

Board of Regents' Principles and Actions for the Preparation of Educators for the Schools

Second Annual Progress Report

**State University of West Georgia
May 19, 2000**

Section 1 – Formation of the Functional Unit

Charge/Mission of the Functional Unit

The Teacher Education Advisory Committee (TEAC), comprised of faculty from the Colleges of Arts and Sciences, Business, and Education, serves as an advisory committee to the Dean of the College of Education. TEAC was established (and held its first meeting) on January 30, 1997. The purpose of this committee is to facilitate communication and dialogues among faculty who help prepare students in educator preparation programs. This advisory body makes recommendations regarding educator preparation programs, issues, and policies and considers any issues brought to the group regarding educator preparation programs. Under the guidelines of the Board of Regents, this functional unit is one of the bodies that must approve all program changes for educator preparation at State University of West Georgia.

The scope of the responsibilities of TEAC include to:

- Serve as the functional unit responsible for the preparation of educators for the schools as specified by the Board of Regents' Principles, Actions, and Implementation Guidelines.
- Facilitate collaborative decisions among faculty from the three colleges and the schools who participate in the preparation of pre-service and in-service educators.
- Review all programs that lead to educator certification and make recommendations to the appropriate university curriculum committee.
- Advise the Dean of the College of Education on cross-college policies that will impact undergraduate and graduate educator preparation programs.
- Serve as a forum for exchanging information and perspectives about accreditation, certification, assessment, content and pedagogical knowledge, and other related matters.

Composition of the Functional Unit

The Deans of the Colleges of Arts and Sciences, Business, and Education initially (1997) appointed the members of TEAC from among their faculties. The Dean of the College of Education appointed the P-12 members after asking for recommendations from TEAC members. In March of 2000, TEAC was reconfigured under the direction of the Acting Vice President for Academic Affairs following a reassessment of the effectiveness of TEAC. Modifications were made to make TEAC a more faculty-based unit by limiting the involvement of administrators in its deliberations. Among the changes was the change of the role of chair from the Dean of the College of Education to the appointment by the Acting Vice President for Academic Affairs of two tenured professors, one from Education and the other from Arts and Sciences, as co-chairs of

TEAC. Changes also were made in the operating rules of TEAC to provide for smoother operations. TEAC continues to evaluate its structure and operation to ensure compliance with the spirit of collaboration and effective governance reflected in the Regents' Principles.

The current membership of TEAC includes the following:

- Arts and Sciences—8 faculty (from the Departments of Art, Chemistry, English/Philosophy, Foreign Languages and Literatures, Geosciences, History, Mathematics/Physics, and Music) and Dean (non-voting)
- Business—1 faculty (from the Department of Management and Business Systems) and Dean (non-voting)
- Education—9 faculty (from the Departments of Counseling and Educational Psychology, Curriculum and Instruction, Educational Leadership and Professional Studies, Media and Instructional Technology, Physical Education and Recreation, and Special Education and Speech-Language Pathology) and Dean (non-voting)
- P-12—three teachers representing elementary, middle grades, and secondary programs
- Acting Vice President for Academic Affairs (non-voting)
- Acting President (non-voting)

Highlights of 1999-2000 Accomplishments

Throughout the year, TEAC discussed in detail philosophical issues related to the balance of content and pedagogy in educator preparation programs, especially those at the secondary level. In an attempt to develop the strongest programs possible, these discussions were extensive and at times tense. Specific accomplishments of TEAC during 1999-2000 included:

- Endorsed the use during 1999-2000 of a draft field experience evaluation form aligned with INTASC principles and our conceptual framework
- Upon the recommendation of the Vice President for Academic Affairs, accepted existing promotion and tenure criteria as meeting the requirements of the institution's commitment to recognizing and rewarding faculty members working in the schools (see section 7 of this report)
- Approved the following programs:
 - Master of Education in interrelated special education
 - Specialist in Education—curriculum specialist in special education
 - Master of Education in school counseling
 - Bachelor of Arts in French with P-12 professional education sequence
 - Bachelor of Arts in Spanish with P-12 professional education sequence
 - Bachelor of Fine Arts in art education with P-12 professional education sequence
 - Bachelor of Music in music education with P-12 professional education sequence
 - Master of Education in administration and supervision
 - Bachelor of Science in mathematics with secondary professional education sequence

- Bachelor of Science in Education in early childhood education
- Bachelor of Science in Education in physical education
- Bachelor of Science in Education in special education (mental retardation)
- Bachelor of Science in Education in speech-language pathology
- Bachelor of Science in Education in middle grades education
- Bachelor of Science in Education in business education with secondary professional education sequence
- Reactivated the work of four sub-committees
 - Measuring Student Growth
 - Formative and Summative Assessment
 - Guarantee of Graduates
 - Investigating Governance Models

Section 2 – Partner Schools

State University of West Georgia is not using the partner school concept but has adopted a Collaborative Schools approach, which is described in detail below.

The Collaborative Schools Committee (which includes faculty representatives from all three colleges) met initially on January 12, 1999, to discuss how to expand our involvement with a wider range of schools for mutually beneficial purposes. Specifically, the charge of this committee was to establish expanded partnerships with schools to improve teaching and learning. The Collaborative Schools Committee invited superintendents or their designees from approximately 30 school systems (where our current students complete their field experiences, internships, or practica) to a meeting on March 4, 1999, to develop a shared concept of collaborative schools. It was anticipated that school and university representations would hear others' perspectives about their needs and interests in working together. A similar meeting was held on April 16, 1999, with representatives from schools who were unable to attend the earlier meeting. Verbal and written commitments to join the Collaborative Schools Initiative in 1999-2000 with West Georgia were received from these 19 schools or systems:

- Bremen City Schools
- Bay Springs Middle School (Carroll County)
- Bowdon High School (Carroll County)
- Central Elementary School (Carroll County)
- Central Middle School (Carroll County)
- Crossroads Academy (Carroll County)
- Roopville Elementary School (Carroll County)
- Sand Hill Elementary School (Carroll County)
- Temple Elementary School (Carroll County)
- Villa Rica Elementary School (Carroll County)
- Carrollton Elementary School (Carrollton City)
- Carrollton Junior High School (Carrollton City)
- Carrollton High School (Carrollton City)
- Haralson County Schools

- Newnan Crossing Elementary School (Coweta County)
- Douglas County Schools
- Paulding County Schools
- Crossroad Academy (Polk County)
- Rome City Schools

Among the collaborative goals of our Collaborative Schools Initiative are to

- Increase communication and mutual respect among educators at all levels
- Share expertise of educators in whatever areas needed
- Expand the number and variety of field placements
- Collaborate in enhancing mentoring abilities of university and school supervisors
- Share in the induction of new teachers
- Engage in collaborative action research to improve teaching and learning
- Link initiatives and projects to help meet school improvement and strategic planning goals
- Expand pre-service and in-services teachers' abilities in assessment
- Ensure that each educator is well-prepared to help his or her students read at grade level

During the fall semester (see table below for a listing of these visits), the Assistant Dean and the faculty member who worked with the Collaborative Schools Initiative met with representatives of each of these schools to begin planning their work for the year.

<u>Date</u>	School System	School or District	School Representatives	West Georgia Representatives
9-20-99	Carroll County	District	Claire Baker; Andy Krieger	Diane Boothe; Dawn Putney
9-21-99	Carrollton City	District	Rita Gentry	Dawn Putney; Diane Boothe
9-24-99	Polk City	District	Jean Rhoades	Diane Boothe; Dawn Putney
9-28-99	Coweta County	Newnan Crossing Elementary	Johnnie Mae Welch	Diane Boothe; Dawn Putney
9-29-99	Rome City	District	Donna Hibbets	Diane Boothe; Dawn Putney
9-29-99	Paulding County	District	Sammy McClure	Diane Boothe; Dawn Putney
10-22-99	Douglas County	District	Linda Lumpkin; Randy Reece	Dawn Putney; Diane Boothe
11-3-99	Douglas County	District	Linda Lumpkin	Diane Boothe

Date	School System	School or District	School Representatives	West Georgia Representatives
11-4-99	Carroll County	Bay Springs Middle	Chris Erwin	Angela Lumpkin; Diane Boothe; Dawn Putney; Johnny Waters
11-4-99	Carroll County	Bowden High	Chuck Taylor; Sandy Reed; Karen Miller	Angela Lumpkin; Diane Boothe; Dawn Putney; Gwen McAlpine; Mae Wlazlinski
11-4-99	Carroll County	Central Elementary	Kathy Rogers; Sandy Kenin; Pam Greer	Angela Lumpkin; Diane Boothe; Dawn Putney; Nora Swenson; Melody Milbrandt
11-4-99	Carroll County	Central Middle	Edna Herndon; Ronna Bush; Linda Carnes	Angela Lumpkin; Diane Boothe; Dawn Putney; Richard Miller; Martha Larkin
11-4-99	Carroll County	Roopville Elementary	Cindy Saxon; Terri Stubbs; Amanda Deese	Angela Lumpkin; Diane Boothe; Dawn Putney; Jill Mizell; Mark LaFountain
11-4-99	Carroll County	Temple Elementary	Lynn Jackson; Dwayne Harris; Amy Wood	Angela Lumpkin; Diane Boothe; Dawn Putney
11-4-99	Carroll County	Sand Hill Elementary	Martha Shade	Angela Lumpkin; Diane Boothe; Dawn Putney; Letty Bridges
11-4-99	Carroll County	Villa Rica Elementary	Lem Spear	Angela Lumpkin; Diane Boothe; Dawn Putney; Bob Morris
11-12-99	Carrollton City	District	Rita Gentry	Diane Boothe
11-18-99	Bremen City	District	Jim Boyd	Dawn Putney; Diane Boothe
11-19-99	Polk City	District	Jean Rhoades	Diane Boothe; Dawn Putney
11-22-99	Paulding County	District	Sammy McClure; Hazel Ratliff	Diane Boothe
12-9-99	Coweta County	District	Nelda Boren	Alvis Harthern; John vonEschenbach

Date	School System	School or District	School Representatives	West Georgia Representatives
12-9-99	Rome City	District	Donna Hibbets; Larry Atwell	Diane Boothe; Dawn Putney
12-10-99	Carrollton City	District	Rita Gentry	Diane Boothe
12-17-99	Carroll County	Bay Springs Middle	Chris Erwin	Diane Boothe

During these sessions, information was disseminated about the willingness of West Georgia faculty (from the Colleges of Arts and Sciences, Business, and Education) to share their expertise with school representatives. The schools used this information in identifying individuals to assist with their chosen projects. Through these sessions, it became evident that each school preferred to choose a unique project for which it needed assistance rather than adhere to any one model. Faculty from the College of Education or the College of Arts and Sciences were matched with the chosen project, and work began with the schools. During 1999-2000, numerous projects, such as the examples that follow, were completed or are on going involving these schools.

- Bremen City Schools—Jim Boyd and Michaela D'Aquanni collaborated in developing educational models for students who are struggling.
- Sand Hill Elementary School and Central Elementary School in Carroll County —Nora Swenson worked with these schools on special education services.
- Carrollton High School—Snead Waters and Gwen McAlpine collaborated on programming for the KidReach Online Reading Center.
- Douglas County—Karen Lee and Cynthia Jackson provided the gifted education endorsement courses as staff development to nearly 40 teachers.
- Carrollton Elementary School—Terry O'Toole worked with Chris Brown and P-5 health education students to deliver a child abuse prevention program to all second grade classes.
- Villa Rica Middle School in Carroll County and Carrollton Junior High School—Students participated in collaborative e-mail activities with the assistance of Leticia Ekhaml.
- Carrollton Junior High School—Clete Bulach served as the evaluation consultant to measure bullying behavior.
- Rome Middle School—Randy Perry, Diane Boothe, and middle grade education students assisted with the Science Night.
- Bremen High School—Terrie Kielborn worked with Carla Pollard and eleventh and twelfth graders on various GLOBE project protocols.
- CrossRoads Academy in Polk County—Bob Morris and other West Georgia faculty assisted teachers with math, reading, and counseling programs.
- Newnan Crossing Elementary School in Coweta County—Johnnie Mae Welch and Elaine Roberts collaborated on strengthening students' reading skills.
- Rome Middle School—Sandy Ashley, Karen Smith (Department of Mathematics/Physics), and Diane Boothe assisted gifted and talented mathematics students with critical thinking skills and the use of graphing calculators.

- Carrollton City Schools—CRISS training has begun by Elaine Roberts to strengthen the teaching of reading, writing, and studying strategies within content areas.
- Villa Rica Elementary School in Carroll County—Lem Spear, Cindy Johnson, and Tiffany Busby worked with George Rolle to strengthen counseling strategies at the school.
- Rome City Schools—Tami Ogletree and Letty Bridges assisted with the evaluation of the reading program.
- Bay Springs Middle School in Carroll County—Chris Erwin and Mary Braswell worked on strengthening reading skills for students who need assistance with pre-service teachers from Cathleen Doheny's Children's Literature class.
- Sand Hill Elementary School in Carroll County—Letty Bridges helped teachers on reading and science strategies.
- Central Elementary School in Carroll County—Melody Milbrandt (Department of Art) worked collaboratively with teachers in the area of art education.
- Crossroads Academy in Carroll County—Denzel Rogers worked with Donna Harkins and Jill Mizell to establish a peer-tutoring program, which will be conducted by teachers there.
- Central Middle School in Carroll County and Carrollton Junior High School —Leticia Ekhaml along with Ben deMayo and Edith Maxwell (both from the Department of Mathematics/Physics), Wendy Quinn, and Mary Jane Davis established a CyberLab through which students can use the world wide web to run a real experiment.

The Dean of the College of Education and others met with representatives of each of these schools early in 2000 to ensure that progress was being made and to offer additional assistance.

Date	School System	School or District	School Representatives	West Georgia Representatives
1-7-00	Polk City	Polk CrossRoads Academy	Jean Rhoades; Lucy Cromer	Angela Lumpkin; Diane Boothe; Bob Morris
1-10-00	Carroll County	District	Claire Baker	Diane Boothe
1-11-00	Carroll County	Bay Springs Middle	Chris Erwin; M. Braswell	Diane Boothe
1-18-00	Polk City	Polk CrossRoads Academy	Lucy Cromer	Bob Morris
1-21-00	Polk City	District	Jean Rhoades	Diane Boothe
1-21-00	Rome City	District	Donna Hibbets; Larry Atwell; Gayland Cooper; Pam Hamilton	Diane Boothe; Angela Lumpkin; Cher Chester
1-24-00	Coweta County	District	Nelda Boren	Angela Lumpkin; Diane Boothe

Date	School System	School or District	School Representatives	West Georgia Representatives
1-25-00	Bremen City	District	Jim Boyd	Angela Lumpkin; Diane Boothe; Michaela D'Aquanni
1-25-00	Haralson County	District	Janice Boatwright	Angela Lumpkin; Diane Boothe
2-9-00	Coweta County	Newnan Crossing Elementary	Johnnie Mae Welch	Diane Boothe; Cindy Jackson; Elaine Roberts
3-1-00	Paulding County	District	Sammy McClure; Trudy Sower	Angela Lumpkin; Diane Boothe
3-28-00	Paulding County	District	Sammy McClure	Angela Lumpkin; Diane Boothe; Dawn Putney
3-28-00	Carroll County	Bay Springs Middle	Chris Erwin	Angela Lumpkin; Diane Boothe; Dawn Putney
3-28-00	Bremen City	District	Jim Boyd	Angela Lumpkin; Dawn Boothe; Dawn Putney
3-28-00	Carrollton City	District	Rita Gentry	Angela Lumpkin; Diane Boothe; Dawn Putney
3-28-00	Polk City	Polk CrossRoads Academy	Lucy Cromer	Angela Lumpkin; Diane Boothe; Dawn Putney

During these meetings, school representatives were provided data about professional development interests and needs from all of their teachers who had responded to a survey conducted by through the Collaborative School Initiative. The schools found this information to be particularly helpful in their planning for staff development for the upcoming year. On March 28, 2000, representatives of these collaborative schools were invited to share their year's activities with school representatives who were planning to join the Collaborative Schools Initiative for 2000-2001.

Relative to the four specific goals for partner schools stated in the Principles, these are highlights of our work through our Collaborative Schools Initiative.

A. Preparation of new educators (teachers, counselors, administrators, etc.) for the schools

School representatives from our Collaborative Schools serve on each of our departmental and College advisory committees. These individuals play an integral role in our curricular revision processes. School representatives have provided advice on what

programs to offer (such as changing interrelated special education to the masters degree level), course work needed (such as significant revisions in our educational leadership program), and needs in schools (such as the addition of reading and classroom management courses in our early childhood and middle grades programs). Individuals in our collaborative schools are integrally involved in the mentoring of our undergraduate and graduate students. Through the identification of staff development needs in the schools, West Georgia has provided numerous workshops and other assistance to schools, while simultaneously our faculty has benefited from learning more about what is happening in schools.

B. Professional development for school and university personnel

As the examples above indicate, numerous faculty from the College of Education and some from the College of Arts and Sciences provided a variety of professional development opportunities for teachers. In conjunction with our P-16 and STEP grant programs, this sharing of expertise among faculties and teachers has increased significantly during 1999-2000. As an extension of our Collaborative Schools Initiative, our annual College of Education Convocation on April 14 featured many of these collaborative projects as school personnel and university faculty shared their work with other educators and students.

C. Full support for increased student learning

Revised curricula in every undergraduate program and several graduate programs have focused on increasing student learning. For example, as one of six participants in the national Transforming School Counseling project, our M.Ed. in school counseling has changed from a mental health model to a student success model. More specifically, the emphasis in this program has become preparing the school counselor as a catalyst and leader in the pursuit of the high academic achievement of all students. Another example is that our collaborative schools have enthusiastically supported our expansion in field experiences and are becoming willing partners in identifying these field placements and accepting our students. With the approval of internship and practicum fees for next year, we are currently planning for ways to place additional resources in our collaborative schools in appreciation for the excellent mentoring they provide our students.

D. Research on best practices that improve both schools and educator preparation

Some of our collaborations include action research projects among school and university educators. These are leading to instructional improvement in school and university classrooms. For example, the investigation of bullying behavior at Carrollton Junior High School has revealed some information that will be helpful to teachers and counselors in that school as they seek to provide a more respectful and inviting learning environment. Two faculty in the College of Education are working with Sand Hills Elementary School examining science content in books relative to achieving the Georgia QCC.

Section 3 – Implementing the Guarantee

Each student in an initial certification program must meet the following requirements for continuation in teacher education programs.

- Demonstrate knowledge, attitudes, and skills appropriate for the various stages of the preparation program
- Maintain minimum overall grade point average needed for admission into the program
- Earn a grade of C or better in all professional education, teaching field, and supporting courses for the teaching field prior to entering the next step in the sequence.
- Complete successfully all field experiences undertaken prior to the next step in the sequence, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students
- Exhibit professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission

A. The table below indicates which of these requirements is incorporated into the revised initial certification programs.

	A.1. Have subject knowledge, including appropriate content concentrations	A.2. Can bring students to high levels of learning	A.3. Can use technology as a tool for learning	A.4. Can manage a classroom effectively	A.5. Can diagnose and remediate difficulties in reading and mathematics
Art education	✓	✓	✓	✓	
Business education	✓	✓	✓	✓	
Early childhood education	✓	✓	✓	✓	✓
Foreign language education	✓	✓	✓	✓	
Middle grades education	✓	✓	✓	✓	✓
Music education	✓	✓	✓	✓	
Physical education	✓	✓	✓	✓	
Secondary programs	✓	✓	✓	✓	
Special education	✓	✓	✓	✓	
Speech-language pathology	✓	✓	✓	✓	

In each of these programs, student learning outcomes in each course are aligned with the principles of the Interstate New Teacher Assessment and Support Consortium, which comprises an integral part of our conceptual framework. Each course syllabus in the College of education contains specific references to at least two of these principles. The student teaching seminar is linked to the assessment of student's demonstration of competence in the principles of the Interstate New Teacher Assessment and Support Consortium, which encompass these five requirements of the Board of Regents' principles.

- B. The table below indicates that each advanced educator preparation program includes the five National Board for Professional Teaching Standards that was verified through a revision of these programs in alignment with our conceptual framework.

	B.1. Are able to bring about learning in their students	B.2. Know the subjects they teach and how to teach those subjects to students	B.3. Are able to assess the progress of individual students as well as that of the whole class	B.4. Reflect on their practice and learn from it	B.5. Are able to work together for the betterment of the student and the school
Business education	✓	✓	✓	✓	✓
Early childhood education	✓	✓	✓	✓	✓
Foreign language education	✓	✓	✓	✓	✓
Middle grades education	✓	✓	✓	✓	✓
Media	✓	✓	✓	✓	✓
Physical education	✓	✓	✓	✓	✓
Secondary education	✓	✓	✓	✓	✓
Special education	✓	✓	✓	✓	✓
Speech- language pathology	✓	✓	✓	✓	✓

In each of these programs, student learning outcomes in each course are aligned with the principles in the National Board for Professional Teaching Standards, which inform our conceptual framework. Each course syllabus in the College of Education contains

specific references to at least one of the National Board for Professional Teaching Standards.

- C. The table below indicates that our counselor and leadership programs prepare graduates to lead their schools and students to higher levels of academic achievement.

All graduates in school counseling and school leadership are able to create environments in schools in which	C.1. teachers and other personnel continue to learn, including (technology)	C.2. teachers participate in shaping policies and goals	C.3. teachers brings all students to high academic standards	C.4. school personnel work closely with parents	C.5. students are well-disciplined and safe
School counseling	✓	✓	✓	✓	✓
School leadership	✓	✓	✓	✓	✓

- D. Support, assistance, and professional development

In partnership, district and university personnel are implementing professional development activities leading to enhanced induction programs for and the mentoring of new teachers. These enhanced induction programs are building upon the existing work of collaborative schools and will expand the professional guidance provided new teachers through mentoring teams. The emphasis is on helping new teachers plan and implement effective instruction that leads to the success of each student, manage their classrooms well, and develop skills for positive interactions with students, parents, and other educators.

The quality of teaching of new teachers will be enhanced through professional development matched with their individualized needs and improving student achievement through the application of teachers' expanded content and pedagogical knowledge. These collaborative efforts will expand and enhance induction programs and the mentoring of new teachers to help them make a successful transition into the teaching profession.

The nucleus of induction programs will be the partnership of school and university faculties. By sharing responsibility and accountability for the success of new teachers, school and university faculties will provide staff development activities to introduce new teachers to successful strategies for dealing with the most significant challenges facing them. These include managing their classrooms, working in inclusion classrooms, handling parent conferences, and completing reports and paperwork.

- E. In order to qualify for the guarantee a program completer of a Regents' institution must have

- Completed an approved teacher education program or other certification program and be recommended for a clear and renewable certificate.
- Received a successful final field experience evaluation.
- Completed a portfolio demonstrating competencies outlined by the Interstate New Teacher Support and Assessment Consortium principles (for undergraduate students) or the National Board for Professional Teaching Standards (for graduate students).
- Achieved a passing score on the Praxis II in the area of certification (if required for certification).
- Secured clear and renewable certification within two years of graduation.
- Participated in an induction program (during the first two years following graduation).
- Obtained a position in the state of Georgia that requires a clear and renewable certificate.
- Functioned in an in-field context in an appropriate environment to the field of certification.
- Documented evidence that problems associated with an unsuccessful experience are directly related to the academic development or the field training experiences of the Regents' institution program completer.

