Sheet

Name: _____ Student ID: _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Program Notes

1. All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.
2. Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.
3. Upon completion of 15 credit hours in the MAT program, or during the semester of enrollment in the strategies course and SEED 6260, candidates will be required to schedule an on-campus dispositional review conference with the SEED program coordinator, a SEED faculty member, and a representative from the Office of Field-Based Preparation. Available time slots for the SEED MAT Review Conference will be posted in advance and filled on a first-come basis. This benchmark must be successfully cleared prior to enrollment in subsequent semesters; an unsatisfactory review may result in a Professional Growth Plan or termination from the program.
4. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291 and 7291-L, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the student teaching internship courses.
5. Six hours of content has to match the GACE content area exam.
6. Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
7. Students must maintain a cumulative 3.0 GPA in graduate coursework.
8. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
9. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200.
10. It is the candidate's responsibility to apply for graduation in a timely manner.

Advising Notes

English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

History Note: The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

Master of Arts in Teaching
Secondary Education
Plan of Study

Name _____ Student ID _____

Courses	Credits	Semester Planned	Grade
Professional Education Foundation	**15**		
1. SPED 6706 Special Education in the Regular Classroom[+]	3		
2. CEPD 6101 Psychology of Classroom Learning[+]	3		
3. SEED 6111 Introduction to the Secondary School Field Experience	0		
4. SEED 7291 Instruction and Management in the Classroom[+]	2		
5. SEED 7291L Instruction and Management in the Classroom Lab	1		
6. MEDT 6401 Instructional Technology[+]	3		
7. EDRS 6342 School and Classroom Assessment[+]	3		
Pedagogical Content Courses	**12**		
8. SEED 6261 & 6260 Instructional Strategies for English Ed*[+] & Lab, or SEED 6262 & 6260 Instructional Strategies for Social Studies Ed*[+] & Lab, or SEED 6263 & 6260 Instructional Strategies for Science Ed*[+] & Lab, or SEED 6264 & 6260 Instructional Strategies for Mathematics Ed*[+] & Lab, or ABED 6537 Methods in Teaching Business Subjects* or PHED 6665 Methods of Teaching K-12 Physical Education* AND PHED 6668 Concepts and Methods in Health Education* or Another approved graduate course in content field instructional strategies*	3		
9. MEDT 7461 Instructional Design[+], or EDLE 6316 School Law[+], or CURR 6575 Curriculum Trends and Issues[+], or SEED 7500 Diverse Classrooms in a Pluralistic Society[+], or SEED 7560 Contemporary Issues in Secondary Education[+], or SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom[+]	3		
10. Graduate course in content area (may take SEED 7266 if not taken for #9)	3		
11. Graduate course in content area	3		
Internship	**6**		
12. SEED 7288 Teaching Internship	3		
13. SEED 7289 Teaching Internship Seminar[+]	3		
Comprehensive Examination	**0**		
14. SEED 6200 Comprehensive Exam for the MAT Program	0		
Total Professional Education Courses	**33**		
Courses recommended by advisor as graduation requirements	**Credits**	**Semester Planned**	

+   These courses are taught 95-100% online.
*   Strategies course must match primary content area.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____   DATE: _____

ADVISOR SIGNATURE: _____   DATE: _____

Master of Arts in Teaching
Secondary Education
Advisement Sheet

Name: _____ Student ID: _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

_____

Program Notes

1. All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.
2. Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.
3. Upon completion of 15 credit hours in the MAT program (or toward the end of the semester of enrollment in the 15th credit hour), candidates will be required to schedule an on-campus dispositional review conference with the SEED program coordinator, a SEED faculty member, and a representative from the Office of Field-Based Preparation. Available time slots for the SEED MAT Review Conference will be posted in advance and filled on a first-come basis. This benchmark must be successfully cleared prior to enrollment in subsequent semesters; an unsatisfactory review may result in a Professional Growth Plan or termination from the program.
4. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291, the strategies/methods course(s), SEED 7288, and SEED 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the Internship.
5. Six hours of content has to match the GACE content area exam.
6. Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
7. Students must maintain a cumulative 3.0 GPA in graduate coursework.
8. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
9. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200.
10. It is the candidate's responsibility to apply for graduation in a timely manner.

Advising Notes

English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

History Note: The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

Modification Details

The Ed.S. in Early Childhood Education modifications include changes in required courses and elective options. The Student as Learners section will include the course ECSE 8562. This course was added to this section and the 3 credit hour elective was eliminated from the program. Under Societal Issues the courses EDFD 7311 and ECED 7266 were deleted and ECSE 7560 was added. The Classroom Issues section will include ECSE 7566.

(Max 4000 characters)

Rationale

In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department level curriculum analysis revealed there were similar course offerings across the two programs. To provide more efficient and effective use of faculty, resources, and course offerings; new courses were created, and existing courses were modified that satisfied the curricular requirements of both programs. The Ed.S. in Early Childhood Education program is being modified to include the new or modified courses. Two courses listed under Societal Issues were deleted, EDFD 7311 and ECED 7266. EDFD 7311 was deleted due to the course not being currently offered. ECED 7266 was deleted to increase enrollment in the remaining courses and to eliminate duplication for the course is currently being offered in the ECED M.Ed. program. The generic Ed.S. program elective was replaced by ECSE 8562 to better meet the needs of program accreditation standards regarding diverse learners.

(Max 4000 characters)

Attachments

Current File: Ed.S. ECED Program CSS Changes 2016.pdf

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
☐ Program deactivation
☐ None of these apply

Comments

Refer to Modifications Details and Rationale statements.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2016-09-15]

Chair, Course Department

Laura Smith [APPROVED 2016-11-03]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-01-22]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Specialist in Education
Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

OLD PROGRAM SHEET

ADVISEMENT SHEET/PLAN OF STUDY MUST BE FILED IN C & I DEPARTMENT WITH ALL SIGNATURES BEFORE THE END OF SECOND SEMESTER.

Name: _____ ID# _____ Advisor _____
Permanent Address: _____
Work/Campus Address: _____
Telephone: _____ FAX: _____ Email: _____
Masters Degree/Major: _____
Colleges and Dates Previously Attended: _____
Present Certification (Field and Level): _____

ADMISSION REQUIREMENTS	COMPLETION DATES
_____ Graduate GPA	_____ Initial Advising
(V) _____ (Q) _____ GRE Scores	_____ Application for Candidacy
_____ Letters of Recommendation	_____ Comprehensive Exam
_____ Date Admitted to Graduate School	

PLAN OF STUDY	HRS.	GR	SEMESTER PLANNED	SUBSTITUTION
Professional Education Sequence				
Students as Learners	3			
*CEPD 8102 Lifespan Human Development	3			
Societal Issues	6			
*ECED 8272 Teacher as Leader [a]	3			
Select one of the following: ECED 7266 The Young Child: Home & Community or EDFD 7303 Culture & Society in Education or EDFD 7305 History of American Education or EDFD 7307 Critical Issues in Education or EDFD 7309 Philosophical Foundations of Education or EDFD 7311 Ethics in Education or PTED 7246 Comparative Education	3			
Classroom Issues	6			
*ECED 8271 Advanced Curriculum Seminar [a]	3			
Arts and Science or Methods/Content	3			
Research and Inquiry (must be taken in sequence)	9			
*ECED 8284 Research Seminar [b]	3			
*EDRS 8304 Data Analysis in Educational Research	3			
*ECED 8297 Professional Seminar [c]	3			
Elective	3			
Total Program	27			

Program Notes

1. * Denotes required courses.
    a. ECED 8271 and ECED 8272 should be taken early in the Ed.S. program.
    b. ECED 6290 or EDRS 6301 is required as a prerequisite for this course.
    c. ECED 8284 is required as a prerequisite for this course.
2. Admission to this program requires a Level 5 clear, professional certificate in Early Childhood Education based on an earned Master of Education in Early Childhood Education. Degrees earned in other areas of education must meet the Content Specialization section of UWG the M.Ed. Program (see other side).