The guarantee is implemented when the employing school district has identified a specified staff person for documenting the difficulties of the Regents' institution program completer. The school representative is responsible for following published procedural guides relative to the guarantee process and for assisting the Regents' institution program completer. The university must identify a specified representative for handling the guarantee process.

- The procedures should include the following:
 - Determination of an unsuccessful experience must be based upon clear documentation of significant problems during two years during the induction period.
 - Documentation must show that the district made all reasonable attempts to remediate the situation through staff development, mentoring, or other appropriate avenues of intervention.
 - The documentation of problems must be specific enough so that it could lead to further remediation activities.
 - A Redevelopment Plan must be developed collaboratively by the district representative and the university representative.
 - The Redevelopment Plan must set specific criteria for completion of this plan, which must be verified as successfully completed by both representatives.
 - The Redevelopment Plan will be implemented within the framework of existing programs so as not to place undue hardship on faculty instructional responsibilities.
 - Each phase of the Redevelopment Plan must be completed in sequence.

Section 4 – Program Requirements

Section 4 (1) Early Childhood Education

A. Concentrations

Reading concentration

READ 3251	Children's Literature	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4253	Reading and Writing Connection or ENGL 4300	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours

Mathematics concentration

MATH 2703	Foundations of Mathematics I	3 credit hours
MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Algebra for Teachers I	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours
ECED 4251	Assessment & Correction in Math Education	3 credit hours

Taught by arts and sciences faculty

MATH 2703	Foundations of Mathematics I	3 credit hours
MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Algebra for Teachers I	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours
ENGL 4300	Studies in the English Language	3 credit hours

Taught by education faculty

ECED 4251	Assessment & Correction in Math Education	3 credit hours
READ 3251	Children's Literature	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4253	Reading and Writing Connection	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours

B. Overall curriculum requirements to enable student to pass PRAXIS II for early childhood education certification

Professional education and concentrations

ART 3000	Art for Teachers	2 credit hours
CEPD 4101	Educational Psychology	3 credit hours
ECED 3263	Teaching Content and Process: Language Arts Education	3 credit hours

ECED 3271	Classroom Management	3 credit hours
ECED 4251	Assessment & Correction in Math Education	3 credit hours
ECED 4261	Teaching Content and Process: Social Studies Education	3 credit hours
ECED 4262	Teaching Content and Process: Science Education	3 credit hours
ECED 4263	Teaching Content and Process: Math Education	3 credit hours
ECED 4286	Teaching Internship	9 credit hours
ECED 4289	Teaching Internship Seminar	3 credit hours
MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Algebra for Teachers I	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours
MUSC 3000	Music for Teachers	2 credit hours
PHED 4650	Physical Education & Health in Elementary School	2 credit hours
READ 3251	Children's Literature	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4253	Reading and Writing Connection	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours

Taught by arts and sciences faculty

ART 3000	Art for Teachers	2 credit hours
MUSC 3000	Music for Teachers	2 credit hours
MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Algebra for Teachers I	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours
ENGL 4300	Studies in the English Language	3 credit hours

Taught by education faculty

CEPD 4101	Educational Psychology	3 credit hours
ECED 3263	Teaching Content and Process: Language Arts Education	3 credit hours
ECED 3271	Classroom Management	3 credit hours
ECED 4251	Assessment & Correction in Math Education	3 credit hours
ECED 4261	Teaching Content and Process: Social Studies Education	3 credit hours
ECED 4262	Teaching Content and Process: Science Education	3 credit hours
ECED 4263	Teaching Content and Process: Math Education	3 credit hours
ECED 4286	Teaching Internship	9 credit hours
ECED 4289	Teaching Internship Seminar	3 credit hours
PHED 4650	Physical Education & Health in Elementary School	2 credit hours
READ 3251	Children's Literature	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4253	Reading and Writing Connection	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours

- C. Course syllabi, which include course descriptions, in education are located on the Web

Early childhood--<http://www.westga.edu/~coe/syllabi/eced/index.html>

Reading— <http://www.westga.edu/~coe/syllabi/read/index.html>

D. Learning Outcomes

The courses in the professional education component and the courses in the concentrations of the early childhood education program will significantly enable teacher education candidates to demonstrate success in teaching children to read and do mathematics. The first three blocks of courses establish the foundation of curriculum theory, instructional strategies, and content, especially in mathematics and reading. The mathematics and reading content areas are designed to provide depth of knowledge and assessment skills in order to enhance the learning environment for children. Also, the four professional blocks provide meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from the courses. In addition, the collaboration between the faculty from the College of Education and the College of Arts and Sciences maintains an effective integration of applied knowledge through effective instructional strategies. Finally, the courses in the professional education component have integrated technology competencies in order to enhance the teacher education candidates' success in teaching children to read and do mathematics. This enhancement is further developed through the inclusion of a classroom management course as part to their professional development.

In order to ensure the content alignment of these concentrations with content standards for P-12 students, the faculty from the College of Education and the College of Arts and Sciences examined various documents. Content standards from learned societies and academic disciplines, teaching standards from the Interstate New Teacher Assessment and Support Consortium, and the standards from the Georgia Quality Core Curriculum were the significant documents used for assessing and prescribing the content alignment within these courses. Intensive discussions among the faculty were conducted over a two-year period that resulted in a comprehensive program.

E. Field Experiences

The equivalent of a full year of field experiences (900 hours) is integrated in the professional courses and distributed in the following manner:

Block I (two full days per week for 10 weeks)		
ECED 3271	Classroom Management	50
READ 3251	Children's Literature	50
READ 3262	Teaching Content and Process: Reading Education	<u>50</u>
		150 hours

Block II (five full weeks)

ECED 3263	Teaching Content and Process: Language Arts Education	50
ECED 4261	Teaching Content and Process: Social Studies Education	50
ECED 4263	Teaching Content and Process: Math Education	<u>50</u>
		150 hours
Block III (five full weeks)		
ECED 4262	Teaching Content and Process: Science Education	50
ECED 4251	Assessment & Correction in Math Education	50
READ 4251	Assessment & Correction Reading Education	<u>50</u>
		150 hours
Block IV (full semester)		
ECED 4286	Teaching Internship	450 hours

Section 4 (2) Middle Grades Education

A. Concentrations

The Middle Grades Education program at the State University of West Georgia designed the four concentrations into two options. Teacher education candidates can select either a language arts/social sciences concentration or a mathematics/science concentration.

Language Arts and Social Sciences Concentration

CEPD 4101	Educational Psychology	3 credit hours
MGED 4260	Teaching Exploratories & Related Arts in Middle Grades	1 credit hour
MGED 4261	Methods for Integrating Language Arts & Social Sciences	3 credit hours
MGED 4265	Instructional Design & Classroom Management	3 credit hours
MGED 4271	Middle Grades Curriculum	3 credit hours
MGED 4285	Special Topics	2 credit hours
MGED 4286	Teaching Internship	9 credit hours
MGED 4289	Internship Seminar	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours
READ 4252	Literature in the Middle School	3 credit hours

Language Arts Concentration

ENGL 3200	Creative Writing or ENGL 4200 Advanced Composition	3 credit hours
ENGL 4106a	Studies in Genre: Fiction, ENGL 4106b Studies in Genre: Poetry, or ENGL 4106c Studies in Genre: Drama	6 credit hours
ENGL 4300a	History of English Language or ENGL 4300b English Grammar	3 credit hours

Social Sciences Concentration

ANTH 4144	People & Culture of Latin America or GEOG 2503 Cultural Geography	3 credit hours
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HIST 3311	Ancient Near East & Classical World or HIST 3312 Near East in the Middle Ages or HIST 3313 Near East in Modern Times or HIST 3315 Civilization of India or HIST 3318 African Society: The Pre-colonial Era or GEOG 3085 Special Topics in Regional Geography	3 credit hours
HIST 4474	History of Georgia	3 credit hours

Select one of the following: 3 credit hours

POLS 3101	American Political Organizations
POLS 3102	Women & Politics
POLS 3301	The Judicial Process
POLS 4101	Legislative Process
POLS 4102	The Presidency

Math/Science Concentration

CEPD 4101	Educational Psychology	3 credit hours
MGED 4260	Teaching Exploratories & Related Arts in Middle Grades	1 credit hour
MGED 4264	Methods for Integrating Science & Math	3 credit hours
MGED 4265	Instructional Design & Classroom Management	3 credit hours
MGED 4271	Middle Grades Curriculum	3 credit hours
MGED 4285	Special Topics	2 credit hours
MGED 4286	Teaching Internship	9 credit hours
MGED 4289	Internship Seminar	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours
READ 4252	Literature in the Middle School	3 credit hours

Mathematics Concentration

MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Foundations of Mathematics II	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours

Select one of the following 3 credit hours

MATH 4753	Trigonometry/Calculus for P-8 Teachers
MATH 4783	Number Theory for Teachers
MATH 4853	An Introduction to the History of Math
MATH 4863	Algebra for Teachers II

Science Concentration

BIOL 1108L	Principles of Biology II Lab	1 credit hour
BIOL 3XXX		4 credit hours
GEOL 3XXX		1 credit hour
GEOL 4985	Geology of Georgia	3 credit hours
PHYS 3713	Survey of Physics	3 credit hours

Courses taught by arts & sciences faculty

MATH 3703	Geometry for Teachers	3 credit hours
MATH 3803	Foundations of Mathematics II	3 credit hours
MATH 4713	Probability & Statistics for Teachers	3 credit hours
MATH 4753	Trigonometry /Calculus for P-8 Teachers	3 credit hours
MATH 4783	Number Theory for Teachers	3 credit hours
MATH 4853	An Introduction to the History of Mathematics	3 credit hours
MATH 4863	Algebra for Teachers II	3 credit hours
BIOL 1108L	Principles of Biology II Lab	1 credit hour
BIOL 3XXX		4 credit hours
GEOL 3XXX		1 credit hour
GEOL 4985	Geology of Georgia	3 credit hours
PHYS 3713	Survey of Physics	3 credit hours

Courses taught by education faculty

CEPD 4101	Educational Psychology	3 credit hours
MGED 4260	Teaching Exploratories & Related Arts in Middle Grades	1 credit hour
MGED 4264	Methods for Integrating Science & Math	3 credit hours
MGED 4265	Instructional Design & Classroom Management	3 credit hours
MGED 4271	Middle Grades Curriculum	3 credit hours
MGED 4285	Special Topics	2 credit hours
MGED 4286	Teaching Internship	9 credit hours
MGED 4289	Internship Seminar	3 credit hours
READ 3262	Teaching Content and Process: Reading Education	3 credit hours
READ 4251	Assessment & Correction in Reading Education	3 credit hours
READ 4252	Literature in the Middle School	3 credit hours

In order to ensure the content alignment of these concentrations with content standards for middle grade students, the middle grades education faculty from the College of Education and the content faculty from College of Arts and Sciences examined various documents. Content standards from learned societies and academic disciplines, teaching standards from the Interstate New Teacher Assessment and Support Consortium, and the standards from the State of Georgia Quality Core Curriculum were the significant documents for assessing and prescribing the content alignment within these courses. Numerous discussions among the faculty were conducted over a two-year period that resulted in a comprehensive array of courses.

- B. Course syllabi that include course descriptions, in education are located on the Web

<http://www.westga.edu/~coe/syllabi/mged/>

C. Learning Outcomes

The courses within the professional education component and the concentration options for the middle grades education major have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. The middle grades education program will enable teacher education candidates to demonstrate success in teaching students to develop their intellectual, emotional, creative, social, and physical abilities. The first three blocks establish the foundation of curriculum theory, instructional strategies, and content knowledge in the selected concentrations. The concentration courses are specifically designed to provide depth of knowledge and assessment skills in order to enrich the learning environment for students. Also, the four professional blocks provide meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the collaboration among faculty from the College of Education and the College of Arts and Sciences will help integrate applied knowledge through effective instructional strategies. Finally, the courses in the professional education component of the middle grades education program have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction. This enhancement is further developed through the inclusion of a classroom management course as part of the candidate's professional development.

D. Field Experiences

The equivalent of a full year of field experiences (900 hours) is integrated in the professional courses and distributed in the following manner:

Block I (two full days per week for 15 weeks)		
MGED 4271	Middle Grades Curriculum	75
READ 3262	Teaching Content and Process: Reading Education	<u>75</u>
		150 hours
Block II (two full days per week for 15 weeks)		
MGED 4265	Instructional Design & Classroom Management	75
READ 4251	Assessment & Correction Reading Education	<u>75</u>
		150 hours
Block III (two full days per week for 15 weeks)		
MGED 4261	Methods for Integrating Language Arts & Social Sciences or MGED 4264 Methods for Integrating Science & Mathematics	75
READ 4252	Literature in the Middle School	<u>75</u>
		150 hours
Block IV (full semester)		
MGED 4286	Teaching Internship	450 hours

Section 4 (3) Secondary Education

What follows is a program-by-program description for every new path to secondary certification, but first a general description of the courses and learning outcomes that pertain to all secondary education programs.

Professional Education Sequence

A. Course numbers, titles, and number of credit hours per course

First Block

CEPD 2102	Developmental Psychology	2 credit hours
SEED 2271	Introduction to Secondary Education	3 credit hours

Second Block

SEED 4271	Curriculum in Secondary Schools	3 credit hours
SPED 2706	Introduction to Special Education	3 credit hours

Third Block

CEPD 4101	Educational Psychology	3 credit hours
SEED 4__	(Instructional Strategies for Secondary (<u>content area</u>))	
SEED 4238	Secondary English Education	4 credit hours
SEED 4240	Secondary Mathematics Education	4 credit hours
SEED 4242	Secondary Science Education	3 credit hours
SEED 4243	Secondary Social Studies Education	4 credit hours

Fourth Block

SEED 4286	Teaching Internship	9 credit hours
SEED 4289	Teaching Internship Seminar	0-3 credit hours

Courses taught by education faculty

CEPD 4101	Educational Psychology	3 credit hours
SEED 2271	Introduction to Secondary Education	3 credit hours
SEED 4271	Curriculum in Secondary Schools	3 credit hours
SEED 4__	(Instructional Strategies for Secondary Education)	
1) SEED 4238	Secondary English Education	4 credit hours
2) SEED 4240	Secondary Mathematics Education	4 credit hours
3) SEED 4242	Secondary Science Education	4 credit hours
4) SEED 4243	Secondary Social Studies Education	4 credit hours
SEED 4286	Teaching Internship	9 credit hours
SEED 4289	Teaching Internship Seminar	0-3 credit hours

All of the remaining courses to complete all requirements are taught by the arts & sciences (or business) faculty.

- B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/seed/>

- C. Learning outcomes

The courses within the professional education sequence for the secondary education program have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. This sequence will enable teacher education candidates to demonstrate success in teaching students to develop their critical thinking and problem solving abilities as well as to acquire the academic knowledge of their content area. The candidates also will acquire a foundation of curriculum theory and instructional strategies to accommodate the effective delivery of the content knowledge. Throughout the secondary education professional sequence, candidates are engaged in the meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the courses in the professional sequence have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction. Finally, this enhancement is further developed through the inclusion of a classroom management course as part of the candidate's professional development.

Specific outcomes expected of the State University of West Georgia graduates in the initial preparation programs are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards form a structure based on a research and knowledge base that describes what beginning educators should know and implement as classroom teachers. Using these standards as the basis, graduates of initial preparation programs will:

1. demonstrate an understanding of the central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful for students,
2. demonstrate an understanding of how students learn and develop and provide learning opportunities that support student learning and individual development,
3. demonstrate an understanding of individual differences in students' learning and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs,
4. accept responsibility for monitoring and managing student learning including developing a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills,
5. document use of strategies for individual and group motivation and behavior to create a learning environment which encourages positive social interactions and promotes active engagement in learning,
6. document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning,

7. document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals,
8. document use of formal and informal assessment strategies to evaluate the students' academic, social, and physical development,
9. provide examples of reflecting upon and evaluating choices and actions with students, parents, and other professionals in the learning community, uphold ethical standards, and actively seek professional growth opportunities through such activities as membership in professional organizations, professional reading, and attending in-service professional development and coursework, and
10. provide examples of fostering relationships, including taking leadership roles, with school colleagues, parents, agencies in the larger community to support students' learning and well-being.

Of the Arts and Sciences sequence:

The courses with the disciplinary sequence are designed to provide the foundation of knowledge in a specific area that is both commensurate with the standard undergraduate degree in the discipline as well as meeting the content standards set forth for the Georgia QCC as well as the national standards. This foundation includes the necessary skills, mathematical, technological, oral and written communication skills, as well as the knowledge set of the disciplines' core principles and the latest knowledge as it is developed in the research areas. The College of Arts and Sciences now requires a Writing Across the Discipline learning outcome to be satisfied in at least two courses, thus enhancing the communication skills of its graduates. Furthermore, while not a formal requirement, much of the arts and sciences disciplines require their students to be engaged in undergraduate research, so that when these graduates hold forth on their discipline they will be prepared not only to impart the knowledge that was passed on to them but also to impart that knowledge that they actually discovered in their research.

F. Field Experiences

This obtains for all of the secondary areas:

The equivalent of a full year of field experiences (900 hours) is integrated in the professional courses and distributed in the following manner:

First Block (two full days per week for 15 weeks):

SEED 2271	Introduction to Secondary Education	150 hours
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Second Block (two full days per week for 15 weeks):

SEED 4271	Curriculum in Secondary Schools	150 hours
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Third Block (two full days per week for 15 weeks):

SEED 4___	Instructional Strategies for Secondary Education (content area)	150 hours
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Fourth Block (full semester)

SEED 4286 Teaching Internship

450 hours

Section 4 (3a) Secondary Education (Business)

A. Course numbers, titles, and number of credit hours per course

ABED 3104	Document Processing	3 credit hours
ABED 3106	Desktop Publishing or ABED 4118 Web Page Design	3 credit hours
ABED 3160	Advanced Keyboarding	3 credit hours
ABED 4117	Technology Support Systems	3 credit hours
ABED 4507	Curriculum in Business Education	3 credit hours
ABED 4537	Methods in Teaching Business Education	4 credit hours
ABED 4586	Teaching Internship	9 credit hours
ABED 4589	Teaching Seminar	3 credit hours
CEPD 4101	Educational Psychology	3 credit hours
CISM 2201	Business Information Systems	3 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

Secondary education--<http://www.westga.edu/~coe/syllabi/seed/>
 Business--<http://www.westga.edu/~mgmtbus/abe/abeprog.html>

C. Learning Outcomes

To prepare for the implementation of the Board of Regents' Principles starting with the fall of 2000 semester, the business education faculty in collaboration with the College of Education initiated an internal program review to determine the changes that needed to be made. Our goal was to maintain our high-quality program with existing content and field experience as well as to implement the necessary changes to meet the Board of Regents' principles. After the program review and comparing our current status with the Principles, it was recognized that the implementation of the one-year field experience and the new Area F requirements would be the major vehicle for changing our curriculum.

We addressed the following questions:

- How would additional field experience hours be distributed within the current course work?
- In which courses might credit hours need to be changed?
- How would we provide effective and efficient university supervision and assessment of our field experiences?
- How would the public schools deal with these changes and what are their preferences for scheduling field experiences?
- How would we accommodate the new Area F requirements?
- How would we deal with faculty and staff covering the courses?
- How would a seminar course effectively enhance the field experience?

We examined our philosophy regarding course work and field experiences. There was a strong consensus that changes were necessary, and they would strengthen our program. ABED 4507 and ABED 4537 were enhanced with field experience; therefore, ABED 4537 credit hours were changed from 3 credit hours to 4 credit hours to allow for this integration. For ease in scheduling and continuity with the College of Education, the previous student teaching (ABED 4540, 4541, and 4542 – each 3 credit hours) was combined into ABED 4586 for 9 credit hours of Teaching Internship. To enhance the Teaching Internship further, ABED 4589 (Teaching Seminar) was developed to provide feedback, readings, social interaction, and cultural discussions. Course names and material covered were also transformed in ABED 3104 (Document Processing), ABED 3106 (Desktop Publishing), ABED 4117 (Technology Support Systems), and a new course to give up-to-date material, ABED 4118 (Web Page Design) was added.

D. Field Experiences

Number of clock hours linked with courses

SEED 2271	Introduction to Secondary Education	150 hours
ABED 4507	Curriculum in Business Education	140 hours
ABED 4537	Methods in Teaching Business Education	170 hours
ABED 4586	Teaching Internship – 15 Weeks	450 hours

Section 4 (3c) Secondary Education (Economics)

A. The Bachelor of Science in Economics offers two options, one of which is Economics Education. A comparison of the two courses of study is presented in the following table.

ECONOMICS EDUCATION	Hrs	ECONOMICS	Hrs
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>	
ECON 2105 Principles of Macroeconomics	3	ECON 2105 Principles of Macroeconomics	3
ECON 2106 Principles of Microeconomics	3	ECON 2106 Principles of Microeconomics	3
CS 1030 Introduction to Computer Concepts	9	CS 1030 Introduction to Computer Concepts	9
or		or	
CISM 2201 Fundamentals of Computer Applications		CISM 2201 Fundamentals of Computer Applications	
3 electives from ANTH, CS, FOR LANG, GEO, HIST, MATH, POLS, or SOCI (below 3000 level)		3 electives from ANTH, CS, FOR LANG, GEO, HIST, MATH, POLS, or SOCI (below 3000 level)	
Total Core	60		60
<u>ECONOMICS EDUCATION SEQUENCE</u>	3	<u>ECONOMICS SEQUENCE</u> ECON 3402 Statistics for Business I	3

ECON 3402 Statistics for Business I	3	ECON 3410 Macroeconomic Policy	3
ECON 3410 Macroeconomic Policy	3	ECON 3411 Microeconomics with	3
ECON 3411 Microeconomics with		Managerial Applications	
Managerial Applications	3	ECON 4484 Seminar in Economics	3
ECON 4484 Seminar in Economics	15	5 approved ECON courses level 3000 or	15
5 approved ECON courses level 3000 or	3	above	15
above	2	5 approved supporting courses	9
1 approved supporting course	3	3 Electives	9
*CEPD 2101 Developmental Psychology	3	3 Non-Business Electives	
*SPED 2706 Introduction to Special	3		
Education	3		
*SEED 2271 Introduction to Secondary	4		
Education			
*CEPD 4101 Educational Psychology	9		
*SEED 4271 Curriculum in Secondary	3		
Schools			
*SEED 4243 Instructional Strategies for			
Secondary Social Science Education			
*SEED 4286 Teaching Internship			
*SEED 4289 Teaching Internship			
Seminar			
Total Major Sequence	60		60
Total Program Hours	12		120
	0		

*These courses are taught in the College of Education; all other courses are taught in the Richards College of Business and College of Arts & Sciences.

Course descriptions for economics education are attached to this report. All courses are taught by faculty in the Richards College of Business and College of Arts & Sciences with the exception of the secondary education sequence noted in the economics education course of study.

Curriculum expectations of the discipline, including the National Business Education Association and the Georgia Council for Economic Education; standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Georgia Quality Core Curriculum (QCC) were significant documents used for assessing and prescribing the content to ensure the alignment of the economics education program with P-12 curriculum. The candidates' completion of a strong discipline-based program in economics as well as the College of Education's secondary education sequence demonstrates the commitment to provide economics education candidates a rigorous and well-rounded education.

Programs in the Richards College of Business are accredited by the American Assembly of Collegiate Schools of Business. The College of Education is accredited by NCATE and the secondary education programs are approved by the Georgia Professional Standards Commission (PSC). Two members of the economics faculty are active in the Georgia Council for Economic

Education and one faculty serves as Director of the West Georgia Center for Economic Education.

B. Learning Outcomes

Of the professional education sequence:

Courses within the professional education sequence for secondary education program have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. This sequence will enable teacher education candidates to demonstrate success in teaching students to develop their critical thinking and problem solving abilities as well as to acquire the academic knowledge of their content area. The candidates also will acquire a foundation of curriculum theory and instructional strategies to accommodate the effective delivery of the content knowledge. Throughout the secondary education professional sequence, candidates are engaged in the meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the courses in the professional sequence have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction.

Specific outcomes expected of the State University of West Georgia graduates in the initial preparation programs are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards form a structure based on a research and knowledge base that describes what beginning educators should know and implement as classroom teachers. Using these standards as the basis, graduates of initial preparation programs will:

1. demonstrate an understanding of the central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful for students.
2. demonstrate an understanding of how students learn and develop and can provide learning opportunities that support student learning and individual development.
3. demonstrate an understanding of individual differences in students' learning and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs.
4. accept responsibility for monitoring and managing student learning including developing a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. document use of strategies for individual and group motivation and behavior to create a learning environment which encourages positive social interactions and promotes active engagement in learning.
6. document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning.
7. document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals.

8. document use of formal and informal assessment strategies to evaluate the students' academic, social, and physical development.
9. provide examples of reflecting upon and evaluating choices and actions with students, parents, and other professionals in the learning community, uphold ethical standards, and actively seek professional growth opportunities through such activities as membership in professional organizations, professional reading, and attending in-service professional development and coursework.
10. provide examples of fostering relationships, including taking leadership roles, with school colleagues, parents, agencies in the larger community to support students' learning and well-being.

Of the disciplinary sequence:

Courses within the disciplinary sequence are designed to provide the foundation of knowledge in a specific area that is both commensurate with the standard undergraduate degree in the discipline as well as meeting the content standards set forth for the Georgia QCC and national curriculum standards. This foundation includes the necessary skills, mathematical, technological, oral and written communication skills, as well as the knowledge set of the discipline's core principles, current research, and best practices.

The following specific learning outcomes meet the National Standards for Business Education in the area of economics and personal finance.

Achievement Standards:

1. Explain why societies develop economic systems, identify the basic features of different economic systems, and discuss the major features of the U.S. economy.

Sample performance expectations:

- Discuss advantages and disadvantages of different types of economic systems with primary focus on planned and market systems.
- Describe the major features of the U.S. economy.
- Discuss private ownership of property, profit, competition, and private enterprise as basic features of a market economy.
- Analyze the strengths and weaknesses of alternative economic systems.
- Critique the merits of an economic system's performance based on the criteria of freedom, efficiency, equity, security, employment, stability, and growth.

2. Explain the role of core economic institutions and incentives in the U.S. economy.
3. Analyze the role of the law of supply and demand in the U.S. economy.

Sample performance expectations:

- Explain why equilibrium price changes due to shifts in supply and demand.
- Explain why shortages, surpluses, and long-run allocation problems occur when price controls are enforced.
- Describe the concept of elasticity and inelasticity and its importance to buyers and sellers.
- Identify factors that affect the price of goods or services in markets that are not purely competitive.

4. Describe different types of competitive structures and illustrate the role of competitive markets in the U.S. and other economies.

5. Discuss the role of government in an economic system, especially the necessary and desirable role of government in the U.S. economy.

Sample performance expectations:

- Differentiate between monetary and fiscal policies and identify when it may be appropriate to use each.
 - Analyze the effect of national debt on the level of economic activity.
 - Describe why the Federal Reserve System has limited ability to control the total amount of money in the U.S. economy.
 - Critique the effectiveness of using each of the Federal Reserve's policies to influence the level of economic activity in the U.S.
6. Describe rights and responsibilities of citizens in the U.S. economy, including their role in making decisions through the political process that affect the allocation of limited personal and public resources to meet individual and societal needs and wants.
 7. Examine the importance of economic relationships among nations and discuss the role of international trade and investment and international monetary relations in the global economy.

Sample performance expectations:

- Describe how what is done in one nation affects the rest of the world and what is done in the rest of the world affects each individual nation.
- Explain why the balance of payments statistic for two nations reflects only a small portion of each nation's overall balance of payments account with the other nation.
- Describe how and why nations restrict the free flow of goods and services into and out of their economy.

Additional specific learning outcomes for each course can be found on each course syllabus under course objectives.

The B.S. Degree in Economics provides students with the flexibility to build a foundation for further graduate student in business, economics, law, education, or other professional career as well as providing a broad liberal arts and economics background for entry level positions. The economics major serves students who want the flexibility to take a variety of courses in areas other than business but still have a solid understanding of the American economic system.

Each student upon graduation will

1. Have written and oral communications skills.
2. Be capable of conducting descriptive and library research.
3. Have general computer and appropriate software skills.
4. Have an in-depth technical knowledge of economics.
5. Be aware and knowledgeable of ethical, socio-political, historical, and global aspects of the economic environment.
6. Have quantitative and social skills as well as critical thinking abilities.

C. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 450.

Distribution of clock hours in courses:

SEED 2271	Introduction to Secondary Education	150 clock hours
SEED 4271	Curriculum in Secondary Schools	150 clock hours
SEED 4243	Instructional Strategies for Secondary Social Science Education	150 clock hours
SEED 4286	Teaching Internship	15 weeks

Section 4 (3d) Secondary Education (Biology)

A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 1**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.

B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

The Department of Biology has developed a content curriculum for the Biology Secondary Education program that is designed to:

- Prepare future biology secondary teachers to meet the majority of the Georgia Quality Core Curriculum requirements for secondary education in the life sciences,
- Prepare future biology secondary teachers to meet all National Science Standards.
- Ensure a solid foundation in the concepts of biology required for life science teachers at the high school level, and
- Provide a reasonable foundation in chemistry to support the teaching of life sciences that serve as a starting point for meeting add-on requirements for secondary certification in chemistry.

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4242	Instructional Strategies for Secondary Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3e) Secondary Education (Chemistry)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 2**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

Upon completion of this degree program the student will have acquired:

1. competence in the basic content of organic, inorganic, physical, analytical chemistry and biochemistry,
2. the ability to carry out experimental protocols, and analyze and interpret data,
3. the ability to communicate effectively in both oral and written presentations,
4. proficiency in the use of appropriate computer applications and information technology as related to chemistry and education,
5. an understanding of the impact of chemistry in a global/societal context, and methodological skills and field experience to complement the content-focused curriculum in chemistry so that they can effectively teach at the secondary level.

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4242	Instructional Strategies for Secondary Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3f) Secondary Education (Earth Science)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 3**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

Students will demonstrate that they can:

1. identify, classify and understand the origin and basic significance of common minerals and rocks,
2. use basic geologic terminology to describe common geologic processes and features, their origins and their interactions,
3. identify common invertebrate fossils and recognize their environmental and chronological significance,
4. apply geology's unique time/space perspectives to topographic and basic geologic maps and cross sections,
5. understand and apply basic geologic concepts and the scientific method to interpret some introductory field, laboratory, and/or instrumental data,
6. understand principles of chemistry, physics, biology as well as introductory concepts of oceanography, environmental geology, weather and climate, and astronomy, and
7. gain enough knowledge in Earth Science and Education to become certified to teach Earth Science in Grades 7-12 or to be admitted to graduate programs in Education for the M.Ed. degree.

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4242	Instructional Strategies for Secondary Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3g) Secondary Education (English)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 4**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.
- C. Learning Outcomes:
1. Students are expected to master the methods employed in the field of English studies, as measured initially in ENGL 2300 (Practical Criticism: Research and Methods) and at the completion of their course of study in ENGL 4384 (Senior Seminar), a course that requires students to demonstrate advance writing skills (including peer editing and multiple stages of preparation) and apply current theoretical and practical issues in the critical analysis of literary texts.
 2. Students are expected to achieve competence in knowledge of the content areas that are covered by a representative range of course offerings of the Department, as measured by course assessments, the Senior Seminar, and post-baccalaureate surveys and standardized examinations.
 3. Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material.
 4. Students will demonstrate their command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.
 5. Students will become conversant with representative literary texts and selected critical issues in literary history that allow for integration of the aims of the discipline.

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4238	Instructional Strategies for Secondary English Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3h) Secondary Education (History)

A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 5**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.

B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

1. Students are expected to master the methods employed by historians, as measured by completion of the Methodology course and the senior essay to be completed in Senior Seminar; the essay involves multiple stages of preparation.
2. Students are expected to achieve competence in knowledge of content covered by a representative range of course offerings of the Department, as measured by a standardized examination in the senior year.
3. The overall expectation is that students will be able to conduct research, write well, and think clearly, as measured by post-baccalaureate surveys.
4. Certification will provide the student with a qualification for a particular career, with methodological skills to complement a content-focused curriculum

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4243	Instructional Strategies for Secondary Social Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3i) Secondary Education (Mathematics)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 6**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

Students following the B. S. Degree, Secondary Education Option, will have a firm grasp of the mathematics necessary to teach at the secondary level and a well-developed understanding of the definitions and theorems of calculus, probability and statistics, geometry, abstract algebra, and linear algebra. They will also have the courses necessary for secondary teacher certification in mathematics

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4240	Instructional Strategies for Secondary Math Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3j) Secondary Education (Physics)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 7**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

The program is primarily designed for physics majors who have a high-school physics teaching interest. Here, the students develop a solid understanding of physics. Students graduate with a B.S. degree in physics while earning certification at the secondary level from the State University of West Georgia. Successful candidates in this program will have solid foundation of Mechanics, Thermodynamics, Electricity & Magnetism, Optics, and Modern Physics. Additionally, the students will have the ability to perform intricate laboratory experiments as well as be able to design his/her own.

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4242	Instructional Strategies for Secondary Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (3k) Secondary Education (Political Science)

- A. Course by course comparison of the requirements for the major in the discipline and for a major leading to teacher certification. See **Table 8**, next page, for a table of the course-by-course comparison with locations of course descriptions indicated as well as the faculty assigned to each course.
- B. Alignment of content standards for each program. See **Appendix 2**.

C. Learning Outcomes:

Students will demonstrate that they have developed:

1. an understanding of the basic values of American civic culture,
2. an understanding of the institutional, political and legal processes of the United States and Georgia,
3. an understanding of the public policies of the U.S. and the ways in which they are carried out through the political process,
4. an understanding of the basic theories and concepts of the sub-fields of political science,
5. an understanding of the relationship between the basic theories and concepts of the sub-fields of political science,
6. the knowledge and skills appropriate for teaching political science courses in the secondary schools, and
7. the ability to communicate their knowledge orally and in writing

D. Field Experience:

SEED 2271	Introduction to Secondary Education	150 hours	
Second Block (two full days per week for 15 weeks)			
SEED 4271	Curriculum in Secondary Schools	150 hours	
Third Block (two full days per week for 15 weeks)			
SEED 4243	Instructional Strategies for Secondary Social Science Education	150 hours	
Fourth Block (full semester)			
SEED	Teaching Internship	450 hours	
Total Clock hours of one-year field experience		900 hours	

Section 4 (31) P-12 Programs

ART EDUCATION

- A. The Bachelor of Fine Arts in Art offers eight concentrations, one of which is Art Education. A comparison of the eight courses of study is presented in the following tables.

ART EDUCATION	Hrs	CERAMICS	Hrs	GRAPHIC DESIGN	Hrs
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>		<u>CORE AREA F</u>	
ART 1001 2-D Composition: Line	1	ART 1001 2-D Composition: Line	1	ART 1001 2-D Composition: Line	1
ART 1002 2-D Composition: Shape	1	ART 1002 2-D Composition: Shape	1	ART 1002 2-D Composition: Shape	1
ART 1003 2-D Composition: Color	1	ART 1003 2-D Composition: Color	1	ART 1003 2-D Composition: Color	1
ART 1004: 3-D Composition: Texture	1	ART 1004: 3-D Composition: Texture	1	ART 1004: 3-D Composition: Texture	1
ART 1005 3-D Composition: Space	1	ART 1005 3-D Composition: Space	1	ART 1005 3-D Composition: Space	1
ART 1006 3-D Composition: Form	1	ART 1006 3-D Composition: Form	1	ART 1006 3-D Composition: Form	1
ART 1007 Drawing	3	ART 1007 Drawing	3	ART 1007 Drawing	3
ART 1008 Life Drawing	3	ART 1008 Life Drawing	3	ART 1008 Life Drawing	3
ART 2201 History of World Art I	3	ART 2201 History of World Art I	3	ART 2201 History of World Art I	3
ART 2202 History of World Art II	3	ART 2202 History of World Art II	3	ART 2202 History of World Art II	3
Total Core	60		60		60
<u>ART EDUCATION SEQUENCE</u>		<u>CERAMICS SEQUENCE</u>		<u>GRAPHIC DESIGN SEQUENCE</u>	
ART 3301 Ceramics	3	ART 3301 Ceramics	3	ART 3301 Ceramics	3
ART 3012 Transparent Painting	3	ART 3012 Transparent Painting	3	ART 3012 Transparent Painting	3
ART 3701 Introduction to Photography	3	ART 3801 Printmaking I: Survey	3	ART 3801 Printmaking I: Survey	3
ART 3801 Printmaking I: Survey	3	ART 3901 Introductory Sculpture	3	ART 3901 Introductory Sculpture	3
ART 3901 Introductory Sculpture	3	ART 3302 Ceramics II	3	ART 3401 Intro. To Graphic Design	3
Art History: 3000 or above	3	ART 4303 Ceramics III	3	ART 3402 Visual Communication	3
ART 4985 Senior Exhibition	6	ART 4304 Advanced Ceramics	3	ART 4403 Graphic Identity	3
ART electives above 3000	1	ART 4985 Senior Exhibition	1	ART 4404 3-D Graphic Design	3
ART 3011 Elementary Art Methods	9	Art History Electives	6	ART 4985 Senior Exhibition	1
ART 3012 Art for PK and Special Populations	3	Art Electives 3000 or above	32	Art History Electives 6	6
ART 4009 Art curriculum and classroom management	3			Art Electives 3000 or above	29
ART 4010 Secondary Art Methods					
*CEPD 2102 Development Psychology	3				
*CEPD 4101 Education Psychology	2				
*SPED 2706 Introduction to Special Ed.	3				
ART 4011; 4012; 4013; Student Teaching in Art Education	3				
	9				
Total Major Sequence	60		60		60
Total Program Hours	120		120		120

*These courses are taught in the College of Education; all other courses are taught in the College of Arts & Sciences.

INTERIOR DESIGN	Hrs	PAINTING	Hrs	PHOTOGRAPHY	Hrs
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>		<u>CORE AREA F</u>	
ART 1001 2-D Composition: Line	1	ART 1001 2-D Composition: Line	1	ART 1001 2-D Composition: Line	1
ART 1002 2-D Composition: Shape	1	ART 1002 2-D Composition: Shape	1	ART 1002 2-D Composition: Shape	1
ART 1003 2-D Composition: Color	1	ART 1003 2-D Composition: Color	1	ART 1003 2-D Composition: Color	1
ART 1004: 3-D Composition: Texture	1	ART 1004: 3-D Composition: Texture	1	ART 1004: 3-D Composition: Texture	1
ART 1005 3-D Composition: Space	1	ART 1005 3-D Composition: Space	1	ART 1005 3-D Composition: Space	1
ART 1006 3-D Composition: Form	1	ART 1006 3-D Composition: Form	1	ART 1006 3-D Composition: Form	1
ART 1007 Drawing	3	ART 1007 Drawing	3	ART 1007 Drawing	3
ART 1008 Life Drawing	3	ART 1008 Life Drawing	3	ART 1008 Life Drawing	3
ART 2201 History of World Art I	3	ART 2201 History of World Art I	3	ART 2201 History of World Art I	3
ART 2202 History of World Art II	3	ART 2202 History of World Art II	3	ART 2202 History of World Art II	3
Total Core	60		60		60
<u>INTERIOR DESIGN SEQUENCE</u>		<u>PAINTING SEQUENCE</u>		<u>PHOTOGRAPHY SEQUENCE</u>	
ART 3301 Ceramics I	3	ART 3301 Ceramics I	3	ART 3301 Ceramics I	3
ART 3012 Transparent Painting	3	ART 3012 Transparent Painting	3	ART 3012 Transparent Painting	3
ART 3801 Printmaking I: Survey	3	ART 3801 Printmaking I: Survey	3	ART 3801 Printmaking I: Survey	3
ART 3901 Introductory Sculpture	3	ART 3901 Introductory Sculpture	3	ART 3901 Introductory Sculpture	3
ART 3501 Principles of Residential Design	3	ART 3602 Opaque Painting	3	ART 3701 Intro to Photography	3
ART 3502 Construction Drawing and Lighting	3	ART 4603 Mixed Media Painting	3	ART 3702 Black/White Photography	3
ART 4503 Computer Aided Design	3	ART 4604 Advanced Painting	3	ART 4703 Color Photography	3
ART 4504 Contract Design	3	ART 4985 Senior Exhibition	1	ART 4704 Advanced Photography	3
ART 4212 History of Interiors	3	Art History Electives 3000 or above	6	ART 4985 Senior Exhibition	3
ART 4985 Senior Exhibition	1	Art Electives 3000 or above	32	Art History Electives 3000 or above	1
Art History Electives 3000 or above	3			Art Electives 3000 or above	6
Art Electives 3000 or above	29				29
Total Major Sequence	60		60		60
Total Program	120		120		120

PRINTMAKING		SCULPTURE	
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>	
ART 1001 2-D Composition: Line	1	ART 1001 2-D Composition: Line	1
ART 1002 2-D Composition: Shape	1	ART 1002 2-D Composition: Shape	1
ART 1003 2-D Composition: Color	1	ART 1003 2-D Composition: Color	1
ART 1004: 3-D Composition: Texture	1	ART 1004: 3-D Composition: Texture	1
ART 1005 3-D Composition: Space	1	ART 1005 3-D Composition: Space	1
ART 1006 3-D Composition: Form	1	ART 1006 3-D Composition: Form	1
ART 1007 Drawing	3	ART 1007 Drawing	3
ART 1008 Life Drawing	3	ART 1008 Life Drawing	3
ART 2201 History of World Art I	3	ART 2201 History of World Art I	3
ART 2202 History of World Art II	3	ART 2202 History of World Art II	3
Total Core	60		60
<u>PRINTMAKING SEQUENCE</u>		<u>SCULPTURE SEQUENCE</u>	
ART 3301 Ceramics I	3	ART 3301 Ceramics I	3
ART 3012 Transparent Painting	3	ART 3012 Transparent Painting	3
ART 3801 Printmaking I: Survey	3	ART 3801 Printmaking I: Survey	3
ART 3901 Introductory Sculpture	3	ART 3901 Introductory Sculpture	3
ART 3802 Printmaking II: Relief	3	ART 3902 Carving and Modeling	3
ART 4803 Intaglio	3	ART 4903 Metal Sculpture	3
ART 4804 Lithography	3	ART 4904 Advanced Sculpture	3
4985 Senior Exhibition	1	ART 4985 Senior Exhibition	1
Art History Electives 3000 or above	6	Art History Electives 3000 or above	6
Art Electives 3000 or above	32	Art Electives 3000 or above	32
Total Major Sequence	60		60
Total Program	120		120

Course descriptions for art education are attached to this report. All courses are taught by faculty in the College of Arts & Sciences with the exception of the education sequence noted in the art education course of study.

In order to ensure the alignment of the art education program with P-12 curriculum content the faculty examined several documents. Content standards of the National Association of Schools of Art and Design (NASAD), standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Georgia Quality Core Curriculum (QCC) were significant documents used for assessing and prescribing the content alignment. The candidates' completion of a strong discipline-based program in art as well as the College of Education's core curriculum demonstrates the commitment to provide the art education candidates a rigorous and well-rounded education. The art education program is accredited by NASAD and approved by the Georgia Professional Standards Commission (PSC).

B. Learning Outcomes

Of the professional education sequence:

Courses within the professional education sequence for secondary education program have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. This sequence will enable teacher education candidates to demonstrate success in teaching students to develop their critical thinking and problem solving abilities as well as to acquire the academic knowledge of their content area. The candidates also will acquire a foundation of curriculum theory and instructional strategies to accommodate the effective delivery of the content knowledge. Throughout the secondary education professional sequence, candidates are engaged in the meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the courses in the professional sequence have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction.

Specific outcomes expected of the State University of West Georgia graduates in the initial preparation programs are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards form a structure based on a research and knowledge base that describes what beginning educators should know and implement as classroom teachers. Using these standards as the basis, graduates of initial preparation programs will:

1. demonstrate an understanding of the central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful for students.
2. demonstrate an understanding of how students learn and develop and can provide learning opportunities that support student learning and individual development.
3. demonstrate an understanding of individual differences in students' learning and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs.

4. accept responsibility for monitoring and managing student learning including developing a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. document use of strategies for individual and group motivation and behavior to create a learning environment which encourages positive social interactions and promotes active engagement in learning.
6. document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning.
7. document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. document use of formal and informal assessment strategies to evaluate the students' academic, social, and physical development.
9. provide examples of reflecting upon and evaluating choices and actions with students, parents, and other professionals in the learning community, uphold ethical standards, and actively seek professional growth opportunities through such activities as membership in professional organizations, professional reading, and attending in-service professional development and coursework.
10. provide examples of fostering relationships, including taking leadership roles, with school colleagues, parents, agencies in the larger community to support students' learning and well-being.

Of the disciplinary sequence:

The Department of Art adheres to the Professional Degree standards for the implementation of the art education program as articulated by NASAD to meet NCATE curriculum standards. These standards indicate that candidates must have the following.

1. Personal Qualities

Desirable characteristics of the prospective art teacher are:

- a the potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences;
- b the ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education;
- c the ability to maintain positive relationships with individuals and various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;
- d the ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

2. Art Competencies

The following basic competencies are essential to all prospective art teachers:

a. Studio Art Foundation

The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art

teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.

b. Art History and Analysis

The prospective art teacher must have an understanding of (1) the major styles and periods of art history, analytical methods, and theories of criticism; (2) the development of past and contemporary art forms; (3) contending philosophies of art; and (4) the fundamental and integral relationships of all these to the making of art.

c. Advanced Work

The candidate in a B. A. program should have an opportunity for advanced work in at least one or more studio and/or art application areas and should require six to nine semester hours.

d. Technical Processes

The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

3. Teaching Competencies

The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art instruction into the total process of education. Specific competencies include:

- a. an understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education;
- b. an understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs;
- c. ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs;
- d. knowledge of current methods and materials available in all fields and levels of art education;
- e. awareness of the need for continuing study, self-evaluation, and professional growth.