STUDENT SIGNATURE: _____   DATE: _____

ADVISOR SIGNATURE: _____   DATE: _____

College of Education   **Ed. S./ECED**
University of West Georgia

Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

ADVISEMENT SHEET/PLAN OF STUDY MUST BE FILED IN THE DEPARTMENT WITH ALL SIGNATURES BEFORE THE END OF SECOND SEMESTER.

NEW PROGRAM SHEET

Name:_____   D#: 917_____

PLAN OF STUDY	HRS.	GR	SEMESTER	SUB/TFR
Professional Education Sequence				
Students as Learners	6			
1. CEPD 8102 Lifespan Human Development*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
Societal Issues	6			
1. ECED 8272 Teacher as Leader [a]*	3			
2. Select one of the following: ECSE 7560 Contemporary Issues in Education or EDFD 7303 Culture & Society in Education or EDFD 7305 History of American Education or EDFD 7307 Critical Issues in Education or EDFD 7309 Philosophical Foundations of Education or PTED 7246 Comparative Education	3			
Classroom Issues	6			
1. ECED 8271 Advanced Curriculum Seminar[a]*	3			
2. ECSE 7566 Advanced Instructional Strategies for the 21st Century Classroom or Arts and Science Content or Methods course[d]	3			
Research and Inquiry (must be taken in sequence)	9			
1. ECED 8284 Research Seminar[b]	3			
2. EDRS 8304 Data Analysis in Educational Research[c]	3			
3. ECED 8297 Professional Seminar	3			
Total Program	27			

Program Notes

1.   * Denotes required courses.
    a. ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program.
    b. ECED 6290 or EDRS 6301 is required as a prerequisite for this course.
    c. ECED 8284 is required as a prerequisite for this course.
    d. Methods courses taken as part of the Early Childhood Education M.Ed. at UWG cannot be repeated.

2.   Admission to this program requires a professional certificate in Early Childhood Education based on an earned Master of Education in Early Childhood Education.

STUDENT SIGNATURE: _____   DATE: _____

ADVISOR SIGNATURE: _____   DATE: _____

College of Education   **Ed. S./ECED**
University of West Georgia

Program View (Read-Only)

Attachments
Current File: Ed.S. ECED Program CSS Changes 2016.pdf

Originator

College of Education
College

Early Childhood through Secondary Education
Department

Drake, Jill
Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Education
College

Specialist in Education with a Major in Early Childhood Education
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Early Childhood Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Line
Program Location

Graduate
Degree Level

Specialist in Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Summer   2017
Effective Semester/Year

Program View (Read-Only)

Attachments

Current File: Music Program Addition Sub Change Grad.docx

Originator

College of Arts and Humanities
College

Music Department
Department

Hibbard, Kevin R.
Originator

What would you like to do?

○ Add New Track/Concentration   ○ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ⦿ Add New Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Arts and Humanities
College

Music Department
Department

Master of Music
Program Name

Master of Music with concentrations in Performance and Music Education
Degree Name

On Campus
Program Location

Graduate
Degree Level

Fall   2017
Effective Semester/Year

Modification Details

Please see attachment

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: Music Program Addition Sub Change Grad.docx

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
☐ Program deactivation
☒ None of these apply

Comments

New Tracks/Concentrations:
Master of Music with a concentration in Performance
Master of Music with a concentration in Music Education

(Max 4000 characters)