4. Professional Procedures

- a. Art education methods courses should be taught by faculty who have had successful experience teaching art in elementary and secondary schools and who maintain close contact with such schools.
- b. Institutions should encourage observation and discussion of teaching prior to beginning formal study in teacher education, whether at the freshman or at the more advanced level.
- c. Supervised practice teaching opportunities should be provided in actual school situations.

Additional specific learning outcomes for each course can be found on each course syllabus under course objectives.

C. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 326.

Distribution of clock hours in courses:

ART 3011	Elementary Art Methods	24 clock hours
ART 3012	Art for PK and Special Populations	18 clock hours
ART 4009	Art Curriculum and Classroom Management	24 clock hours
ART 4010	Secondary Art Methods	160 clock hours
ART 4011/12/13	Student Teaching in Art Education	15 weeks

FOREIGN LANGUAGE EDUCATION

SPANISH

- A. The Bachelor of Arts in Spanish offers two majors, one of which is Spanish Education. A comparison of the two courses of study is presented in the following tables.

<u>SPANISH EDUCATION</u>		<u>SPANISH</u>	
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>	
SPAN 2001-2002	6	SPAN 1001-2002	0-12
French, German, or Latin (if not taken in Area C)	3	Humanities electives approved by department	6-15
*CEPD 2101	2		
*SPED 2706	3		
*MGED 2271	3		
Elective	1		

<u>SPANISH EDUCATION SEQUENCE</u>		<u>SPANISH MAJOR SEQUENCE</u>	
<u>SELECTED FROM THE FOLLOWING:</u>	37	<u>SELECTED FROM THE FOLLOWING:</u>	37
SPAN 3101		SPAN 3101	
SPAN 3102		SPAN 3102	
SPAN 3210		SPAN 3210	
SPAN 3220		SPAN 3220	
SPAN 4012		SPAN 4012	
SPAN 4013		SPAN 4013	
SPAN 4040		SPAN 4040	
SPAN 4170		SPAN 4170	
SPAN 4484		SPAN 4484	
Electives 3000 or above		Electives 3000 or above	
ENGL 2300		ENGL 2300	
Through 2001 in FREN/GRMN or LATIN		Through 2001 in FREN/GRMN or LATIN	
HIST 1111 or 1112		HIST 1111 or 1112	23
Electives		Electives	
<u>PROFESSIONAL SEQUENCE:</u>	3		
*CEPD 4101	20		
*SEED 4271			
FORL 4586			
SPAN 4501			
SPAN 4502			
Total Major	60		60
Total Program Hours	120		120

*These courses are taught in the College of Education; all other courses are taught in the College of Arts & Sciences.

FRENCH

- A. The Bachelor of Arts in French offers two majors one of which is French Education. A comparison of the two courses of study is presented in the following table.

FRENCH EDUCATION		FRENCH	
<u>CORE A-E</u>	42	<u>CORE A-E</u>	42
<u>CORE AREA F</u>		<u>CORE AREA F</u>	
FREN 2001-2002	6	FREN 1001-2002	0-12
Spanish, German, or Latin (if not taken in Area c)	3	Humanities electives approved by department	6-15
*CEPD 2101			
*SPED 2706	2		
*MGED 2271	3		
Elective	3		
	1		
Total Core	60		60
<u>FRENCH EDUCATION SEQUENCE</u>		<u>SPANISH MAJOR SEQUENCE</u>	
Selected from:	37	Selected from:	37
FREN 3101 Conversion		FREN 3101 Conversion	
FREN 3102 Composition		FREN 3102 Composition	
FREN 3210 Topics in French Literature		FREN 3210 Topics in French Literature	
FREN 4170 Phonetics and Linguistics		FREN 4170 Phonetics and Linguistics	
FREN 4310 Francophone Civilization		FREN 4310 Francophone Civilization	
FREN 4484 Senior Capstone		FREN 4484 Senior Capstone	
FREN electives 3000 or above		FREN electives 3000 or above	
ENGL 2300 Practical Criticism		ENGL 2300 Practical Criticism	
Second language through 2001		Second language through 2001	
HIST 111 or 1112		HIST 111 or 1112	
Elective	3	Electives	23
Professional Sequence:	20		
*CEPD 4101 Ed. Psychology			
*SEED 4571 Secondary Curriculum			
FORL 4586 Teaching Internship			
FREN 4501 Foreign Language Teaching and Curriculum in the Elementary School			
FREN 4502 Methods of Foreign Language Teaching			
Total Major	60		60
Total Program Hours	120		120

*These courses are taught in the College of Education; all other courses are taught in the College of Arts & Sciences.

The requirements for the Foreign Language Education programs are based on national standards for foreign language education as elaborated in the “Foreign Language Standards” section of the Standards for Excellence in Education (SEE), published by the Council for Basic Education. The program is further in compliance with Georgia’s Quality Core Curriculum. The Board of Regents’ mandates for teacher preparation and field experiences were also considered in the development of the curriculum. Courses added in Area F conform to the Foreign Language Regents Advisory Committee recommendations for World History and Second Language. Media and technology competence have been included in the foreign language methods and curriculum courses.

B. Learning Outcomes

Of the professional education sequence:

Courses within the professional education sequence for secondary education program have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. This sequence will enable teacher education candidates to demonstrate success in teaching

students to develop their critical thinking and problem solving abilities as well as to acquire the academic knowledge of their content area. The candidates also will acquire a foundation of curriculum theory and instructional strategies to accommodate the effective delivery of the content knowledge. Throughout the secondary education professional sequence, candidates are engaged in the meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the courses in the professional sequence have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction.

Specific outcomes expected of the State University of West Georgia graduates in the initial preparation programs are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards form a structure based on a research and knowledge base that describes what beginning educators should know and implement as classroom teachers. Using these standards as the basis, graduates of initial preparation programs will:

1. demonstrate an understanding of the central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful for students.
2. demonstrate an understanding of how students learn and develop and can provide learning opportunities that support student learning and individual development.
3. demonstrate an understanding of individual differences in students' learning and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs.
4. accept responsibility for monitoring and managing student learning including developing a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. document use of strategies for individual and group motivation and behavior to create a learning environment which encourages positive social interactions and promotes active engagement in learning.
6. document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning.
7. document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. document use of formal and informal assessment strategies to evaluate the students' academic, social, and physical development.
9. provide examples of reflecting upon and evaluating choices and actions with students, parents, and other professionals in the learning community, uphold ethical standards, and actively seek professional growth opportunities through such activities as membership in professional organizations, professional reading, and attending in-service professional development and coursework.
10. provide examples of fostering relationships, including taking leadership roles, with school colleagues, parents, agencies in the larger community to support students' learning and well-being.

Of the disciplinary sequence:

Specific learning outcomes for each course can be found on each course syllabus under course objectives.

C. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 60.

Distribution of clock hours in courses:

FREN 4501	Foreign Language Teaching and Curriculum in the Elementary School	30 clock hours
FREN 4502	Methods of Foreign Language Teaching	30 clock hours
FORL 4586	Teaching Internship	15 weeks

Distribution of clock hours in courses:

SPAN 4501	Foreign Language Teaching and Curriculum in the Elementary School	30 clock hours
SPAN 4502	Methods of Foreign Language Teaching	30 clock hours
FORL 4586	Teaching Internship	15 weeks

MUSIC EDUCATION

A. The Bachelor of Music offers six majors, one of which is Music Education. A comparison of the six courses of study is presented in the following tables.

MUSIC EDUCATION	Hrs	PERFORMANCE (Options: Woodwind, Brass, Percussion; Voice; String, & Guitar)	Hrs	PERFORMANCE (Option: Keyboard, Emphasis, Piano Pedagogy)	Hrs
CORE A-E	42	CORE A-E	42	CORE A-3	42
CORE AREA F		CORE AREA F		CORE AREA F	
MUSC 1301 Music Theory I	3	MUSC 1301 Music Theory I	3	MUSC 1301 Music Theory I	3
MUSC 1302 Music Theory II	3	MUSC 1302 Music Theory II	3	MUSC 1302 Music Theory II	3
MUSC 1401 Aural Skills I	1	MUSC 1401 Aural Skills I	1	MUSC 1401 Aural Skills I	1
MUSC 1402 Aural Skills II	1	MUSC 1402 Aural Skills II	1	MUSC 1402 Aural Skills II	1
MUSC 1501 Keyboard Skills I	1	MUSC 1501 Keyboard Skills I	1	MUSC 1501 Keyboard Skills I	1
MUSC 1502 Keyboard Skills II	1	MUSC 1502 Keyboard Skills II	1	MUSC 1502 Keyboard Skills II	1
MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	4
Choose One	4	Choose One	4	Choose One	4
MUSC 2700 Wind Ensemble		MUSC 2700 Wind Ensemble		MUSC 2700 Wind Ensemble	
MUSC 2710 Symphony Band		MUSC 2710 Symphony Band		MUSC 2710 Symphony Band	
MUSC 2720 Marching Band		MUSC 2720 Marching Band		MUSC 2720 Marching Band	
MUSC 2750 Concert Choir		MUSC 2750 Concert Choir		MUSC 2750 Concert Choir	
Total Core	60		60		60
MAJOR SEQUENCE		MAJOR SEQUENCE		MAJOR SEQUENCE	
MUSC 1000 Comprehensive Laboratory	0	MUSC 1000 Comprehensive Laboratory	0	MUSC 1000 Comprehensive Laboratory	0
MUSC 2301 Music Theory III	3	MUSC 2301 Music Theory III	3	MUSC 2301 Music Theory III	3
MUSC 2302 Music Theory IV	3	MUSC 2302 Music Theory IV	3	MUSC 2302 Music Theory IV	3
MUSC 2401 Aural Skills III	1	MUSC 2401 Aural Skills III	1	MUSC 2401 Aural Skills III	1
MUSC 2402 Aural Skills IV	1	MUSC 2402 Aural Skills IV	1	MUSC 2402 Aural Skills IV	1
MUSC 2501 Keyboard III	1	MUSC 2501 Keyboard III	1	MUSC 2501 Keyboard III	1
MUSC 2502 Keyboard IV	1	MUSC 2502 Keyboard IV	1	MUSC 2502 Keyboard IV	1
MUSC 2600 Principal Applied	2	MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	4
MUSC 3230 Technology in Composition	2	MUSC 3230 Technology in Composition	2	MUSC 3230 Technology in Composition	2
MUSC 3601 Woodwind Techniques	1	MUSC 3240 Form and Analysis	2	MUSC 3240 Form and Analysis	2
MUSC 3602 Brass Techniques	1	MUSC 3701 Western Music before 1825	3	MUSC 3701 Western Music before 1825	3
MUSC 3603 Percussion Techniques	1	MUSC 3702 Western Music after 1825	3	MUSC 3702 Western Music after 1825	3
MUSC 3604 String Techniques	1	MUSC 3850 Conducting	3	MUSC 3850 Conducting	3
MUSC 3701 Western Music before 1825	3	MUSC 4200 Orchestration & Arranging	2	MUSC 4200 Orchestration & Arranging	2

MUSC 3702 Western Music after 1825	3	MUSC 4600 Principal Applied	5	MUSC 4600 Principal Applied	5
MUSC 3850 Conducting	3	MUSC 4400 Counterpoint	2	MUSC 4400 Counterpoint	2
MUSC 3900 Music in the Elem Schools	3	MUSC 4941 Junior Recital	2	MUSC 4941 Junior Recital	2
MUSC 4000 Music in the Sec Schools	3	MUSC 4942 Senior Recital	3	MUSC 4942 Senior Recital	3
MUSC 4200 Orchestration & Arranging	2	Music Electives 3000 or above	8	MUSC 4171 Keyboard Literature before 1825	2
MUSC 4600 Principal Applied	6	Choose one option	11	MUSC 4172 Keyboard Literature after 1825	2
MUSC 4610 Sec Applied OR MUSC 4850 Applied Conducting	3	Option: Woodwind, brass & percussion OR		MUSC 4700 Wind Ensemble, MUSC 4710 Symphony Band, MUSC 4720 Marching Band, MUSC 4740 Chamber Winds, MUSC 4750 Concert Choir, MUSC 4760 Chamber Singers, MUSC 4770 Opera Workshop OR	2
Choose one option		Option: Voice, OR		MUSC 4800 Small Ensemble: Keyboard Ensemble	1
Option: Woodwind,brass,percussion OR		Option: String & Guitar		Choose one option	12
Option: Voice OR				Option: Keyboard Option OR	
Option: Keyboard, string,, & guitar				Option: Emphasis in Piano Pedagogy	
Professional Education (17 Hrs)					
*EDFD 2303 Orientation to Education	2				
*CEPD 2101 Developmental Psychology	2				
*CEPD 4103 Educational Psychology	3				
*SPED 2706 Intro. To Special Education	3				
MUSC 4186/87/88 Teaching Internship	9				
Total Major Sequence	68		60		60
Total Program Hours	128		120		120

*Courses taught by the College of Education; all other courses are taught by the College of Arts & Sciences.

PERFORMANCE WITH EMPHASIS IN JAZZ STUDIES (Options: Woodwind, Brass, & Percussion; Keyboard, String, & Guitar)	Hrs	COMPOSITION	Hrs	STUDIES IN BUSINESS	Hrs
CORE A-E CORE AREA F	42	CORE A-E CORE AREA F	42	CORE A-3 CORE AREA F	42
MUSC 1301 Music Theory I	3	MUSC 1301 Music Theory I	3	MUSC 1301 Music Theory I	3
MUSC 1302 Music Theory II	3	MUSC 1302 Music Theory II	3	MUSC 1302 Music Theory II	3
MUSC 1401 Aural Skills I	1	MUSC 1401 Aural Skills I	1	MUSC 1401 Aural Skills I	1
MUSC 1402 Aural Skills II	1	MUSC 1402 Aural Skills II	1	MUSC 1402 Aural Skills II	1
MUSC 1501 Keyboard Skills I	1	MUSC 1501 Keyboard Skills I	1	MUSC 1501 Keyboard Skills I	1
MUSC 1502 Keyboard Skills II	1	MUSC 1502 Keyboard Skills II	1	MUSC 1502 Keyboard Skills II	1
MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	4
Choose One	4	Choose One	4	Choose One	4
MUSC 2700 Wind Ensemble		MUSC 2700 Wind Ensemble		MUSC 2700 Wind Ensemble	
MUSC 2710 Symphony Band		MUSC 2710 Symphony Band		MUSC 2710 Symphony Band	
MUSC 2720 Marching Band		MUSC 2720 Marching Band		MUSC 2720 Marching Band	
MUSC 2750 Concert Choir		MUSC 2750 Concert Choir		MUSC 2750 Concert Choir	
Total Core	60		60		60
MAJOR SEQUENCE		MAJOR SEQUENCE		MAJOR SEQUENCE	
MUSC 1000 Comprehensive Laboratory	0	MUSC 1000 Comprehensive Laboratory	0	MUSC 1000 Comprehensive Laboratory	0
MUSC 2301 Music Theory III	3	MUSC 2301 Music Theory III	3	MUSC 2301 Music Theory III	3
MUSC 2302 Music Theory IV	3	MUSC 2302 Music Theory IV	3	MUSC 2302 Music Theory IV	3
MUSC 2401 Aural Skills III	1	MUSC 2401 Aural Skills III	1	MUSC 2401 Aural Skills III	1
MUSC 2402 Aural Skills IV	1	MUSC 2402 Aural Skills IV	1	MUSC 2402 Aural Skills IV	1
MUSC 2501 Keyboard III	1	MUSC 2501 Keyboard III	1	MUSC 2501 Keyboard III	1
MUSC 2502 Keyboard IV	1	MUSC 2502 Keyboard IV	1	MUSC 2502 Keyboard IV	1
MUSC 2600 Principal Applied	4	MUSC 2600 Principal Applied	2	MUSC 2600 Principal Applied	2
MUSC 3230 Technology in Composition	2	MUSC 3230 Technology in Composition	2	MUSC 3230 Technology in Composition	2
MUSC 3240 Form and Analysis	2	MUSC 3240 Form and Analysis	2	MUSC 3601 Woodwind Techniques & Materials	1
MUSC 3701 Western Music before 1825	3	MUSC 3601 Woodwind Techniques & Materials	1	MUSC 3602 Brass Techniques & Materials	1
		MUSC 3602 Brass Techniques &	1	MUSC 3603 Percussion Techniques &	

MUSC 3702 Western Music after 1825	3	Materials		Materials	1
MUSC 3850 Conducting	3	MUSC 3603 Percussion Techniques & Materials	1	MUSC 3604 String Techniques & Materials	1
MUSC 4200 Orchestration & Arranging	2	MUSC 3604 String Techniques & Materials	1	MUSC 3605 Voice Techniques & Materials	1
MUSC 4600 Principal Applied	5	MUSC 3605 Voice Techniques & Materials	1	MUSC 3606 Principles of Diction	1
MUSC 4400 Counterpoint	2	MUSC 3701 Western Music before 1825	3	MUSC 3701 Western Music before 1825	3
MUSC 4941 Junior Recital	2	MUSC 3702 Western Music after 1825	3	MUSC 3702 Western Music after 1825	3
MUSC 4942 Senior Recital	3	MUSC 3850 Conducting	3	MUSC 3850 Conducting	3
MUSC 4943 Jazz Recital	2	MUSC 4200 Orchestration & Arranging	2	MUSC 4200 Orchestration & Arranging	2
MUSC 4300 Jazz History and Styles	3	MUSC 4600 Principal Applied	4	MUSC 4600 Principal Applied	6
MUSC 4311 Applied Jazz Composition and Arranging	3	MUSC 4610 Secondary Applied OR	3	MUSC 4610 Secondary Applied OR	3
MUSC 4321 Applied Jazz Improvisation	5	MUSC 4850 Applied Conducting	3	MUSC 4850 Applied Conducting	3
MUSC 4730 Jazz Ensemble	4	MUSC 4941 Junior Recital	2	STUDIES IN BUSINESS (18 HOURS)	
MUSC 4800-O Small Ensemble: Jazz Combo	1	MUSC 4942 Senior Recital	3	BUSA 2106 Legal Environment of Business	3
UPPER-DIVISION ELECTIVES	3	MUSC 4400 Counterpoint	2	MGNT 3600 Management	3
		MUSC 4410 Applied Composition	4	MKTG 3803 Principals of Marketing	3
		Choose one option	3	MKTG 4886 Marketing Internship OR	3
		Option: Woodwind, brass, or percussion OR		MUSC 4865 Music Business Internship	
		Option: Voice OR		TWO ELECTIVE COURSES FROM THE FOLLOWING:	6
		Option: Keyboard, string, or guitar		ACCT 2102 Principles of Accounting I	
				MKTG 3801 Art of Selling and Personal Dynamics	
				MKTG 3809 Advertising Practices	
				MKTG 4861 Services Marketing	
				MKTG 4864 Consumer Behavior OR	
				MGNT 3618 Entrepreneurship and Small Business Management	
Total Major Sequence	68		60		60
Total Program Hours	120		120		120

Course descriptions for music education are attached to this report. All courses are taught by faculty in the College of Arts & Sciences with the exception of the education sequence noted in the music education course of study.

In order to ensure alignment of the music education program with P-12 curriculum content the faculty examined several documents. Content standards from the National Association of Schools of Music (NASM), standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Georgia Quality Core Curriculum (QCC) were the significant documents used for assessing and prescribing the content alignment. The candidates' completion of a strong discipline-based program in music as well as the College of Education's core curriculum demonstrates the commitment to provide music education candidates a rigorous and well-rounded education. The art education program is accredited by NASM and approved by the Georgia Professional Standards Commission (PSC).

B. Learning Outcomes

Of the professional education sequence:

Courses within the professional education sequence for secondary education program have learning outcomes that are designed to ensure academic depth for enabling students to achieve grade level standards. This

sequence will enable teacher education candidates to demonstrate success in teaching students to develop their critical thinking and problem solving abilities as well as to acquire the academic knowledge of their content area. The candidates also will acquire a foundation of curriculum theory and instructional strategies to accommodate the effective delivery of the content knowledge. Throughout the secondary education professional sequence, candidates are engaged in the meaningful application of teaching through field experiences that are directly correlated with the knowledge and skills from all the courses. In addition, the courses in the professional sequence have integrated technology competencies in order to enhance the teacher education candidates' success in teaching students to develop and implement effective instruction.

Specific outcomes expected of the State University of West Georgia graduates in the initial preparation programs are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC standards form a structure based on a research and knowledge base that describes what beginning educators should know and implement as classroom teachers. Using these standards as the basis, graduates of initial preparation programs will:

1. demonstrate an understanding of the central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful for students.
2. demonstrate an understanding of how students learn and develop and can provide learning opportunities that support student learning and individual development.
3. demonstrate an understanding of individual differences in students' learning and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs.
4. accept responsibility for monitoring and managing student learning including developing a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. document use of strategies for individual and group motivation and behavior to create a learning environment which encourages positive social interactions and promotes active engagement in learning.
6. document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning.
7. document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. document use of formal and informal assessment strategies to evaluate the students' academic, social, and physical development.
9. provide examples of reflecting upon and evaluating choices and actions with students, parents, and other professionals in the learning community, uphold ethical standards, and actively seek professional growth opportunities through such activities as membership in professional organizations, professional reading, and attending in-service professional development and coursework.
10. provide examples of fostering relationships, including taking leadership roles, with school colleagues, parents, agencies in the larger community to support students' learning and well-being.