College Approvals

Kevin R. Hibbard   [APPROVED 2016-11-18]
Chair, Course Department

Pauline Gagnon   [APPROVED 2017-01-17]
Dean, College of Arts and Humanities

Other Approvals

Matt Varga   [APPROVED 2017-01-22]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Master of Music with a Major in Performance (Delete)
Master of Music with a Major in Music Teacher Education (Delete)
Master of Music with concentrations in Performance and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The Master of Music with Majors in Performance and Music Teacher Education degrees are being deleted in favor of a single new degree, a Master of Music with concentrations in Performance and Music Education. The program goals, learning outcomes, and comparative list of required courses for both programs are unchanged. The new M.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Master of Music with majors in Performance and Music Education would be better represented (and subsequently resourced) as a Master of Music with concentrations in Performance and Music Education. These programs currently exist as two separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition a new degree with two concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single M.M. will help students and faculty to better track progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of concentrations may also increase flexibility within the M.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a M.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Master of Music with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	Proposed Program
Master of Music in Music Teacher Education (CIP 13131200)	Master of Music (CIP 500901) • Concentration in Music Education • Concentration in Performance
Master of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Master of Music with a Major in Performance are:

1. Demonstrate professional competence in performance, interpretation, and evaluation of knowledge and scholarly competence in the organization, interpretation, understanding, and evaluation of knowledge in music and music pedagogy.
2. Demonstrate an advanced level of musical and pedagogical knowledge and understandings, and of performance abilities.
3. Demonstrate the ability to conduct music research and to use appropriate research methods.

These outcomes will not change and will be applied to the performance track in the new Master of Music with a Major in Music.

Learning outcomes for the Master of Music with a Major in Music Teacher Education are:

1. Demonstrate professional competence in the communication and dissemination of knowledge and the ability to produce scholarly works in music and music education.
2. Demonstrate the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms; and an understanding of different models and approaches to learning.
3. Demonstrate the ability to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools and to create meaningful learning experiences for all students.

These outcomes will not change and will be applied to the teacher education track in the new Master of Music with a Major in Music.

Program Maps will also remain the same (see below).

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Music Education

MASTER OF MUSIC IN MUSIC EDUCATION   (30 credit hours)

CREDITS	COURSE TITLE
3	MUSC 6083 Research Methods and Materials
3	MUSC 6110 History and Philosophy of Music Education
3	MUSC 6120 Factors of Musical Learning
3	MUSC 6184 Seminar in Music Education (may be repeated for credit with different topic)
3	MUSC 6210 Music History and Literature (may be repeated for credit with different topic)
3	MUSC 6220 Music Theory
3	EDRS 6301 Research in Education
9	Electives in Supportive Graduate Music Courses and/or approved Graduate Courses in the College of Education.
0	Comprehensive Final Exam
30	

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	9

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Performance

MASTER OF MUSIC IN PERFORMANCE   (30 credit hours)

CREDIT	COURSE TITLE
3	MUSC 6083 Research Methods and Materials
3	MUSC 6210 Music History and Literature
3	MUSC 6220 Music Theory
9	MUSC 6600 Principal Applied
1	MUSC 5850 Applied Conducting or 6610 Secondary Applied
2	MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop or 5800 Small Ensembles
3	MUSC 6800 Graduate Recital
6	Electives in Supportive Graduate Music Courses: Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and up to nine credit hours of MUSC 6999 Thesis.
0	Comprehensive Final Exam
30	TOTAL

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	**6**

Program View (Read-Only)

Attachments
Current File: Music Program Addition Sub Change Grad.docx

Originator

College of Arts and Humanities
College

Music Department
Department

Hibbard, Kevin R.
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ● Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item   (See Procedure)

Program Selection

College of Arts and Humanities
College

Master of Music with a Major in Music Education
Existing Program (as shown in the DMA)

Master of Music with a Major in Music Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Music (MMUS)
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

| Fall | 2018 |
Effective Semester/Year

On Line
Program Location

Graduate
Degree Level

Modification Details

Please see attachment.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: Music Program Addition Sub Change Grad.docx