Of the disciplinary sequence:

The Department of Music adheres to the Professional Degree standards for the implementation of the music education program as articulated by NASM to meet NCATE curriculum standards. These standards indicate that candidates must have the following.

a. Performance

1. demonstrate, through performance, competence in the principal-applied performance area, including: performing ability of a cross-section of repertory from a particular performance medium, technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration, and the ability to read music at sight with fluency.
2. demonstrate, through performance, the ability to perform at the level appropriate for the particular music concentration, in ensembles that vary in size and nature.
3. demonstrate, through performance and academic studies, competence as a conductor, with the ability to create accurate and musically expressive performances with various types of instrumental and choral performing groups and in general classroom situations.
4. demonstrate, through performance functional ability in keyboard sufficient to use it as a tool for score study, arranging, demonstration, and teaching and to provide, transpose, and improvise accompaniments.
5. demonstrate, through performance and academic studies, knowledge of and ability in voice, wind, string, fretted, and percussion instruments sufficient to teach beginning students effectively individually and in groups, and to teach effective use of voice.

b. Aural Skills and Analysis

1. demonstrate, through performance and academic studies, an understanding of the common elements of music (I.e., melody, harmony, rhythm, timbre, texture, form, and expressive qualities) and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
2. demonstrate, through performance and academic studies, the ability to place music in historical, cultural, and stylistic contexts.
3. demonstrate, through performance and academic studies, the ability to apply knowledge of musical forms, processes, and structures to score-reading, composition, performance, scholarship, pedagogy, and historical contexts.

c. Composition and Improvisation

1. demonstrate, through performance and academic studies, competence in composition and improvisation beyond traditional exercises in beginning theory, including imitation of various musical style periods, original composition, experiments with various sound sources, and the manipulation of the common elements in nontraditional ways.
2. demonstrate improvisational skills as an aspect of composition, musicianship, or performance studies.
3. demonstrate, through performance and academic studies, the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of performing groups and classroom situations.

d. Repertory and History

1. demonstrate, through performance and academic studies, knowledge of and ability to work with music of diverse cultural sources, historical periods, and media (in a comprehensive manner).
2. demonstrate, through attendance at concerts, operas, and other performances, an awareness of a large and varied body of music.

e. Technology

1. demonstrate, through performance, academic studies, and laboratory experiences, the ability to exploit capabilities of technology as they relate to composition, performance, analysis, teaching, research, assessment, and professional productivity.

f. Teaching

1. demonstrate, through performance and academic studies, the ability to teach music at various levels and to different age groups in a variety of classroom and ensemble settings; beginning instrumental and vocal and techniques individually, in small groups, in larger classes, and in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.
2. demonstrate, through performance and academic studies, an understanding and use of theories of human growth and development and learning as they relate to music including: knowledge of social-psychological bases for teaching; knowledge of cognitive, psychomotor, and affective behaviors as applied to specific age groups and subject matter; individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation; effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom; and formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.
3. demonstrate, through performance and academic studies, these abilities: to assess aptitudes, experiential backgrounds, and orientations of individuals and groups of students; and to plan educational programs and develop pedagogical techniques to meet assessed needs and to mainstream children who suffer from physical, psychological, or emotional difficulties into the music activities.
4. demonstrate, through performance and academic studies, knowledge, understanding, and use of; a variety of instructional strategies for developing critical thinking, problem solving, and performance skills; formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner; current and appropriate teaching and learning methodologies, materials, and evaluation instruments available in all areas and levels of music education; and publications, resources and professional organizations.
5. demonstrate, through performance and academic studies: the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations; and an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
6. demonstrate, through performance and academic studies these abilities: to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities; and to relate musical styles, the literature of diverse cultural sources, and the music of various historical periods to a variety of contexts.
7. demonstrate, through performance and academic studies, the acquisition of and ability to apply knowledge about: the social, historical, and philosophical foundations of education and music education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools; the impact of societal changes on schools; school law and education policy; professional ethics and social behavior appropriate for the school and community; and the responsibilities, structure, and activities of the profession.

g. Synthesis

1. demonstrates, through performance and academic studies, achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability of producing work, and solving musical and professional problems independently, by combining capabilities in performance, in aural, verbal and visual analysis, in improvisation, and in repertory and history.

2. demonstrate, through performance and academic studies, these abilities: to form and define value judgments about musical works and performances; to work with a comprehensive repertory, including music from various cultures of the world and music of our own time; and to develop a body of work for evaluation in the major area of study.
3. demonstrate, through performance and academic studies, evidence of a coherent set of artistic/intellectual goals and an understanding of the basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.
4. demonstrate, through performance and academic studies, and through using musical, oral, written, and visual media, the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field.
5. demonstrate, through performance and academic studies, musicianship developed to an advanced level and broad knowledge of musical elements, structure, repertoires, and contexts.
6. demonstrate, through performance and academic studies, a personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the potential to fulfill these commitments as an independent professional.
7. demonstrate, through performance and academic studies, the ability to evaluate ideas, methods, and policies in the arts, humanities, and in arts education for their impact on the musical and cultural development of students.
8. demonstrate, through performance and academic studies, the ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.
9. demonstrate, through performance and academic studies: the capability of inspiring others, of exciting the imagination of students, and of engendering a respect for music and a desire for musical knowledge and experiences; and the ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
10. demonstrate, through performance and academic studies, the ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
11. demonstrate, through performance and academic studies, 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.
12. demonstrate, through performance and academic studies, the ability to work productively within specific education systems; and based on prior relationships, experiences, and exceptionalities, to help individuals of various social, gender, language, socioeconomic, cultural, racial, ethnic, community, and family groups to achieve high levels of learning; and to be empathetic with students and colleagues of differing backgrounds.

Additional specific learning outcomes for each course can be found on each course syllabus under course objectives.

C. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 90.

Distribution of clock hours in courses:

MUSC 3900	Music in the Elementary Schools	30 clock hours
MUSC 4000	Music in the Secondary Schools	30 clock hours
MUSC 4021	Instrumental Methods	30 clock hours
OR		
MUSC 4011	Choral Methods	
MUSC 4186/87/88	Teaching Internship	15 weeks

Section 4 (4) Area F

Students when completing Area F requirements must achieve the outcomes listed below that will be met through these courses: Introduction to/Foundations of ____(content area)___ Education, Developmental Psychology or Childhood Psychology, and Introduction to Special Education. (Students must complete MEDT 2401, Introduction to Instructional Technology, or demonstrate competencies in the use of current technologies related to effective instruction.)

- The role of professional educator, including ethical and effective practice (Introduction to/Foundations of ____(content area)___ Education)
- The social, historical, and philosophical perspectives and methods of inquiry used in the analysis of education issues (Introduction to/Foundations of ____(content area)___ Education)
- The teaching process as it evolves from the study of human growth and development, learning, and instruction (Developmental Psychology or Childhood Psychology)
- The wide range of abilities and exceptionalities representative of students in schools and teaching practices that are effective with these abilities (Introduction to Special Education)
- The use of current technologies, which are directly relation to effective teaching (Introduction to/Foundations of ____(content area)___ Education, Developmental Psychology or Childhood Psychology, Introduction to Special Education, and MEDT 2401 or pass a competency test).

Some of these competencies are further distributed throughout the professional education sequence.

In addition, Area F requirements for each program of study will include the following:

Early Childhood Education

BIOL 1010	Foundations of Biology	0-3 credit hours
BIOL 1010L	Foundations of Biology Lab	1 credit hour
GEOL XXXX		0-4 credit hours
MATH 2703	Foundations of Mathematics I	3 credit hours
MEDT 2401	Introduction to Instructional Technology	3 credit hours

Middle Grades Education

Language arts/social sciences

ENGL 2110 (World), 2120 (British), or 2130 (American) Literature	3 credit hours
ENGL 2300 Practical Criticism: Research and Methodology	3 credit hours
POLS 2201 State and Local Government	3 credit hours

Math/science

BIOL 1107 Principles of Biology I	0-3 credit hours
BIOL 1107 Principles of Biology I Lab	0-1 credit hour
BIOL 1108 Principles of Biology II	3 credit hours
CHEM 1151K Survey of Chemistry I	0-3 credit hours
CHEM 1151K Survey of Chemistry I Lab	0-1 credit hour
GEOL	3 credit hours
GEOL 2503 Oceanography	0-3 credit hours
MATH 2703 Foundations of Math I	0-3 credit hours

Secondary Education (Business Education)

ACCT 2101 Principles of Accounting I	3 credit hours
ACCT 2102 Principles of Accounting II	3 credit hours
BUSA 2106 Legal Environment of Business	0-3 credit hours
ECON 2106 Principles of Microeconomics	3 credit hours

Secondary Education (Economics)

See page 25

Secondary Education (Biology)

See Table 1, page 32

Secondary Education (Chemistry)

See Table 2, page 34

Secondary Education (Earth Science)

See Table 3, page 36

Secondary Education (English)

See Table 4, page 38

Secondary Education (History)

See Table 5, page 40

Secondary Education (Mathematics)

See Table 6, page 42

Secondary Education (Physics)

See Table 7, page 44

Secondary Education (Political Science)

See Table 8, page 46

Physical Education

BIOL 2021	Human Anatomy and Physiology I	3 credit hours
BIOL 2021	Human Anatomy and Physiology I Lab	1 credit hour
PHED 2603	Human Anatomy and Physiology	3 credit hours

Special Education—Mental Retardation

MEDT 2401	Introduction to Instructional Technology	3 credit hours
MATH 2703	Foundations of Mathematics I	0-3 credit hours
ART 2012	or an approved alternative	3 credit hours

Speech-Language Pathology

MATH 2703	Foundations of Mathematics I	0-3 credit hours
Foreign Language		3 credit hours
Foreign Language		3 credit hours
MEDT 2401	Introduction to Instructional Technology	0-3 credit hours

Art Education

ART 1001	2-D Composition: Line	1 credit hour
ART 1002	2-D Composition: Shape	1 credit hour
ART 1003	2-D Composition: Color	1 credit hour
ART 1004	3-D Composition: Texture	1 credit hour
ART 1005	3-D Composition: Space	1 credit hour
ART 1006	3-D Composition: Form	1 credit hour
ART 1007	Drawing	3 credit hours
ART 1008	Life Drawing	3 credit hours
ART 2201	History of World Art I	3 credit hours
ART 2202	History of World Art II	3 credit hours

Foreign Language Education—Spanish

SPAN 2001-2002		6 credit hours
French, German, or Latin (if not taken in Area C)		3 credit hours
Elective		1 credit hour

Foreign Language Education—French

FREN 2001-2002	6 credit hours
Spanish, German, or Latin (if not taken in Area C)	3 credit hours
Elective	3 credit hours

Music Education

MUSC 1301	Music Theory I	3 credit hours
MUSC 1302	Music Theory II	3 credit hours
MUSC 1401	Aural Skills I	1 credit hour
MUSC 1402	Aural Skills II	1 credit hour
MUSC 1501	Keyboard Skills I	1 credit hours
MUSC 1502	Keyboard Skills II	1 credit hour
MUSC 2600	Principal Applied	4 credit hours

Choose one from 4 credit hours

MUSC 2600	Wind Ensemble
MUSC 2710	Symphony Band
MUSC 2720	Marching Band
MUSC 2750	Concert Choir

Section 4 (5a) School Counseling

A. Course numbers, titles, and number of credit hours per course

CEPD 8102	Lifespan Human Development	3 credit hours
CEPD 7138	Multicultural Counseling and Development	3 credit hours
CEPD 6140	Introduction to Counseling Practice	3 credit hours
CEPD 6131	Counseling Theories	3 credit hours
CEPD 6160	Group Counseling	3 credit hours
CEPD 7112	Career Counseling	3 credit hours
CEPD 7130	Assessment and Effective Use of Data in Schools	3 credit hours
CEPD 7152	Research and Program Evaluation	3 credit hours
CEPD 6180	Professional School Counselor	3 credit hours
CEPD 6101	Psychology of Classroom Learning	3 credit hours
CEPD 7140	Counselor as Leader	3 credit hours
CEPD 7150	Advocacy and Brokering of Services	3 credit hours
MEDT 6401	Instructional Technology	3 credit hours
CEPD 6187	Practicum: School Counseling	3 credit hours
CEPD 6186	Internship: School Counseling	3 credit hours

B. Course syllabi that include course descriptions, in education are located on the Web

<http://www.westga.edu/~coe/syllabi/cepd/>

C. Learning Outcomes

In 1997, the faculty in the Department of Counseling and Educational Psychology, with the help of a grant from the Dewitt Wallace-Readers Digest Fund, began the process of transforming the graduate education of school counselors and the role and function of such counselors in the schools. One of six universities in the nation to receive such an award, this transforming effort focused on framing the school counselor as a catalyst and leader in the pursuit of the high academic achievement of all students, especially poor and minority students. In addition to high academic achievement, the transforming effort magnified the concept of increasing career options for all students and decreasing the achievement gap between disadvantaged students and their more advantaged peers. With a partnership school system (Clayton County Schools), a curriculum team composed of university faculty, practicing school counselors, a school administrator, and a community/parent representative met weekly for one semester culminating in recommendations based on the above concepts for curricular changes. The changes were approved and the transformed M.Ed. program (courses listed above) in school counseling began in the fall of 1999.

The mission of the program addresses the underlying philosophy of high academic achievement and increasing career options for all students as stated below:

The mission of the school counseling program is to educate Professional School Counselors. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and removing barriers that impede equal access to educational and career opportunities for all students. We are committed to the education of Professional School Counselors who are skilled in needs assessment and who are effective counselors and strategic brokers in providing equal support for all students, when needed, dedicated to the high academic achievement, career success, and personal/social development of all students.

The mission drives the program and each course in the curriculum focuses on some aspect of the statement and addresses a specific proposition outlined by the National Board for Professional Teaching Standards, which are adapted for school counselors. In addition to course objectives, the curriculum is designed around arenas that represent the mission: leadership; advocacy and brokering of services; counseling, collaboration, and effective use of data in schools. Through meeting program objectives framed within course objectives, demonstrating competence in school based practicum/internship experiences and passing the exit examination based on national standards, candidates graduating from the school counseling program are able to lead and support various stakeholders in helping students learn at high levels.

Program Objectives

Students will

- Develop and demonstrate an identity as a professional counselor.
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants.

- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession.
- Demonstrate ability to use technology to enhance services delivered to clients/students.
- Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations.
- Demonstrate an understanding and practical application of theories of individual and group counseling and human development.
- Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group settings.
- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities.
- Demonstrate an understanding of career development theories and an ability to facilitate client/student career decision making and/or opportunities

Section 4 (5b) Educational Leadership

A. Course numbers, titles, and number of credit hours per course

EDRS 6302	Research Methods in Educational Studies	3 credit hours
EDLE 7304	Administration of Special Education Programs	3 credit hours
EDLE 6322	Curriculum for Educational Leaders	3 credit hours
EDFD 7303	Culture and Society in Education	3 credit hours
EDLE 6312	Principles of Leadership	3 credit hours
EDLE 6314	School Management: Facilities, Finance, and Operations	3 credit hours
EDLE 6316	School Law and Ethics	3 credit hours
EDLE 6318	Human Resources Management	3 credit hours
EDLE 6320	Analysis and Practice of Supervisory Behavior	3 credit hours
EDLE 6388	Initial Internship in Educational Leadership	3 credit hours
EDLE 6390	Initial Internship in School Processes	3 credit hours
EDLE 7312	Communicating and Interacting with the School and Community	3 credit hours
MEDT 6462	Administration of Instructional Technology Programs	3 credit hours

B. Course syllabi that include course descriptions, in education are located on the Web

<http://www.westga.edu/~coe/syllabi/edle/>

C. Learning Outcomes

The revision of the Master of Education in Administration and Supervision was a three-phase endeavor that occurred during two years. This process, which has been described by faculty members as both painful and renewing, involved an external review followed with a series of bi-monthly faculty meetings, a retreat, and extensive independent work sessions.

Phase I of program revision involved the establishment of an Interdisciplinary Leadership Reform Committee. Serving on this committee was the Department Chair (who served as committee facilitator), two faculty members from the Department of Educational Leadership and Professional Studies, two faculty members from the College of Arts and Sciences, one faculty member from the College of Business, and two school administrators. The purpose of this committee was to: 1) broaden the focus of educational leadership; 2) assist in developing ideas for a Board of Regents' grant; 3) assist in the identification of visiting experts for external curriculum review; and 4) participate in programmatic review and planning meetings. Based on the ideas generated by this group, a grant for \$5,000 was written and secured.

The grant enabled the Leadership Reform Committee to conduct an external curriculum audit of the Master of Education in Administration and Supervision. Five national experts were brought to West Georgia to begin the curriculum audit. This group was provided program information for review prior to its arrival at West Georgia. The group spent two days meeting with the Department Chair, Leadership Reform Committee, Educational Leadership and Professional Studies Advisory Committee, Dean of the College of Education, and members of the educational leadership faculty. On the evening of the first day of their visit, the external reviewers conducted focus groups with 45 practicing administrators from the service region of State University of West Georgia, RESA representatives, and leadership personnel from the Georgia Department of Education and the Professional Standards Commission. At the conclusion of the second day of the visit, the external reviewers conducted an exit interview with the Leadership Reform Committee and educational leadership faculty, concluding Phase I of the reform endeavor.

Phase II began with the faculty examining the comments of the external reviewers reports from the administrator focus groups, and the existing curriculum. According to the administrator focus group reports, the ideal graduate from West Georgia should be able to facilitate and sustain change, demonstrate the ability to use data for positive change, and possess effective oral and written communication skills. In addition, Regents' institution program completers must be able to build relationships with administrators and possess a vision for educational leadership.

In the early Fall of 1999, the faculty and the Educational Leadership Advisory Committee examined the Interstate Leaders Licensure Consortium Standards and the comments from the external reviewers and the administrator focus groups for overlap relative to standards and course objectives. Following this, each group divided their standards into nine to twelve common curricular areas. Using the Delphi-technique, the total group established ten curricular areas that would serve as themes throughout the Master of Education program.

Keeping in mind that approximately 98% of the graduates of the Master of Education program begin their career in educational administration as an instructional lead teacher, instructional supervisor, administrative assistant, or assistant principal, the focus of the

retreat shifted to curriculum development through the identified themes. This process was not easy as the professors were asked to lay the current program beside the recommendations and the Interstate Leaders Licensure Consortium Standards, working to develop the ideal program, while not being held to the limits of the past program.

Major suggestions for strengthening the existing program included the need to add an element addressing the assistant principalship, more practical experience through job shadowing, case studies and role play, courses focusing on special education and discipline/violence, and a redesigned internship. A recommendation also was made that the department should increase the focus of the program on human relationship skill development. Taking these recommendations and the themes identified during the retreat, program development proceeded cautiously as the faculty wanted to ensure that the positives from the existing program were retained. The overall intent was to develop a relevant and current skills-based program with a good theoretical background. Of major importance was to find a way to connect the happenings in the field with what is occurring in the courses, through providing short-term useable knowledge that was integrated with theory. To this end, a field experience was identified for each course in the program, continually building on the idea of the reflective practitioner.

From the administrative focus groups, it came to light that any revision to the program needed to reassess program admission requirements; therefore, program admission was also addressed in Phase II. A major concern expressed by the practicing administrators was that any individual who attained Graduate Record Examination scores of 450 verbal and 450 on either the quantitative or the analytic sections and had an undergraduate GPA of 2.7 and/or a graduate GPA of 3.0 was automatically admitted into the program. The basic concern was that there were individuals admitted into the program who do not possess requisite traits (i.e., a people-person; flexible; insight into the development of “self”; organized; effective communicator) nor the master teaching ability needed for effective instructional leadership. These practitioners indicated that they would rather assist on the “front end” with interviews and specific letters of recommendations than face the consequences on the “tail end.” Thus, the faculty sought ways to move beyond the current criteria to a process that would utilize multiple criteria and multiple voices. Students admitted into the on-campus program, in addition to the aforementioned criteria, under the new program must submit a statement of their philosophy of teaching and learning and three letters of recommendation. These letters of recommendation must come from a current supervisor and two additional individuals that know of the candidate’s leadership potential and teaching ability. In addition to these elements, those individuals admitted into one of the Leadership Academies must participate in an extensive interview selection process in their school district.

Based on the recommendations from the external reviewers and the administrative focus groups, the faculty sought internship options that would provide students with opportunities to practice the principalship or to experience a series of year-long administrative activities. Students have two choices to complete the initial internship as a culminating requirement in administration and supervision. The first option is as a full-time experience conducted during summer school. Students selecting this option will

work side-by-side with a principal and the university supervisor assisting in a summer school experience or rotating with two weeks in a summer school, two weeks at central office, and two weeks with their field mentor preparing for the opening of the new academic year. The second option is the yearlong experience whereby students will work under the direction of their field supervisor and a university supervisor for three consecutive semesters. The intent is for the student to gain insight into the functions of the administrator over the yearlong period. Students will be expected to complete at least 50 hours of administrative experience during each of the semesters. Some examples of fall activities include, but are not limited to: FTE count, book distribution, new student registration, and assisting with new teacher and new student orientation sessions. Spring semester experiences should focus around in-depth activities in school operations, such as budgeting and finance, staff development, textbook selection, and curricular/instructional issues. Summer semester activities should focus on in-depth experiences in the tasks required preparing for a new school year. Examples of activities for this summer internship include ordering, scheduling, and facility maintenance.

Exit from the program was the final piece considered by the faculty and Advisory Committee during Phase II of the curriculum revision process. Following the recommendation of the administrator focus groups, the faculty reconsidered the comprehensive examinations. Recognizing that the comprehensives did not provide a clear picture regarding the student's ability to lead program change nor demonstrate experience in each of the six Interstate Leaders Licensure Consortium Standards, a decision was made to move to portfolio assessment. Organized according to these standards, included in the portfolio is a statement of the student's leadership philosophy, a revised copy of his/her philosophy of philosophy of teaching and learning, copies of the field experiences from the coursework, and a copy the school improvement project.

Phase III of the curriculum reform initiative will occur during the fall of 2000, when the revised program will be fully implemented. In accordance with the advice of the external reviewers, continuous evaluation of the implementation progress will remain central throughout implementation. During Phase III, the educational leadership faculty also will revisit several considerations/recommendations for future implementation, which arose as a result of this reform initiative. First the possibility of adding an in-basket/out-basket activity to the on-campus admissions process will be examined. Next, the external reviewers suggested that a two-day orientation program be developed for those students newly admitted into the program. Also, consideration needs to be given to establishing a mechanism through which field practitioners will conduct exit interviews with graduating students. Of major importance is the need to reexamine the reward structure within the department in light of the new internship program. Additionally, the department must continually seek ways to help bridge the natural disconnects between higher education and realities in schools. In addition, plans are underway to develop a speakers' bank of practicing field administrators. Finally, the department needs to constantly ask, "How are we collaborating with schools?"

The mission of the department is to provide a quality preparation program for our students through continuing leadership development experiences. This will be accomplished through a sound knowledge-based curriculum, which has embedded

throughout substantial exposure to effective school practices. The intent is for our students to be able to remove the barriers that impede academic achieve for all students. Students will be expected to demonstrate this ability through the planning and implementation of a school improvement project. It is expected that through this project students will use leadership skills, data collection and analysis, and advocacy, at a minimum, to establish conditions that are known to support teacher success, so that students of diverse backgrounds can achieve high levels of learning.

Section 4 (6a) Graduate Programs for Teachers—Master of Education in Early Childhood Education

A. Course numbers, titles, and number of credit hours per numbers

CEPD 6101	Psychology of Classroom Learning	3 credit hours
ECED 6249	Seminar for Early Childhood	3 credit hours
ECED 6271	Early Childhood Curriculum	3 credit hours
EDRS 6301	Research in Education or ECED 6290 Reading, Interpreting, and Applying Research	3 credit hours

Choose one from 3 credit hours

ECED 6261	Developing Affective Curricula
ECED 6262	Language Development
ECED 7272	Classroom Management
PTED 7240	Issues in Applied Linguistics & Second Language Acquisition
ENGL 6300	Seminar in Language and Rhetoric
ENGL 6301	Seminar in Literary Criticism

Choose one from 3 credit hours

EDFD 7305	History of American Education
EDFD 7307	Critical Issues in Education
EDFD 7309	Philosophical Foundations of Education
PTED 7246	Comparative Education
PTED 7242	Language—Minority Education and Culture

Choose one from 3 credit hours

ECED 7261	Literature for Young Child
ECED 7262	Investigating the Language Arts
ECED 7263	Writing across the Curriculum
READ 7271	Beginning Reading
READ 6262	Methods & Materials in the Teaching of Reading
READ 7263	Diagnosis & Correction of Reading Problems

Choose one from 3 credit hours

ECED 7264	Investigating Social Studies Methods
ECED 7265	Parent Education for Teachers
ECED 7266	The Young Child: Home & Community

Any arts and sciences elective approved by advisor

Choose one from 3 credit hours
 ECED 7267 Teaching Creative Arts
 ECED 7268 Teaching Creative Drama
 Any arts and sciences elective approved by advisor

Choose one from 3 credit hours
 ECED 7259 Investigating Methods and Materials in Mathematics
 ECED 7260 Investigating Methods and Materials in Science
 Any arts and sciences elective approved by advisor

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/eced/index.html>

C. Learning Outcomes

The learning outcomes for Master of Education in early childhood education will result in all candidates being able to meet the five core principles of the National Board for Professional Teaching Standards in the following ways:

- Graduates will act on the belief that all students can learn, recognize the individual differences of students and plan intervention accordingly, including multicultural backgrounds and special needs, use thorough understanding of how individual students learn and develop, and recognize an educator's mission as extending beyond developing the cognitive capacity of students.
- The graduates will generate multiple paths to knowledge such as problem solving, social interactions, and critical thinking and plan using specialized knowledge of how to convey a subject to students.
- Graduates will create, enrich, and alter the organizational structures over which they have control, use many options in helping student learn (flexibility), and use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis.
- Graduates will draw on educational research and scholarship to improve practice and model wise and ethical decision-making.
- Graduates will model roles expected of educated persons whose character and competence exemplify the virtues to be imparted to students, including becoming an agent of change, participate in collaborative efforts with other professionals, parents, and other agencies, and commit to lifelong learning and participation in professional development.

The mission of the Department of Curriculum and Instruction reaffirms its commitment to meeting the National Board for Professional Teaching Standards.

The Department of Curriculum and Instruction's mission is to model effective teaching and learning in a caring environment. The Department is also committed to provide a teacher education program that has a respectable theoretical foundation and a relevant practical component with a cadre of faculty and students who are life-long learners. In addition, the mission of the Department is to provide an excellent initial and advanced teacher preparation program for candidates who aspire to teach in early childhood, middle, and secondary classroom settings; to promote innovative, reflective, and learner-centered instruction; to enhance the appreciation for diversity of learners and learning; and to enrich and extend the knowledge and skill of professional education.

Incorporated into the Department's mission is the goal to enable candidates at the Master of Education level to enhance their skills in critical thinking, comprehension of research, and decision making so to be more effective practitioners.

Section 4 (6b) Graduate Programs for Teachers—Master of Education in Middle Grades Education

A. Course numbers, titles, and number of credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
MGED 7271	Issues in Middle Grades Curriculum	3 credit hours
MGED 7XXX	Strategies	3 credit hours
MGED 7XXX	Reflective Seminar	3 credit hours
EDRS 6301	Research in Education	3 credit hours

Choose one course from READ courses	3 credit hours
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Choose one from

EDFD 7305	History of American Education	3 credit hours
EDFD 7307	Critical Issues in Education	3 credit hours
EDFD 7309	Philosophical Foundations	3 credit hours
PTED 7242	Language-Minority Education and Culture	3 credit hours
PTED 7246	Comparative Education	3 credit hours

Choose three arts and sciences content courses approved by advisor	9 credit hours
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Choose two electives approved by advisor	6 credit hours
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B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/mged/>

C. Learning Outcomes

The learning outcomes for Master of Education in middle grades education will result in all candidates being able to meet the five core principles of the National Board for Professional Teaching Standards in the following ways:

- Graduates will act on the belief that all students can learn, recognize the individual differences of students and plan intervention accordingly, including multicultural backgrounds and special needs, use thorough understanding of how individual students learn and develop, and recognize an educator's mission as extending beyond developing the cognitive capacity of students.
- The graduates will generate multiple paths to knowledge such as problem solving, social interactions, and critical thinking and plan using specialized knowledge of how to convey a subject to students.
- Graduates will create, enrich, and alter the organizational structures over which they have control, use many options in helping student learn (flexibility), and use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis.
- Graduates will draw on educational research and scholarship to improve practice and model wise and ethical decision-making.
- Graduates will model roles expected of educated persons whose character and competence exemplify the virtues to be imparted to students, including becoming an agent of change, participate in collaborative efforts with other professionals, parents, and other agencies, and commit to lifelong learning and participation in professional development.

The mission of the Department of Curriculum and Instruction reaffirms its commitment to meeting the National Board for Professional Teaching Standards.

The Department of Curriculum and Instruction's mission is to model effective teaching and learning in a caring environment. The Department is also committed to provide a teacher education program that has a respectable theoretical foundation and a relevant practical component with a cadre of faculty and students who are life-long learners. In addition, the mission of the Department is to provide an excellent initial and advanced teacher preparation program for candidates who aspire to teach in early childhood, middle, and secondary classroom settings; to promote innovative, reflective, and learner-centered instruction; to enhance the appreciation for diversity of learners and learning; and to enrich and extend the knowledge and skill of professional education.

Incorporated into the Department's mission is the goal to enable candidates at the Master of Education level to enhance their skills in critical thinking, comprehension of research, and decision making so to be more effective practitioners.

Section 4 (10c) Graduate Programs for Teachers—Master of Education in Reading Education

- A. Course numbers, titles, and number of credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
EDRS 6301	Research in Education	3 credit hours

Choose one from 3 credit hours

EDFD 7307	Critical Issues in Education
EDFD 7309	Philosophical Foundations of Education
EDFD 7305	History of American Education
PTED 7246	Comparative Education
PTED 7242	Language—Minority Education and Culture

Choose three from 9 credit hours

SPED 6703	Linguistics and Cognitive Development
PTED 7240	Issues in Applied Linguistics Theory in Second Language Acquisition
ECED 6262	Language Development: Implications for the Childhood Educator
SPLA 7720	Language and Literacy
CEPD 6150	Tests and Measurements

Choose five from 15 credit hours

READ 7269	Supervision in Reading
READ 7271	Beginning Reading
READ 7262	Trends in Reading Instruction
READ 7263	Diagnosis and Correction of Reading Problems
READ 7264	Clinical Practice in Reading
READ 6261	Content Reading
READ 6285	Reading Strategies and Authentic Assessment

Choose an appropriate literature course in area of interest 3 credit hours

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/read/index.html>

C. Learning Outcomes

The learning outcomes for Master of Education in reading education will result in all candidates being able to meet the five core principles of the National Board for Professional Teaching Standards in the following ways:

- Graduates will act on the belief that all students can learn, recognize the individual differences of students and plan intervention accordingly, including multicultural backgrounds and special needs, use thorough understanding of how individual students learn and develop, and recognize an educator's mission as extending beyond developing the cognitive capacity of students.
- The graduates will generate multiple paths to knowledge such as problem solving, social interactions, and critical thinking and plan using specialized knowledge of how to convey a subject to students.

- Graduates will create, enrich, and alter the organizational structures over which they have control, use many options in helping student learn (flexibility), and use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis.
- Graduates will draw on educational research and scholarship to improve practice and model wise and ethical decision-making.
- Graduates will model roles expected of educated persons whose character and competence exemplify the virtues to be imparted to students, including becoming an agent of change, participate in collaborative efforts with other professionals, parents, and other agencies, and commit to lifelong learning and participation in professional development.

The mission of the Department of Curriculum and Instruction reaffirms its commitment to meeting the National Board for Professional Teaching Standards.

The Department of Curriculum and Instruction's mission is to model effective teaching and learning in a caring environment. The Department is also committed to provide a teacher education program that has a respectable theoretical foundation and a relevant practical component with a cadre of faculty and students who are life-long learners. In addition, the mission of the Department is to provide an excellent initial and advanced teacher preparation program for candidates who aspire to teach in early childhood, middle, and secondary classroom settings; to promote innovative, reflective, and learner-centered instruction; to enhance the appreciation for diversity of learners and learning; and to enrich and extend the knowledge and skill of professional education.

Incorporated into the Department's mission is the goal to enable candidates at the Master of Education level to enhance their skills in critical thinking, comprehension of research, and decision making so to be more effective practitioners.

Section 4 (6d) Graduate Programs for Teachers—Master of Education in Secondary Education

A. Course numbers, titles, and number of credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
EDRS 6301	Research in Education or EDRS 6302	Research Methods
	in Behavioral Studies	3 credit hours
SEED 7271	Secondary School Curriculum	3 credit hours
Choose one from		3 credit hours
EDFD 7305	History of American Education	
EDFD 7307	Critical Issues in Education	
EDFD 7309	Philosophical Foundations in Education	
PTED 7246	Comparative Education	
PTED 7242	Language—Minority Education and Culture	

English

SEED 7261	Strategies in English Education	3 credit hours
Choose six courses in the content specialization approved by advisor		18 credit hours

Mathematics

SEED 7264	Strategies in Mathematics Education	3 credit hours
Choose six courses in the content specialization approved by advisor		18 credit hours

Science

SEED 7263	Strategies in Science Education	3 credit hours
Choose six courses in the content specialization approved by advisor		18 credit hours

Social Studies

SEED 7262	Strategies in Social Studies	3 credit hours
Choose six courses in the content specialization approved by advisor		18 credit hours

Elective

3 credit hours

- B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/seed/>

- C. Learning Outcomes

The learning outcomes for Master of Education in secondary education will result in all candidates being able to meet the five core principles of the National Board for Professional Teaching Standards in the following ways:

- Graduates will act on the belief that all students can learn, recognize the individual differences of students and plan intervention accordingly, including multicultural backgrounds and special needs, use thorough understanding of how individual students learn and develop, and recognize an educator's mission as extending beyond developing the cognitive capacity of students.
- The graduates will generate multiple paths to knowledge such as problem solving, social interactions, and critical thinking and plan using specialized knowledge of how to convey a subject to students.
- Graduates will create, enrich, and alter the organizational structures over which they have control, use many options in helping student learn (flexibility), and use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis.
- Graduates will draw on educational research and scholarship to improve practice and model wise and ethical decision-making.
- Graduates will model roles expected of educated persons whose character and competence exemplify the virtues to be imparted to students, including becoming an agent of change, participate in collaborative efforts with other professionals,

parents, and other agencies, and commit to lifelong learning and participation in professional development.

The mission of the Department of Curriculum and Instruction reaffirms its commitment to meeting the National Board for Professional Teaching Standards.

The Department of Curriculum and Instruction's mission is to model effective teaching and learning in a caring environment. The Department is also committed to provide a teacher education program that has a respectable theoretical foundation and a relevant practical component with a cadre of faculty and students who are life-long learners. In addition, the mission of the Department is to provide an excellent initial and advanced teacher preparation program for candidates who aspire to teach in early childhood, middle, and secondary classroom settings; to promote innovative, reflective, and learner-centered instruction; to enhance the appreciation for diversity of learners and learning; and to enrich and extend the knowledge and skill of professional education.

Incorporated into the Department's mission is the goal to enable candidates at the Master of Education level to enhance their skills in critical thinking, comprehension of research, and decision making so to be more effective practitioners.

Section 4 (6e) Graduate Programs for Teachers—Master of Education in Business Education

A. Course numbers, titles, and number of credit hours per course

ABED 6106	Evaluation & Testing in Business Education	3 credit hours
ABED 6183	Introduction to Research in Business Education	3 credit hours
CEPD 6101	Psychology for Classroom Learning	3 credit hours
SEED 7571	Secondary School Curriculum	3 credit hours
Choose one from		3 credit hours
EDFD 7305	History of American Education	
EDFD 7309	Philosophical Foundations of Education	
EFDF 7307	Critical Issues in Education	
PTED 7246	Comparative Education	
PTED 7242	Language—Minority Education and Culture	
Choose five courses from business education electives		15 credit hours
Choose two courses from College of Business electives		6 credit hours

B. Business education courses are listed on the Web

<http://www.westga.edu/~mgmtbus/abe/abeprog.html>

Section 4 (10f) Graduate Programs for Teachers—Master of Education in Physical Education

A. Course numbers, titles, and credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
PHED 7671	Curriculum Development in Physical Education & Sport	3 credit hours
EDRS 6301	Research in Education	3 credit hours
PHED 6622	Current Issues in Physical Education and Sport	3 credit hours
PHED 6638	Legal Issues in Physical Education and Sport	3 credit hours
PHED 6628	Health Concerns of the School-Aged Child (P-12)	3 credit hours
PHED 7618	Analysis of Motor Performance and Motor Learning	3 credit hours
PHED 7620	Scientific Foundations of Exercise	3 credit hours
PHED 7614	Organization and Administration of Physical Education and Sport	3 credit hours
PHED 7626	Sociological and Psychological Aspects of Physical Education and Sport	3 credit hours
Choose one from		3 credit hours
EDFD 7305	History of American Education	
EDFD 7307	Critical Issues in Education	
EDFD 7309	Philosophical Foundations in Education	
Elective		3 credit hours

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/phed/>

C. Learning Outcomes

The third principle from the Board of Regents regarding the preparation of educators indicated that graduate teacher education programs will adhere to the general principles of the National Board for Professional Teaching Standards, as does the College of Education conceptual framework. In order to comply with this principle, the Department reassessed each graduate level course in the advanced preparation program to determine whether experiences and course content supported one or more of the five propositions identified by the NBPTS. To ensure that adequate focus was given to each proposition, a matrix was constructed (graduate course x proposition) to assess whether we were meeting the learners needs relative to the stated propositions. Based upon this assessment, course content and experiences were either revised or included to ensure compliance with these expectations and each relevant proposition was identified on the specific course outline.

Section 4 (10g) Graduate Programs for Teachers—Master of Education in Interrelated Special Education

A. Course numbers, titles, and credit hours per course

SPED 6714	Characteristics of Learners: Interrelated Classroom	3 credit hours
SPED 6764	Curriculum and Methods: Elementary	3 credit hours
SPED 6765	Curriculum and Methods: Secondary	3 credit hours
SPED 6721	Professional Seminar: Interrelated Graduate Program in Special Education	3 credit hours
SPED 7721	Assessment in Special Education	3 credit hours
SPED 7263	Diagnosis and Correction of Reading Problems	3 credit hours
SPED 7722	Collaboration: Families, Professionals and Students	3 credit hours
SPED 6761	Classroom Behavior Management	3 credit hours
SPED 7723	Psychoneurology of Learning	3 credit hours
SPED 7324	Special Education Law	3 credit hours
SPED 6791	Interrelated Practicum	3 credit hours
EDRS 6301	Research in Education	3 credit hours

- B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/sped/>

- C. Learning Outcomes

All courses have linked with achieving the National Board for Professional Teaching Standards. Masters level students in special education will be developing a portfolio that will demonstrate their competency in these five core principles. In addition, special education majors who started the Master of Education in interrelated special education program in the fall semester, 1999, will have to present their portfolios as capstone experiences.

Section 4 (10h) Graduate Programs for Teachers—Master of Education in Speech-Language Pathology

- A. Course numbers, titles, and credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
EDRS 6301	Research in Education	3 credit hours
SPED 6784	Research Seminar	3 credit hours
SLPA 6701	Stuttering	3 credit hours
SLPA 6702	Voice Disorders	3 credit hours
SLPA 6703	Organic Communication Disorder	3 credit hours
SLPA 6705	Assessment of Speech Language Disorders	3 credit hours
SLPA 6790	Advanced Clinical Practicum	6 credit hours

Choose one from		3 credit hours
EDFD 7305	History of American Education	
EDFD 7307	Critical Issues in Education	
EDFD 7309	Philosophical Foundations in Education	
EDLE 7324	Special Education Law	

Choose two from 6 credit hours

SLPA 6704	Adult Aphasia	
SLPA 6706	Aural Rehabilitation	
SLPA 6760	Auditory Disorders in Children	
SPED 6761	Classroom Behavior Management	
SLPA 6985	Special Studies in Speech-Language Pathology	
SLPA 6784	Seminar in Speech Language Pathology and Audiology	

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/slpa/>

Section 4 (6i) Other Graduate Programs—Master of Education in French Education

A. Course numbers, titles, and credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
PTED 7243	Strategies of Foreign Language Education	3 credit hours
PTED 7271	Issues in Curriculum P-12	3 credit hours
EDRS 6301	Research in Education or EDRS 6302 Research in Behavioral Studies	3 credit hours

Choose one from

EDFD 7305	History of American Education	3 credit hours
EDFD 7307	Critical Issues in Education	
EDFD 7309	Philosophical Foundations	
PTED 7242	Language--Minority Education and Culture	
PTED 7246	Comparative Education	
FREN	Advanced Language Skills	3 credit hours
FREN	French Phonetics and Linguistics	3 credit hours
FREN	Francophone Civilization	3 credit hours
FREN	Seminar in French Literature/Film	3 credit hours
FREN	Elective	3 credit hours

Two electives 6 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/index.html>

Section 4 (6j) Other Graduate Programs—Master of Education in Spanish Education

C. Course numbers, titles, and credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
PTED 7243	Strategies of Foreign Language Education	3 credit hours
PTED 7271	Issues in Curriculum P-12	3 credit hours
EDRS 6301	Research in Education or EDRS 6302 Research in Behavioral Studies	3 credit hours
Choose one from		3 credit hours
EDFD 7305	History of American Education	
EDFD 7307	Critical Issues in Education	
EDFD 7309	Philosophical Foundations	
PTED 7242	Language--Minority Education and Culture	
PTED 7246	Comparative Education	
SPAN	Advanced Language Skills	3 credit hours
SPAN	Spanish Phonetics and Linguistics	3 credit hours
SPAN	Spanish Civilization or Latin American Civilization	3 credit hours
SPAN	Seminar in Hispanic Literature and Culture	3 credit hours
SPAN	Elective	3 credit hours
Two electives		6 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/index.html>

Section 4 (7a) Other Undergraduate Programs (Physical Education)

A. Course numbers, titles, and number of credit hours per course

PHED 3601	Movement Analysis I	3 credit hours
PHED 3603	Biomechanics	2 credit hours
PHED 3608	Lifetime Health	3 credit hours
PHED 3625	Motor Behavior	3 credit hours
PHED 3660	Assessment in Teaching & Learning	3 credit hours
PHED 3671	Curriculum and Instruction: Elementary	4 credit hours
PHED 3673	Health Education. P-12	4 credit hours
PHED 3675	Curriculum and Instruction: Middle and Secondary	4 credit hours
PHED 4601	Movement Analysis II	3 credit hours
PHED 4603	Exercise Physiology	2 credit hours
PHED 4625	Management in Health and Physical Education & Sport	2 credit hours
PHED 4660	Critical Issues in Health and Physical Education	3 credit hours
PHED 4679	Teaching in Schools	9 credit hours
PHED 4686	Internship	9 credit hours
PHED 4689	Seminar	3 credit hours
CEPD 4101	Educational Psychology	3 credit hours

- B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/phed/>

- C. Learning Outcomes

To prepare for implementation of the Board of Regents' principles starting with the fall semester of 2000, the department initiated an internal program review to determine the changes that needed to be made, with a goal to maintain our high program quality with existing content and field experiences. After the program review and comparing our current status with the principles, it became obvious that implementation of the one-year field experience and the new Area F requirements would be the major catalysts for changing our curriculum. We addressed these questions.

- How would the additional field experience hours be distributed within the current content course work?
- Where would the credit hours for field experiences come from?
- How would we provide adequate university supervision and assessment of our field experiences?
- How can we schedule the field experiences within the students' other scheduled courses?
- How will the public schools prefer us to schedule field experiences?
- How will we accommodate the new Area F requirements?

To answer these questions, we had to reexamine our philosophy regarding field experiences. The result was a strong consensus that field experiences should be supervised frequently and student progress assessed at regular intervals. In order to provide adequate faculty load credit for this supervision, several courses were reduced in credit hours and others were combined into one course. The combined courses were those that previously offered field experiences and also were sequential in content, i.e., middle/secondary curriculum and instruction and P-5 / 6-12 health. Revisions in credit hours allowed for a nine-hour field experience along with the creation of several new courses to either assess teaching and learning or to support the field experience block via concurrent enrollment. Armed with these changes, we develop a sequential program that would provide students with an early field experience (30 hours with a university faculty supervisor) in the elementary curriculum and instruction course during the first term of the junior year. The following term juniors would complete curriculum and instruction courses in both P-12 health and 6-12 physical education along with a new course in assessing teaching and learning.

During the first term of the senior year, students will complete their field experiences (9 credit hours) on Monday-Thursday for the full 15-week period. Concurrently, students will enroll in courses that relate to management of classes and critical problems related to teaching. It is our intent to draw from students' weekly field experiences and use this information for examples and to support the content within these two concurrent courses. Also, our conversations with public school teachers indicated a preference for some

continuity in the field experiences. Rather than break the field experiences into small blocks scattered across two terms or use alternate days, we concurred with the school teachers that our students would gain a better perspective of schools and be able to follow children's progress better if they were present in the schools on consecutive days. Additionally, it is our goal to provide students with experiences at each of the three school levels by rotating them into a different school level after five weeks at each school. The following term, spring of the senior year, our students will complete their traditional 15-week internship at one school.

Implementation of the new Area F requirements was accomplished by making a few slight revisions in the current requirements. Our students will continue to take the special education class. The introduction to physical education course will be substituted for introduction to education course. Technology requirements will be met through activities that are required in the other required courses. These activities will include using computer technology for preparation of documents and presentation of materials, accessing the Internet for searches, using WebCt, and utilizing various teaching technologies for delivery of information. The anatomy and physiology requirement will be met via collaboration with the Department of Biology. That department will deliver one four-hour course and our department will deliver the second four-hour class. The remaining hours (4 credits) will serve as electives.

The program is designed to provide content and experiences that will produce graduates with skills and content knowledge that enable them to provide a suitable learning climate, manage the classroom environment, develop age/grade appropriate learning experiences, understand and use a variety of assessment tools, work within the school community, understand and accommodate students with special needs, and be responsive as a professional in the school setting. Additional specific learning outcomes for each course can be found on each course syllabus under course objectives.

D. Field Experiences:

Number of clock hours associated with courses

PHED 3671	Curriculum and Instruction: Elementary	30 hours
PHED 3675	Health Education P-12	10 hours
PHED 3675	Curriculum and Instruction: Secondary	10 hours
PHED 4679	Teaching in Schools	480 hours
PHED 4686	Internship	<u>450 hours</u>
		980 hours

Section 4 (7b) Other Undergraduate Programs (Special Education)

A. Course numbers, titles, and number of credit hours per course

CEPD 4101	Educational Psychology	3 credit hours
SPED 3701	Language Development of Children with Disabilities	3 credit hours

SPED 3702	Educational Evaluation of Children with Disabilities	3 credit hours
SPED 3703	Behavior Modification	3 credit hours
SPED 3705	Policies & Procedures in Special Education	3 credit hours
SPED 3712	Characteristics of Mental Retardation	3 credit hours
SPED 3751	Practicum I	2 credit hours
SPED 3752	Practicum II	2 credit hours
SPED 4706	Collaboration in School Settings	3 credit hours
SPED 4761	Curriculum & Methods--Mild Mental Retardation	3 credit hours
SPED 4762	Curriculum & Methods—Moderate/Severe/Profound	3 credit hours
SPED 4751	Practicum III (Mild Mental Retardation) or SPED 4752, Practicum III (Moderate/Severe/Profound)	5 credit hours
SPED 4786	Teaching Internship	9 credit hours
SPED 4789	Student Teaching Seminar	3 credit hours
READ 3262	Introduction to Teaching Reading	3 credit hours

Approved electives (SPED 4707; SLPA 4704; READ 3261/SEED 4544) 9 credit hours

- B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/sped/>

- C. Learning Outcomes

Courses required for the major in special education were developed to enable candidates to demonstrate competency in standards from the Interstate New Teacher Assessment and Support Consortium, Professional Standards Commission, and the common core and specific field (mental retardation) of the Council for Exceptional Children. Area F of the revised program provides candidates with fundamental information related to child development, special education as a professional field, and technology, as well as providing the first structured field experience in a school setting. Knowledge and skills acquired in this coursework are expanded and built upon in subsequent coursework in the content specialization area, first in basic skills important for all special education teachers (e.g., understanding of the learning process, knowledge of laws and regulations), then in content focusing more specifically on characteristics of the learners and basic instructional practices, and finally on specific curricular and instructional strategies for working with students with mental retardation of various ages and levels of disability. The sequence of coursework allows candidates to build critical knowledge along with directly correlated application skills through an increasing amount of field experience in public school settings throughout the junior and senior years, culminating in the 15-week student teaching experience. The concentration area provides coursework on the critical skill of teaching reading and allows candidates (in consultation with their advisors) to select specific coursework to prepare for specific roles (e.g., teacher of transition skills in a high school setting versus teacher of pre-schoolers in an inclusion setting) and/or to reinforce critical areas in which they feel a need for more knowledge or experience.