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
- [x] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Kevin R. Hibbard   [APPROVED 2016-11-18]

Chair, Course Department

Pauline Gagnon   [APPROVED 2017-01-17]

Dean, College of Arts and Humanities

Other Approvals

Matt Varga   [APPROVED 2017-01-22]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Master of Music with a Major in Performance (Delete)
Master of Music with a Major in Music Teacher Education (Delete)
Master of Music with concentrations in Performance and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

This program proposal involves a substantive change: The <u>Master of Music</u> with Majors in Performance and Music Teacher Education degrees are being deleted in favor of a single new degree, a <u>Master of Music</u> with concentrations in Performance and Music Education. The program goals, learning outcomes, and comparative list of required courses for both programs are unchanged. The new M.M. program contains no new courses or learning outcomes. In accordance with NASM recommendations, the new tracks will be assessed separately, and identically to the programmatic assessment in the past.

Note (To be added after approvals for Board submission only): The Faculty Senate approved the change on _____. President Marrero approved the same on _____.

As a result of our ongoing comprehensive program review, the Department of Music and Academic Affairs determined that a realignment of programs would be beneficial to the faculty, students, and staff who are involved in these areas. It was determined that the Master of Music with majors in Performance and Music Education would be better represented (and subsequently resourced) as a Master of Music with concentrations in Performance and Music Education. These programs currently exist as two separate degrees and are often flagged as low-producing programs which hinders resource arguments and necessitates administrative response to inquiries. This change will therefore better represent the delivery of these degrees in a single department and eliminate unnecessary confusion.

The substantive change is the addition a new degree with two concentrations. There will be no curricular changes between the current programs and the new program with proposed concentrations. Each concentration will continue with the same coursework and credits as the current degree programs. This change will be seamless for students enrolled in the programs. Current programs maps are posted online in the Advising Center and will remain constant.

Academic Affairs consulted with the Executive Director of the National Association of Schools of Music regarding this proposed change. NASM will continue to evaluate each concentration as a discrete program, but NASM understands the necessity of alignment, and approves of combining the programs into a single degree with three concentrations.

It is our hope that our new single M.M. will help students and faculty to better track progression and graduation with a degree in Music. We have eliminated several confusing recording issues that hinder our ability to focus on more pedagogical endeavors in student learning. This combination of concentrations may also increase flexibility within the M.M. curriculum that will enable students to make better choices based on their professional interests and avoid delays in their progress through the program toward graduation.

The adoption of a M.M. degree will also bring the Department of Music into line with similar departments at peer and aspirant institutions, many of which have been endorsed by NASM for a Master of Music with multiple tracks/concentrations.

Curriculum Comparison:

Current Programs	Proposed Program
Master of Music in Music Teacher Education (CIP 13131200)	Master of Music (CIP 500901) • Concentration in Music Education • Concentration in Performance
Master of Music in Performance (CIP 50090301)	

Program Learning Outcomes

Programmatic learning outcomes are measured throughout the curriculum and will not change.

Learning outcomes for the Master of Music with a Major in Performance are:

1. Demonstrate professional competence in performance, interpretation, and evaluation of knowledge and scholarly competence in the organization, interpretation, understanding, and evaluation of knowledge in music and music pedagogy.
2. Demonstrate an advanced level of musical and pedagogical knowledge and understandings, and of performance abilities.
3. Demonstrate the ability to conduct music research and to use appropriate research methods.

These outcomes will not change and will be applied to the performance track in the new Master of Music with a Major in Music.

Learning outcomes for the Master of Music with a Major in Music Teacher Education are:

1. Demonstrate professional competence in the communication and dissemination of knowledge and the ability to produce scholarly works in music and music education.
2. Demonstrate the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms; and an understanding of different models and approaches to learning.
3. Demonstrate the ability to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools and to create meaningful learning experiences for all students.

These outcomes will not change and will be applied to the teacher education track in the new Master of Music with a Major in Music.