- D. Field Experiences

Assessment and Support Consortium, and the Georgia Quality Core Curriculum (QCC) were significant documents used for assessing and prescribing the content alignment. The candidates' completion of a strong discipline-based program in art as well as the teacher preparation courses demonstrates the commitment to provide the art education candidates a rigorous and well-rounded education. The art education program is accredited by the National Association of Schools of Art and Design and approved by the Professional Standards Commission (PSC).

The Department of Art adheres to the professional degree standards for the implementation of the art education program as articulated by the National Association of Schools of Art and Design to meet National Council for Accreditation of Teacher Education curriculum standards. These standards indicate that candidates must have the following.

Personal Qualities

- Desirable characteristics of the prospective art teacher are
 - the potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences
 - the ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education
 - the ability to maintain positive relationships with individuals and various social and ethnic groups, and empathize with students and colleagues of differing backgrounds
 - the ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

Art Competencies

- The following basic competencies are essential to all prospective art teachers:
 - Studio Art Foundation
The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work
 - Art History and Analysis
The prospective art teacher must have an understanding of (1) the major styles and periods of art history, analytical methods, and theories of criticism; (2) the development of past and contemporary art forms; (3) contending philosophies of art; and (4) the fundamental and integral relationships of all these to the making of art

- **Advanced Work**
The candidate in a B. A. program should have an opportunity for advanced work in at least one or more studio and/or art application areas and should require six to nine semester hours
- **Technical Processes**
The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video

Teaching Competencies

- The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art instruction into the total process of education. Specific competencies include
 - An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education
 - An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs
 - Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs
 - Knowledge of current methods and materials available in all fields and levels of art education
 - Awareness of the need for continuing study, self-evaluation, and professional growth

Professional Procedures

- Art education methods courses should be taught by faculty who have had successful experience teaching art in elementary and secondary schools and who maintain close contact with such schools
- Institutions should encourage observation and discussion of teaching prior to beginning formal study in teacher education, whether at the freshman or at the more advanced level
- Supervised practice teaching opportunities should be provided in actual school situations

Additional specific learning outcomes for each course can be found on each course syllabus under course objectives.

D. Field Experiences

The equivalent of a full year of field experiences is integrated into the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 326.

ART 3011	Elementary Art Methods	24 clock hours
ART 3012	Art for PK and Special Populations	18 clock hours
ART 4009	Art Curriculum and Classroom Management	24 clock hours
ART 4010	Secondary Art Methods	160 clock hours
ART 4011/12/13	Student Teaching in Art Education	15 weeks

Section 4 (7e) Other Undergraduate Programs (Music Education)

A. Course numbers, titles, and number of hours per course

MUSC 1000	Comprehensive Laboratory	0 credit hours
MUSC 2301	Music Theory III	3 credit hours
MUSC 2302	Music Theory IV	3 credit hours
MUSC 2401	Aural Skills III	1 credit hour
MUSC 2402	Aural Skills IV	1 credit hour
MUSC 2501	Keyboard III	1 credit hour
MUSC 2502	Keyboard IV	1 credit hour
MUSC 2600	Principal Applied	2 credit hours
MUSC 3230	Technology in Composition	2 credit hours
MUSC 3601	Woodwind Techniques	1 credit hour
MUSC 3602	Brass Techniques	1 credit hour
MUSC 3603	Percussion Techniques	1 credit hour
MUSC 3604	String Techniques	1 credit hour
MUSC 3701	Western Music before 1825	3 credit hours
MUSC 3702	Western Music after 1825	3 credit hours
MUSC 3850	Conducting	3 credit hours
MUSC 3900	Music in Elementary Schools	3 credit hours
MUSC 4000	Music in the Secondary Schools	3 credit hours
MUSC 4200	Orchestration and Arranging	2 credit hours
MUSC 4600	Principal Applied	6 credit hours
MUSC 4610	Secondary Applied or MUSC 4850 Applied Conducting	3 credit hours

Choose one option

Woodwind, brass, and percussion, voice, or keyboard, string, and guitar		
MUSC 4186/4187/4188	Teaching Internship	9 credit hours
CEPD 2101	Developmental Psychology	2 credit hours
CEPD 4101	Educational Psychology	3 credit hours
SPED 2706	Introduction to Special Education	3 credit hours

B. Course descriptions

Course descriptions for music education are attached to this report. All courses are taught by faculty in the College of Arts & Sciences with the last three courses, which are taught by faculty in the College of Education.

C. Learning Outcomes

In order to ensure alignment of the music education program with P-12 curriculum content the faculty examined several documents. Content standards from the National Association of Schools of Music, standards from the Interstate New Teacher Assessment and Support Consortium, and the Quality Core Curriculum were the significant documents used for assessing and prescribing the content alignment. The candidates' completion of a strong discipline-based program in music as well as the College of Education's core curriculum demonstrates the commitment to provide music education candidates a rigorous and well-rounded education. The art education program is accredited by the National Association of Schools of Music and approved by the Georgia Professional Standards Commission.

The Department of Music adheres to the Professional Degree standards for the implementation of the music education program as articulated by NASM to meet NCATE curriculum standards. These standards indicate that candidates must have the following.

- Performance
 - Demonstrate, through performance, competence in the principal-applied performance area, including: performing ability of a cross-section of repertory from a particular performance medium, technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration, and the ability to read music at sight with fluency
 - Demonstrate, through performance, the ability to perform at the level appropriate for the particular music concentration, in ensembles that vary in size and nature
 - Demonstrate, through performance and academic studies, competence as a conductor, with the ability to create accurate and musically expressive performances with various types of instrumental and choral performing groups and in general classroom situations
 - Demonstrate, through performance functional ability in keyboard sufficient to use it as a tool for score study, arranging, demonstration, and teaching and to provide, transpose, and improvise accompaniments
 - Demonstrate, through performance and academic studies, knowledge of and ability in voice, wind, string, fretted, and percussion instruments sufficient to teach beginning students effectively individually and in groups, and to teach effective use of voice
- Aural Skills and Analysis
 - Demonstrate, through performance and academic studies, an understanding of the common elements of music (I.e., melody, harmony, rhythm, timbre, texture, form,

- and expressive qualities) and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses
 - Demonstrate, through performance and academic studies, the ability to place music in historical, cultural, and stylistic contexts
 - Demonstrate, through performance and academic studies, the ability to apply knowledge of musical forms, processes, and structures to score-reading, composition, performance, scholarship, pedagogy, and historical contexts
- Composition and Improvisation
 - Demonstrate, through performance and academic studies, competence in composition and improvisation beyond traditional exercises in beginning theory, including imitation of various musical style periods, original composition, experiments with various sound sources, and the manipulation of the common elements in nontraditional ways
 - Demonstrate improvisational skills as an aspect of composition, musicianship, or performance studies
 - Demonstrate, through performance and academic studies, the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of performing groups and classroom situations
- Repertory and History
 - Demonstrate, through performance and academic studies, knowledge of and ability to work with music of diverse cultural sources, historical periods, and media (in a comprehensive manner)
 - Demonstrate, through attendance at concerts, operas, and other performances, an awareness of a large and varied body of music
- Technology
 - Demonstrate, through performance, academic studies, and laboratory experiences, the ability to exploit capabilities of technology as they relate to composition, performance, analysis, teaching, research, assessment, and professional productivity
- Teaching
 - Demonstrate, through performance and academic studies, the ability to teach music at various levels and to different age groups in a variety of classroom and ensemble settings; beginning instrumental and vocal and techniques individually, in small groups, in larger classes, and in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization
 - Demonstrate, through performance and academic studies, an understanding and use of theories of human growth and development and learning as they relate to

music including: knowledge of social-psychological bases for teaching; knowledge of cognitive, psychomotor, and affective behaviors as applied to specific age groups and subject matter; individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation; effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom; and formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner

- Demonstrate, through performance and academic studies, these abilities: to assess aptitudes, experiential backgrounds, and orientations of individuals and groups of students; and to plan educational programs and develop pedagogical techniques to meet assessed needs and to mainstream children who suffer from physical, psychological, or emotional difficulties into the music activities
- Demonstrate, through performance and academic studies, knowledge, understanding, and use of; a variety of instructional strategies for developing critical thinking, problem solving, and performance skills; formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner; current and appropriate teaching and learning methodologies, materials, and evaluation instruments available in all areas and levels of music education; and publications, resources and professional organizations
- Demonstrate, through performance and academic studies: the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations; and an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum
- Demonstrate, through performance and academic studies these abilities: to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities; and to relate musical styles, the literature of diverse cultural sources, and the music of various historical periods to a variety of contexts
- Demonstrate, through performance and academic studies, the acquisition of and ability to apply knowledge about: the social, historical, and philosophical foundations of education and music education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools; the impact of societal changes on schools; school law and education policy; professional ethics and social behavior appropriate for the school and community; and the responsibilities, structure, and activities of the profession
- Synthesis
 - Demonstrates, through performance and academic studies, achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability of producing work, and solving musical and professional problems independently, by combining capabilities in

performance, in aural, verbal and visual analysis, in improvisation, and in repertory and history

- Demonstrate, through performance and academic studies, these abilities: to form and define value judgments about musical works and performances; to work with a comprehensive repertory, including music from various cultures of the world and music of our own time; and to develop a body of work for evaluation in the major area of study
- Demonstrate, through performance and academic studies, evidence of a coherent set of artistic/intellectual goals and an understanding of the basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise
- Demonstrate, through performance and academic studies, and through using musical, oral, written, and visual media, the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field
- Demonstrate, through performance and academic studies, musicianship developed to an advanced level and broad knowledge of musical elements, structure, repertoires, and contexts
- Demonstrate, through performance and academic studies, a personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the potential to fulfill these commitments as an independent professional
- Demonstrate, through performance and academic studies, the ability to evaluate ideas, methods, and policies in the arts, humanities, and in arts education for their impact on the musical and cultural development of students
- Demonstrate, through performance and academic studies, the ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills
- Demonstrate, through performance and academic studies: the capability of inspiring others, of exciting the imagination of students, and of engendering a respect for music and a desire for musical knowledge and experiences; and the ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage
- Demonstrate, through performance and academic studies, the ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators
- Demonstrate, through performance and academic studies, 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
- Demonstrate, through performance and academic studies, the ability to work productively within specific education systems; and based on prior relationships, experiences, and exceptionalities, to help individuals of various social, gender, language, socioeconomic, cultural, racial, ethnic, community, and family groups

to achieve high levels of learning; and to be empathetic with students and colleagues of differing backgrounds

D. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses and distributed in the following manner.

Number of clock hours prior to student teaching is 90 and is distributed in these courses.

MUSC 3900	Music in the Elementary Schools	30 clock hours
MUSC 4000	Music in the Secondary Schools	30 clock hours
MUSC 4021	Instrumental Methods	30 clock hours
OR		
MUSC 4011	Choral Methods	
MUSC 4186/87/88	Teaching Internship	15 weeks

Section 4 (7f) Other Undergraduate Programs (Foreign Language Education—Spanish)

A. Course numbers, titles, and number of credit hours per course

SPAN 3101	Spanish Conversation	3 credit hours
SPAN 3102	Spanish Composition	3 credit hours
SPAN 3210	Introduction to Spanish Writers	3 credit hours
SPAN 3220	Introduction to Spanish-American Writers	3 credit hours
SPAN 4012	Spanish Culture and Civilization	3 credit hours
SPAN 4013	Spanish-American Culture and Civilization	3 credit hours
SPAN 4040	Spanish Linguistics	3 credit hours
SPAN 4170	Advanced Language Skills	3 credit hours
SPAN 4484		
Electives 3000 or above		
ENGL 2300	Practical Criticism: Research and Methodology	3 credit hours
Through 2001 in FREN/GRMN or LATIN		
HIST 1111 or 1112		
Electives		
FORL 4586	Teaching Internship	9 credit hours
SPAN 4501	Foreign Language Teaching in Elementary Schools	3 credit hours
SPAN 4502	Methods of Foreign Language Teaching	3 credit hours
CEPD 4101	Educational Psychology	3 credit hours
SEED 4271	Curriculum in Secondary Schools	3 credit hours

All courses are taught by faculty in the College of Arts & Sciences except for the last two, which are taught by faculty in the College of Education.

Section 4 (7f) Other Undergraduate Programs (Foreign Language Education—French)

A. Course numbers, titles, and number of credit hours per course

FREN 3101	Conversation	3 credit hours
FREN 3102	Composition	3 credit hours
FREN 3210	Topics in French Literature	3 credit hours
FREN 4170	Phonetics and Linguistics	3 credit hours
FREN 4310	Francophone Civilization	3 credit hours
FREN 4484	Senior Capstone	3 credit hours
Electives 3000 or above		
ENGL 2300	Practical Criticism: Research and Methodology	3 credit hours
Second language through 2001		
HIST 1111 or 1112		
Elective		
FORL 4586	Teaching Internship	9 credit hours
FREN 4501	Foreign Language Teaching and Curriculum in Elementary Schools	3 credit hours
FREN 4502	Methods of Foreign Language Teaching	3 credit hours
CEPD 4101	Educational Psychology	3 credit hours
SEED 4271	Curriculum in Secondary Schools	3 credit hours

B. All courses are taught by faculty in the College of Arts & Sciences except for the last two, which are taught by faculty in the College of Education.

C. Learning Outcomes

The requirements for the Foreign Language Education programs are based on national standards for foreign language education as elaborated in the “Foreign Language Standards” section of the Standards for Excellence in Education (SEE), published by the Council for Basic Education. The program is further in compliance with Georgia’s Quality Core Curriculum. The Board of Regents’ mandates for teacher preparation and field experiences were also considered in the development of the curriculum. Courses added in Area F conform to the Foreign Language Regents Advisory Committee recommendations for World History and Second Language. Media and technology competence have been included in the foreign language methods and curriculum courses. Specific learning outcomes for each course can be found on each course syllabus under course objectives.

D. Field Experiences

The equivalent of a full year of field experiences is integrated in the professional courses in foreign languages and distributed in the following manner, with the number of clock hours prior to student teaching being 60.

SPAN 4501	Foreign Language Teaching and Curriculum in the Elementary School	30 clock hours
SPAN 4502	Methods of Foreign Language Teaching	30 clock hours
FORL 4586	Teaching Internship 15 weeks	

FREN 4501	Foreign Language Teaching and Curriculum in the Elementary School	30 clock hours
FREN 4502	Methods of Foreign Language Teaching	30 clock hours
FORL 4586	Teaching Internship	15 weeks

Section 4 (8a) Other Graduate Programs—Specialist in Education in Early Childhood Education

A. Course numbers, titles, and number of hours per course

CEPD 8102	Lifespan Human Development	3 credit hours
ECED 8271	Advanced Curriculum Seminar	3 credit hours
ECED 8284	Research Seminar	3 credit hours
ECED 8297	Professional Seminar	3 credit hours

Choose two from 6 credit hours

ECED 7266	The Young Child: Home and Community
EDEC 8272	Teacher as Leader
EDFD 7305	History of American Education
EDFD 7307	Critical Issues in Education
EDFD 7309	Philosophical Foundations of Education
PTED 7246	Comparative Education

Choose one or two courses from arts and sciences and/or professional
education methods/content approved by advisor 6 credit hours

Elective 3 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/eced/index.html>

Section 4 (10b) Other Graduate Programs—Specialist in Education in Middle Grades Education

A. Course numbers, titles, and number of credit hours per course

CEPD 8102	Lifespan Human Development	3 credit hours
MGED 8284	Research Seminar	3 credit hours
MGED 8283	Research Project	3 credit hours
MGED 8297	Professional Issues Seminar	3 credit hours

Choose one from 3 credit hours

EDFD 8371	Advanced General Curriculum
EDLE 7311	School and Community Relations
EDLE 6319	Instructional Supervision

EDLE 7316	Teachers and the Law	
PTED 7242	Culture and Education	
MEDT 7461	Instructional Design	
MGED 7271	Issues in Middle Grades Curriculum	

Choose four courses in the content specialization approved by advisor 12 credit hours

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/mged/>

Section 4 (18c) Graduate Programs—Specialist in Education in Secondary Education

A. Course numbers, titles, and number of credit hours per course

CEPD 8102	Lifespan Human Development	3 credit hours
SEED 8297	Professional Issues Seminar	3 credit hours
EDRS 8401	Planning and Research	3 credit hours
SEED 8283	Research Project	3 credit hours
SEED 8284	Research Seminar	3 credit hours

English

SEED 8261	Trends and Issues in English Education	3 credit hours
Choose three courses in content specialization approved by advisor		9 credit hours

Mathematics

SEED 8264	Trends and Issues in Mathematics Education	3 credit hours
Choose three courses in content specialization approved by advisor		9 credit hours

Science

SEED 8263	Trends and Issues in Science Education	3 credit hours
Choose three courses in content specialization approved by advisor		9 credit hours

Social Studies

SEED 8262	Trends and Issues in Social Studies Education	3 credit hours
Choose three courses in content specialization approved by advisor		9 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/seed/>

Section 4 (8d) Other Graduate Programs—Specialist in Education in Business Education

A. Course numbers, titles, and credit hours per course

ABED 6187	Practicum in Business Education	3 credit hours
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ABED 7183	Advanced Research Techniques in Business Education	3 credit hours
ABED 8183	Research Design in Business Education	3 credit hours
CEPD 8102	Lifespan Human Development	3 credit hours
SEED 7271	Secondary School Curriculum or EDFD 8371 Advanced Principles of Curriculum	3 credit hours
Three business education electives		9 credit hours
One College of Business or business education elective		3 credit hours

B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~coe/syllabi/index.html>

Section 4 (8e) Other Graduate Programs—Specialist in Education in Administration and Supervision

A. Course numbers, titles, and number of credit hours per course

EDLE 8324	Ethics in Educational Leadership	3 credit hours
EDLE 8328	Educational Leadership in a Pluralistic/Diversified Society	3 credit hours
EDLE 8383	Research Proposal for Educational Leadership or EDLE 8301 Planning and Research in Education	3 credit hours
EDLE 8384	Research Seminar in Educational Leadership	3 credit hours
EDLE 8386	Advanced Internship	3 credit hours
EDLE 7382	Directed Readings	3 credit hours

Specialization in Curriculum and Supervision

EDFD 8371	Advanced Principles of Curriculum or EDLE 8334 Curriculum Design (for curriculum) or EDLE 8311 Instructional Leadership (for supervision)	3 credit hours
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Choose two from 6 credit hours

EDLE 8320	Staff Development
EDLE 8334	Curriculum Design
EDLE 8336	Curriculum Inquiry and Change
EDLE 8338	Clinical Techniques in Supervision

Specialization in Law, Finance, and Policy

Choose three from 9 credit hours

EDLE 7316	The Teacher and the Law
EDLE 7324	Special Education Law
EDLE 8312	School Finance
EDLE 8322	Law for School Counselors and School Psychologists
EDLE 8326	Politics and Policy in Education
EDLE 7311	School and Community Relations

EDLE 8332 Mediating Conflict in Organizations

Specialization in Leadership

Choose three from

9 credit hours

EDLE 8326	Politics and Policy in Education
EDLE 8320	Staff Development
MEDT 7463	Issues in Instructional Technology
EDLE 8316	Educational Facilities
EDLE 8330	Group Leadership Techniques in Administration and Supervision
EDLE 8314	The Principalship (K-12)
EDLE 8332	Mediating Conflict in Organizations

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/edle/>

Section 4 (8f) Graduate Programs—Specialist in Education in Guidance and Counseling

A. Course numbers, titles, and number of credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
CEPD 8131	Advanced Theories	3 credit hours
CEPD 8184	Research Seminar	3 credit hours
CEPD 8140	Advanced Group Counseling	3 credit hours
CEPD 8190	Advanced Practicum	3 credit hours
CEPD 8141	Clinical Supervision in Counseling	3 credit hours

In addition to the above 18 semester hours of required courses, each student must select three additional courses (9 hours) which are approved by the advisor. These courses (or substitutes) include but are not limited to the following:

CEPD 6130	Behavior Modification	3 credit hours
CEPD 7132	Gestalt	3 credit hours
CEPD 7133	Transactional Analysis	3 credit hours
CEPD 7134	Family Therapy: Theory and Practice	3 credit hours
CEPD 7135	Cognitive Behavioral Therapy	3 credit hours
CEPD 7136	Play Therapy	3 credit hours
CEPD 6151	Psychological Appraisal	3 credit hours
CEPD 7137	Sexual Abuse Counseling	3 credit hours

C. Learning Outcomes

The Specialist in Education program in school counseling builds on the foundation infused in the Master of Education program of educating Professional School Counselors who are skilled in providing equal support for all students, when needed, and dedicated to the high academic achievement, career success, and personal/social development of all

students. By meeting course objectives, demonstrating competence in the supervision of other counselors, and through advanced experiences, graduates are leaders in creating and supporting an environment conducive to helping students learn at high levels.

Section 4 (9g) Other Graduate Programs—Master of Education in Media

A. Course numbers, titles, and number of credit hours per course

CEPD 6101	Psychology of Classroom Learning	3 credit hours
EDRS 6201	Research in Education	3 credit hours
PTED 7571	Issues in School Curriculum	3 credit hours
MEDT 6461	Administration of the School Media Center	3 credit hours
MEDT 6463	Technical Services	3 credit hours
MEDT 6464	Reference Sources and Services	3 credit hours
MEDT 6465	Selection of Materials	3 credit hours
MEDT 6466	Media Program	3 credit hours
MEDT 6467	Technology for Media Services	3 credit hours
MEDT 7461	Instructional Design	3 credit hours
MEDT 6486	Internship in Media or MEDT 6487 Practicum	3 credit hours

Choose one from 3 credit hours

EDFD 7305	History of American Education
EDFD 7307	Critical Issues in Education
EDFD 7309	Philosophical Foundations in Education

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/medt/>

C. Learning Outcomes

The Department of Media and Instructional Technology offers the initial preparation of media specialists in the state of Georgia. This program is designed to ensure that graduates acquire the professional skills and knowledge necessary to support teaching and learning in P-12 schools and is based on the competencies and guidelines established by national professional organizations including the American Association of School Librarians, the Association for Educational Communications and Technology, the National Board for Professional Teaching Standards, as well as the initial certification competencies outlined by the Professional Standards Commission. These competencies require that graduates be able to:

- Understand the principles and methods of teaching and learning
- Demonstrate commitment to professional growth
- Communicate effectively with students, faculty, staff, administrators, parents, and other colleagues

- Evaluate and select resources and equipment to build and maintain a resource collection that includes internal holdings and external information access points;
- Use resources to support the personal, developmental, and curricular needs of students, and the instructional development needs of faculty
- Assist faculty and students in the design and production of resources
- Implement policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintenance of equipment and resources to ensure access
- Develop, implement, and evaluate school library media programs to meet educational goals, including the management of personnel
- Serve as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning
- Develop a school library media program dedicated to providing access to information and ideas

The Department of Media and Instructional Technology has mapped its curriculum against these competencies to ensure that graduates receive instruction and experience in all of these areas. Each competency is addressed in one or more courses that students are required to complete satisfactorily before they complete the program. In addition, a successful field experience, under the direction of a supervising media specialist and university professor, must be completed and provides an opportunity for students to demonstrate and apply the acquired in classes. At the conclusion of their coursework and field experience, candidates complete an oral examination to demonstrate their mastery of the knowledge and competencies described above. Plans are underway to require an exit portfolio that will further document student attainment of these competencies along with the competencies described in the conceptual framework of the College of Education.

By establishing program objectives that map to national standards and competencies, ensuring that instructional experiences support acquisition of those competencies, and evaluating students against those competencies, the initial preparation program for media specialists ensures that graduates will possess the professional skills and knowledge necessary to support teaching and learning in P-12 schools.

Section 4 (8h) Other Graduate Programs—Specialist in Education in Media

A. Course numbers, titles, and credit hours per course

CEPD 8102	Lifespan Human Development	3 credit hours
MEDT 8461	Diffusion of Innovations	3 credit hours
MEDT 7463	Issues in Instructional Technology	3 credit hours
MEDT 7469	Supervision of School Library Media Programs	3 credit hours
MEDT 8462	On-Line Searching and Collection Development	3 credit hours
MEDT 8483	Research Project	3 credit hours
MEDT 8484	Research Seminar in Media and Technology	3 credit hours
EDLE 7311	School and Community Relations or approved	

curriculum course 3 credit hours

Choose one from 3 credit hours

- MEDT 6467 Technology for Media Services
- MEDT 7464 Integrating Technology into the Curriculum
- MEDT 7465 Materials for Children and Young Adults
- MEDT 7466 Photography in Instruction
- MEDT 7467 Advanced Computer Utilization
- MEDT 7468 Introduction to Multimedia
- MEDT 7470 Videotape Production and Utilization

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/medt/>

Section 4 (8i) Other Graduate Programs—Specialist in Education in Physical Education

A. Course numbers, titles, and credit hours per course

- CEPD 8102 Lifespan Human Development 3 credit hours
- PHED 8661 Critical Analysis of Professional Literature in Physical
Education and Sport 3 credit hours
- PHED 8684 Research Seminar 3 credit hours

Choose four from 12 credit hours

- PHED 7614 Organization and Administration of Physical Education
and Sport
- PHED 7618 Analysis of Motor Performance and Motor Learning
- PHED 7620 Scientific Foundations of Exercise
- PHED 7626 Sociological and Psychological Aspects of Physical
Education and Sport
- PHED 7671 Curriculum Development in Physical Education and Sport
- PHED 8603 Educational Facilities
- PHED 8628 Current Issues in Health Education
- MEDT 7467 Advanced Computer Utilization

Two electives 6 credit hours

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/phed/>

Section 4 (8j) Other Graduate Programs—Specialist in Education in Special Education

A. Course numbers, titles, and credit hours per course

Special Education Curriculum Specialist

SPED 8701	Individual Appraisal of Exceptional Children	3 credit hours
SPED 8771	Curriculum Design and Implementation	3 credit hours
SPED 8704	Issues in Special Education	3 credit hours
SPED 8876	Supervision of Special Education	3 credit hours
SPED 8783	Research Seminar	3 credit hours
SPED 8784	Research Project	3 credit hours

Choose two from 6 credit hours

SPED 7702	Technology in Special Education	
CEPD 8102	Lifespan Human Development	
MEDT 7468	Introduction to Multimedia	
CEPD 7138	Multicultural Counseling and Development	
EDLE 7324	Special Education Law or EDLE 7316	The Teacher and the Law
ECED 8272	Teacher as Leader	

Elective 3 credit hours

Director of Special Education

CEPD 8102	Lifespan Human Development	3 credit hours
SPED 8704	Issues in Special Education	3 credit hours
EDLE 6311	Leadership and the Administrative Process	3 credit hours
EDLE 6319	Instructional Leadership	3 credit hours
SPED 7786	Supervision in Special Education	3 credit hours
SPED 7704	Administration of Special Education	3 credit hours
SPED 8324	Special Education Law	3 credit hours
SPED 8783	Research Seminar	3 credit hours
SPED 8784	Research Project	3 credit hours

B. Course syllabi that include course descriptions are located on the Web

<http://www.westga.edu/~coe/syllabi/sped/>

Section 4 (8k) Other Graduate Programs—Doctor of Education in School Improvement

A. Course numbers, titles, and credit hours per course

EDUC 9921	Impact of New and Emerging Technologies	3 credit hours
EDUC 9923	Critical Diversity for the 21 st Century	3 credit hours
EDUC 9925	Legal and Ethical Issues in School Improvement	3 credit hours
EDUC 9931	Special Education and School Improvement	3 credit hours
EDUC 9933	Leadership for Change	3 credit hours
EDUC 9935	Diffusing Innovations into Social Systems	3 credit hours
EDUC 9984	Seminar: Examination of Change	3 credit hours

POLS 6204	Public Policy: Analysis and Evaluation	3 credit hours
	or	
MGNT 6670	Organizational Theory and Behavior: A Managerial Perspective	
EDUC 9941	Identifying and Discriminating Among Teaching and Learning Reform Models for School Improvement	3 credit hours
EDUC 9942	Analyzing Teaching and Learning Innovations in School Improvement	3 credit hours
EDUC 9943	Solving Teaching and Learning Problems to Facilitate School Improvement	3 credit hours
EDUC 9944	Developing Innovative Teaching and Learning Environments to Facilitate School Improvement	3 credit hours
EDUC 9961	Research Design in Education	3 credit hours
EDUC 9962	Qualitative and Mixed Methods Analysis in Educational Research	3 credit hours
EDUC 9963	Quantitative Methods of Analysis in Educational Research	3 credit hours
EDUC 9964	Advanced Quantitative Methods and Program Evaluation	3 credit hours
EDUC 9998	Research for Doctoral Dissertation	6 credit hours

- B. Course syllabi that include course descriptions in education are located on the Web

<http://www.westga.edu/~doe/courses.html>

- C. Learning Outcomes

The doctoral program in school improvement focuses on preparing school administrators and instructional leaders who can initiate and model the effective teaching and learning and who can effect and sustain a systemic culture change in schools. The major strands of study, expanded knowledge about teaching and learning for a diverse student population, effective use of research data and student assessments, development of leadership abilities, and incorporation of effective instructional technologies, will result in proven ability to design, implement, and evaluate school improvement projects.

This doctoral program embodies five of the Board of Regents' Principles for the Preparation of Educators. In addition to the System's assurance of quality, this program focuses on the National Board for Professional Teaching Standards principles, prepares educators who can help bring diverse students to high achievement, institutionalizes at a graduate level the shared responsibility for teacher education, prepares teachers to transform classrooms based on current research findings, and expands the assumption of school partnerships as a constant strategy for change.

The hallmarks of graduates of the West Georgia Ed.D. program will be the use of research findings for educational renewal, a relentless commitment to collaboration within schools and with University partners to discover new ways to enhance student learning, a tireless commitment to use both research and collaboration to bring all learners to successfully achieve high standards of learning, and the selective use of technology to discover new and evolving strategies for achieving student learning. A

variety of assessments will measure candidates' progress in achieving the required competencies including the development and presentation of a portfolio, a school improvement project, and a school-based dissertation project.

Following the Board of Regents' approval of the Ed.D. in School Improvement proposal in June of 1999, the University-wide Ed.D. Committee began its work with the following charge:

- Develop admission criteria, procedures, and process
- Prepare marketing and information materials
- Design curriculum to include courses and program requirements
- Submit and obtain approval of course proposals and program overview to Faculty Council, Teacher Education Advisory Committee, Committee on Graduate Studies and Faculty Senate
- Identify criteria for Ed.D. faculty and governance model for the Ed.D. program and oversee position searches
- Determine evaluation procedures for all phases of program and courses, portfolios, school improvement projects, admission to candidacy, and dissertation project
- Identify mechanism/method for keeping faculty informed and involved

The following Mission Statement was designed to include the major principles outlined in the approved proposal.

The mission of the Doctor of Education in School Improvement program is to develop change agents and transformational leaders who, through collaboration with colleagues, schools, and communities, initiate sustainable systemic change in the schools they serve. The program is grounded in research knowledge and skills, technological competence, teaching and learning processes, and commitment to diversity. Graduates will plan strategically and design, implement, and document collaboratively the impact of educational improvement programs that bring all students to high levels of academic achievement.

The mission drives the entire program from curriculum design to program policy and requirements, from admission and selection of students to continued support of graduates and from advertising and marketing to dissemination of school improvement dissertation projects. The mission is the unifying link that drives the program from theory, to practice, to documented impact, to sustainable change, and then to dissemination of results.

The first cohort of diverse individuals from a variety of certification areas (at the masters degree level) will begin in the summer semester of 2000. The first graduates are expected in the summer of 2003.

Section 5 – Admission Requirements (2001)

Undergraduate Programs

- A. Data provided by the Office of Institutional Research and Planning for the fall semester of 1999 indicate that education majors meet or exceed the academic achievements of other students.

Student Group	High School Grade Point Average	West Georgia Grade Point Average
Education Majors		
Juniors & Seniors	2.90	2.98
Freshman & Sophomores	2.86	2.60
All West Georgia Students		
Juniors & Seniors	2.87	2.80
Freshman & Sophomores	2.86	2.49

- B. Plan of Study

Program/advising sheets which detail all specific program requirements, including specific courses to be taken, are available in each department office and from the College of Education undergraduate advisors. Program requirements are also included in the Undergraduate Catalog. Teacher candidates must meet with their program advisors regularly to ensure that progress toward completing the program of study is accomplished in a timely manner.

- C. Admission

Eligibility requirements for admission to teacher education for undergraduate programs include the following. Students must meet these requirements for admission into a teacher education program, which is a prerequisite for enrollment in professional education courses.

- Complete the core requirements for Areas A, B, C, D, and E.
- Achieve the appropriate overall minimum grade point average:
 - For physical education majors, a grade point average of 2.5 overall in academic work completed.
 - For early childhood, middle grades, secondary, art, music, foreign language, and special education (mental retardation) majors, a grade point average of 2.7 overall in academic work completed.
 - For speech language pathology majors, a grade point average of 3.0 overall (70 hours minimum) in academic work completed.
- Demonstrate proficiency in writing as demonstrated by writing samples and/or a grade of C or better in ENGL 1101.
- Demonstrate proficiency in oral communication as demonstrated with a grade of C or better in COMM 1110, and/or other means determined by the department, e.g., interviews or tapes of oral communication.
- Complete satisfactory the Regents' Exam.

- Complete satisfactory the Praxis I: Pre-Professional Skills Test.
- Complete any other additional requirements specified by individual departments, e.g., a departmental interview.

Transfer candidates, who meet the first four and last criteria, may be admitted to teacher education with the condition that the other two criteria must be met during the first term enrolled at the State University of West Georgia.

D. Retention

In addition to the specific requirements for admission to teacher education, students must meet the following requirements for retention in teacher education programs.

- Demonstrate knowledge, attitudes, and skills appropriate for the various stages of the preparation program.
- Maintain the minimum overall grade point average needed for admission to the program.
- Earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field prior to entering the next step in the sequence.
- Complete successfully all field experiences undertaken prior to the next step in the sequence, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.
- Exhibit professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission.

For additional information--<http://www.westga.edu/~tcfp/>

Graduate Programs

Below are provided the admission requirements for graduate educator preparation programs in the College of Education.

PROGRAM	MASTERS	SPECIALIST
Counseling	Undergraduate degree with at least 2.7 GPA; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; three strong letters of recommendation; written personal narrative; interview with faculty	Masters degree in counseling or a very closely related field with at least 3.0 GPA; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; 3 quality letters of reference; acceptable written personal narrative; interview with faculty may be required

PROGRAM	MASTERS	SPECIALIST
Early Childhood and Reading	Undergraduate degree in early childhood or elementary education or meet eligibility for a level 4 certification in early childhood or elementary education with at least 2.7 GPA; at least 400 on verbal and at least 400 on analytical or quantitative sections of GRE; three letters of recommendation; if provisional admit, must achieve GPA of at least 3.3 on first three graduate courses to gain regular admission	If level 5 certification is not in early childhood, then prerequisites must be met; at least 3.0 GPA on all graduate course work attempted; combined GRE score of 900 with scores of at least 450 on verbal and at least 450 on analytical or quantitative sections; program of study developed by an advisor

PROGRAM	MASTERS	SPECIALIST
Educational Leadership	Undergraduate degree in an education field or qualified for a Level 4 certificate with at least 2.7 GPA; minimum of 3.0 GPA in all graduate courses; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; three letters of reference; completion of at least two years of acceptable school experience; program of study developed by an advisor	Masters degree with at least 3.0 GPA in all graduate course work completed; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; program of study developed by an advisor

PROGRAM	MASTERS	SPECIALIST
Middle Grades	Undergraduate degree in middle grades education or meet eligibility for a level 4 certificate in middle grades education with at least 2.7 GPA; at least 400 on verbal and at least 400 on analytical or quantitative	If level 5 certification is not in middle grades, then prerequisites must be met; at least 3.0 GPA on all graduate course work attempted; at least 450 on verbal and at least 450 on analytical or quantitative

sections of GRE; program of study developed by an advisor	sections of GRE; program of study developed by an advisor
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PROGRAM	MASTERS	SPECIALIST
Secondary	Undergraduate degree in same teaching field or meet eligibility for a level 4 certification in same teaching field with at least 2.7 GPA; at least 400 on verbal and at least 400 on analytical or quantitative sections of GRE; program of study developed by an advisor	If level 5 certification is not in same teaching field, then prerequisites must be met; at least 3.0 GPA on all graduate course work attempted; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; program of study developed by an advisor

PROGRAM	MASTERS	SPECIALIST
Physical Education	Undergraduate degree in discipline or prerequisite courses with at least 2.5 GPA; at least 400 on verbal and at least 400 on analytical or quantitative sections of GRE; program of study developed by an advisor	If level 5 certification is not in physical education, then prerequisites must be met; at least 3.0 GPA on all graduate course work attempted; a combined GRE score of 900 with minimum scores of at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; strong letters of reference; program of study developed by an advisor

PROGRAM	MASTERS	SPECIALIST
Media	Undergraduate degree with at least 2.7 GPA; at least 400 on verbal and at least 400 on analytical or quantitative sections of GRE; strong letters of reference; program of study developed by an advisor	Masters degree with at least 3.25 GPA; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; strong letters of reference; program of study developed by an

advisor

PROGRAM	MASTERS	SPECIALIST
Special Education	Undergraduate degree in a teaching field or meet eligibility for level 4 certification in special education with at least 2.7 GPA; a combined GRE score of 800 with minimum scores of at least 400 on verbal and at least 400 on analytical or quantitative sections; program of study developed by an advisor;	If level 5 certification is not in special education, then prerequisites must be met; at least 3.4 GPA on all graduate course work attempted; minimum of at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; program of study developed by an advisor

PROGRAM	MASTERS
Speech-Language Pathology	Undergraduate degree with at least 3.0 GPA; at least 450 on verbal and at least 450 on analytical or quantitative sections of GRE; program of study developed by an advisor

Section 6 – Recruitment

- A. Below you will find the College’s recruitment plan as well as the plans for each of our six departments.

College of Education Recruitment Activities Completed during 1999-2000

- Send letters to all newly-admitted undergraduate students to welcome them to West Georgia
- Expanded connections and follow-up from PROBE fairs and Visitation Days, including sending letters to every prospective student who visited departmental displays at Visitation Day
- Upgraded College’s web page, video, and multimedia presentation
- Worked with Office of Public Relations to develop more recruitment and publicity materials
- Used Collaborative Schools initiative to renew regular contact with school systems for the delivery of course information and the discussion of possible program offerings in specific sites

- Involved College Advisory Committee more in recruitment efforts
- Developed a College of Education poster for graduate programs for posting in schools
- Wrote letters to superintendents about the potential of offering graduate programs in education to their staff through cohort programs
- Visited all schools within service region, delivered graduate posters, and distributed College and departmental brochures and other informational materials
- Ensured that the mailing of Bulletins targeted the best audience (including staff development personnel and schools)

Department of Counseling and Educational Psychology Activities Completed during 1999-2000

- Contact students in other departments and colleges and send brochures and speak in classes
- Expand initial certification-non-degree program
- Review/reconsider add-on program
- Consider specialization modules/certification in community counseling
- Expand nomination procedures from principals, practicing counselors, etc.
- Consider requesting ideas for marketing from marketing students in business
- Explore off-campus programs in Rome, Dalton, and other locations
- Offer Ed.S. in school counseling in Clayton County
- Consider advertising (paid) in selected outlets

Department of Curriculum and Instruction Activities Completed during 1999-2000

- Involve faculty members in committees to design brochures for the middle grades and secondary education programs at both the undergraduate and graduate levels
- Involve faculty members in committees to design total off-campus cohort group programs for early childhood, middle grades, and secondary education to begin classes in the fall of 2000
- Establish an Ed.S. program in Dalton beginning in the fall of 2000
- Provide release time for one faculty member to design an on-line course and GSAMS program for an ESOL endorsement that can be delivered on-site to public school systems
- Examine the idea of student ambassadors who could man a booth at area shopping malls
- Visit area schools to share the conceptual framework and graduate programs with classroom teachers and administrators

Department of Educational Leadership and Professional Studies Activities Completed during 1999-2000

- Establish an ELPS Recruitment and Retention Committee

- Develop a form Recruitment and Retention Plan for M.Ed. Ed.S., and non-degree certification students
- Develop an ELPS brochure
- Meet with assistant superintendents/directors of staff development to plan Leadership Academy cohorts to begin in fall of 2000
- Conduct leadership Academy recruitment meetings
- Meet with other central office administrators to discuss possibilities for future Leadership Academies

Department of Media and Instructional Technology Activities Completed during 1999-2000

- Update web site
- Use listserv
- Use email for mass mailing
- Connect with past and present students
- Distribute brochures in classes
- Contact media coordinators
- Host a booth at the Educational Technology conference
- Work with ETTC to distribute brochures and speak to participants
- Improve our instructional technology Ed.S. program and make it more attractive

Department of Physical Education and Recreation Activities Completed during 1999-2000

- Offer off-campus classes
- Recruitment of graduate students at State GAHPERD Convention
- Completion of departmental brochure for dissemination
- Contact with professionals in our regions' public schools
- Plan recruitment visits

Department of Special Education and Speech-Language Pathology Activities Completed during 1999-2000

- Work with undergraduate advisors on PROBE fairs to ensure that SED/SLP information is shared
- Increase the follow-up to Visitation Day activities, such as personal contact with each family who visited the display
- Establish personal contact with each special education director in systems in our region
- Aggressively market new programs
- Develop alternative program and/or delivery for Juvenile Detention Centers
- Build recognition among faculty that provisionally certified are our recruitment pool; seek ways to customize programs and/or delivery to meet systems' needs
- Build a summer lab experience through the collaborative schools initiative

- Develop a departmental brochure and distribute broadly

B. HOPE Promise Scholarships

During the spring of 2000, the College contacted by mail nine students who appeared to be eligible for the HOPE Promise scholarship, based on their grade point averages and prior admission into teacher education. Three of these nine have submitted applications, while the other six were notified of the deadline. Our undergraduate advisors in the College of Education are monitoring files for those students who may become eligible after the spring and summer semesters. They will be sent applications and brochures, if funds remain available in the HOPE Promise scholarship. It should be noted that West Georgia ranks third in the number of HOPE Promise recipients, so achieving the mandated 10% increase may not be feasible for our institution.

Section 7 – Institutional Commitment

In addressing the question of institutional policies that recognize and reward faculty working towards the four goals of partner schools, the functional unit assigned a subcommittee to task of discussing faculty rewards. The committee met over several months and reported first to the functional unit as a whole and then to the Vice President of Academic Affairs with the deans and chairs in consultation. The report from the subcommittee that was affirmed by all the other groups concluded that the extant policies for promotions and tenure were adequate for recognizing and rewarding faculty. It was agreed that during 2000-2001, the Vice President of Academic Affairs would issue a statement regarding the type of work faculty members would be doing in achieving the four goals of the partner schools and that the work should be acknowledged for its worth to the institution and the culture at large. This report would reaffirm the fact that the work in the schools would certainly qualify as service, could well be teaching, and may well be professional growth in the sense of completing research or doing research in the schools, but this would have to be a departmental judgment. Furthermore, work in the schools would not be considered a substitute for on-campus requirements of teaching, service, and professional growth.

The criteria for promotion can be found in our on-line faculty handbook at this site

<http://www.westga.edu/~vpaa/handrev/103.html#103.0302>

The following is an excerpt from the subcommittee's report

Currently, departments within each college routinely set specific criteria for tenure, promotion, and merit pay within their department. The result is criteria that differ considerably from department to department, even within the same college, much more so from college to college. Such inconsistency allows discipline-specific criteria to be developed by faculty within the discipline, but it complicates the task before the subcommittee.

In some ways, procedures appear to be consistent among departments and colleges in regard to tenure, promotion, and merit—i.e., recommendations are made at the department and college levels before being forwarded to the Vice President for Academic Affairs. Candidates use departmental, college, and university guidelines in preparing their portfolios for review. In tenure and promotion considerations, however, activities that may be included under each of the three categories and the importance or value of each do not appear to be consistent among departments and colleges. In merit considerations, departmental practices range from the use of precise formulas (quantitative) to more subjective assessments (qualitative). Such inconsistencies do not become problematic until faculty who function across departments or colleges appear to be disadvantaged or fear that they will be disadvantaged in future personnel decision.

Because of inconsistencies in evaluating specific activities under each of the three categories among units, especially at the department level, the members of the subcommittee recommend that all department chairpersons of units with certification programs, the three deans, and the Vice President for Academic Affairs meet with members of the subcommittee (or TEAC as a committee of the whole) to discuss the role of Regents' mandated collaboration with the schools. Subsequently, each department chairperson, in collaboration with his or her department faculty, should determine how future collaborative activities will pertain to each of the three categories in regard to tenure, promotion, and merit procedures within that department.