Program Maps will also remain the same (see below).

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Music Education

MASTER OF MUSIC IN MUSIC EDUCATION   (30 credit hours)

CREDITS	COURSE TITLE
3	MUSC 6083 Research Methods and Materials
3	MUSC 6110 History and Philosophy of Music Education
3	MUSC 6120 Factors of Musical Learning
3	MUSC 6184 Seminar in Music Education (may be repeated for credit with different topic)
3	MUSC 6210 Music History and Literature (may be repeated for credit with different topic)
3	MUSC 6220 Music Theory
3	EDRS 6301 Research in Education
9	Electives in Supportive Graduate Music Courses and/or approved Graduate Courses in the College of Education.
0	Comprehensive Final Exam
30	

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	9

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Performance

MASTER OF MUSIC IN PERFORMANCE   (30 credit hours)

CREDIT	COURSE TITLE
3	MUSC 6083 Research Methods and Materials
3	MUSC 6210 Music History and Literature
3	MUSC 6220 Music Theory
9	MUSC 6600 Principal Applied
1	MUSC 5850 Applied Conducting or 6610 Secondary Applied
2	MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop or 5800 Small Ensembles
3	MUSC 6800 Graduate Recital
6	Electives in Supportive Graduate Music Courses: Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and up to nine credit hours of MUSC 6999 Thesis.
0	Comprehensive Final Exam
30	TOTAL

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	**6**

Program View (Read-Only)

Attachments
Current File: Music Program Addition Sub Change Grad.docx

Originator

| College of Arts and Humanities | Music Department | Hibbard, Kevin R. |
| College | Department | Originator |

What would you like to do?

○ Add New Track/Concentration   ○ Modify Existing Program   ● Deactivate Existing Program   ○ Terminate Existing Program   ○ Add New Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Comments

Shared Governance Process

Senate Information Item   (See Procedure)

Program Selection

| College of Arts and Humanities | Master of Music with a Major in Performance | | | On Campus | Graduate |
| College | Existing Program (as shown in the DMA) | | | Program Location | Degree Level |

Master of Music with a Major in Performance
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Music (MMUS)
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

| Fall | 2018 |
| Effective Semester/Year | |

Modification Details

Please see attachment.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

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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
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Comments

(Max 4000 characters)

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Chair, Course Department

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Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

UNIVERSITY OF WEST GEORGIA

SUBSTANTIVE CHANGE/ NEW PROGRAM / PROGRAM DELETIONS

Master of Music with a Major in Performance (Delete)
Master of Music with a Major in Music Teacher Education (Delete)
Master of Music with concentrations in Performance and Music Education (New Program – Sub Change)

Rationale for New Program / Deletions:

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3. Demonstrate the ability to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools and to create meaningful learning experiences for all students.

These outcomes will not change and will be applied to the teacher education track in the new Master of Music with a Major in Music.

Program Maps will also remain the same (see below).

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Music Education

MASTER OF MUSIC IN MUSIC EDUCATION (30 credit hours)

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3	MUSC 6220 Music Theory
3	EDRS 6301 Research in Education
9	Electives in Supportive Graduate Music Courses and/or approved Graduate Courses in the College of Education.
0	Comprehensive Final Exam
30	

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	9

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC

Master of Music in Performance

MASTER OF MUSIC IN PERFORMANCE   (30 credit hours)

CREDIT	COURSE TITLE
3	MUSC 6083 Research Methods and Materials
3	MUSC 6210 Music History and Literature
3	MUSC 6220 Music Theory
9	MUSC 6600 Principal Applied
1	MUSC 5850 Applied Conducting or 6610 Secondary Applied
2	MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop or 5800 Small Ensembles
3	MUSC 6800 Graduate Recital
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0	Comprehensive Final Exam
30	TOTAL

Electives

COURSE TITLE	CREDITS
TOTAL NEEDED:	**6**