Memorandum

To: General Faculty

Date: April 16, 2007

Regarding: Agenda, Faculty Senate Meeting, April 20, 2007 at 3.00 pm at the Technology-enhanced learning Center, Room 1-303

The agenda for the, April 20, 2007 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the March 16, 2007 meeting (see Addendum I)

Committee Reports:

Committee I: Undergraduate Academic Programs (Chair, Jeff Reber)

Action Items: (See Addendum II)

A) College of Arts and Sciences
   1) Department of Foreign Languages and Literatures
      a) Program
         Request: Modify
         Action: Approved
   2) Inter-disciplinary Studies
      a) ISCI 2xxx Physical Science
         Request: Add
         Action: Approved

3) Department of Math
   a) MATH 2703
      Request: Delete
      Action: Approved

   b) MATH 2008
      Request: Add
      Action: Approved

4) Department of Nursing
   a) NURS 3272
      Request: Add
      Action: Approved

   b) NURS 4444
      Request: Add
      Action: Approved
B) College of Education
   1) Department of Counseling and Educational Psychology
      a) EDUC 2120
         Request: Add
         Action: Approved

      b) EDUC 2130
         Request: Add
         Action: Approved

   2) Department of Curriculum and Instruction
      a) BS Ed MGED Math/Science concentration
         Request: Modify Program
         Action: Approved

      b) BS Ed MGED Language Arts/Social Science Concentration
         Request: Modify Program
         Action: Approved

      c) ECED 3282
         Request: Add
         Action: Approved

      d) ECED 4283
         Request: Add
         Action: Approved

      e) MGED 4260
         Request: Add
         Action: Approved

      f) EDUC 2110
         Request: Course Add
         Action: Approved

      g) ECED 3282
         Request: Course Add
         Action: Approved

      h) ECED 4283
         Request: Course Add
         Action: Approved

      i) MGED 4260
         Request: Course Delete
         Action: Approved

      j) READ 3263
         Request: Course Add
         Action: Approved
k) SEED 4295  
Request: Course Delete  
Action: Approved

3) Department of Special Education and Speech Language Pathology  
a) BS ED in Special Education: General Curriculum (Mild Disabilities)  
Request: Reactivation of Program and Title Change  
Action: Approved

b) BS in Education: Speech-Language Pathology  
Request: Modify  
Action: Approved

c) SPED 3713  
Request: Course Add  
Action: Approved

d) SPED 3714  
Request: Course Add  
Action: Approved

e) SPED 3715  
Request: Course Add  
Action: Approved

f) SPED 3717  
Request: Course Add  
Action: Approved

g) SPED 3761  
Request: Course Add  
Action: Approved

h) SPED 4710  
Request: Course Add  
Action: Approved

i) SPED 4712  
Request: Course Add  
Action: Approved

j) SPED 4713  
Request: Course Add  
Action: Approved

Information Items:

A) College of Arts and Sciences  
1) Department of Foreign Languages and Literatures  
k) FREN/GRMN/SPAN 1001 and 1002  
Request: Core Curriculum Modification  
Action: Approved
2) Department of Geosciences  
   a) GEOG 1112  
      Request: Modify  
      Action: Approved with F/A to change the effective Date to Fall 07  
   b) GEOG 1112L  
      Request: Modify  
      Action: Approved with F/A to change the effective Date to Fall 07  
   c) GEOG 1113  
      Request: Modify  
      Action: Approved with F/A to change the effective Date to Fall 07  
   d) GEOG 1113L  
      Request: Modify  
      Action: Approved with F/A to change the effective Date to Fall 07  

3) Department of Nursing  
   a) NURS 3355  
      Request: Modify  
      Action: Approved  
   b) NURS 4433  
      Request: Modify  
      Action: Approved  
   l) NURS 3272  
      Request: Add  
      Action: Approved  

B) College of Education  
1) Department of Curriculum and Instruction  
   a) MGED 4271  
      Request: Course Modify  
      Action: Approved  

2) Department of Special Education and Speech-Language Pathology  
   a) SPED 3751  
      Request: Modify  
      Action: Approved  
   b) SPED 3752  
      Request: Modify  
      Action: Approved  
   c) SPED 4751  
      Request: Modify  
      Action: Approved  
   d) SPED 4761  
      Request: Modify  
      Action: Approved
e) SPED 4786  
   Request: Modify  
   Action: Approved

f) SPED 4789  
   Request: Modify  
   Action: Approved

C) Richards College of Business
   1) Department of Accounting and Finance  
      a) ACCT 4202  
         Request: Modify  
         Action: Approved

      b) ACCT 4202  
         Request: Modify  
         Action: Approved

      c) FINC 3511  
         Request: Modify  
         Action: Approved

      d) FINC 4532  
         Request: Modify  
         Action: Approved

   2) Department of Management and Business Systems  
      a) MGNT 3600  
         Request: Modify  
         Action: Approved

      b) MGNT 3615  
         Request: Modify  
         Action: Approved

      c) MGNT 4600  
         Request: Modify  
         Action: Approved

   3) Department of Marketing and Real Estate  
      a) MKTG 3803  
         Request: Modify  
         Action: Approved
Committee II: Academic Policies and Procedures Committee (Chair, Moffeit, Kathy)
Action Items:

A) The committee proposes the approval of the Class Absence Policy.

Class Absence Policy
Class attendance and make-up policies are determined by each instructor for his or her own classes. These policies shall be stated clearly in the course syllabus.
Each student's priority is to attend all classes. Students representing the University in sanctioned events must consult with their instructors about anticipated absences. Also, any student who must be absent for more than three successive days is required to notify the Student Development Center (Parker Hall, telephone 678-839-6428). Regardless of the reason for the absence, each student is responsible for the material covered in class and any assignments, and is responsible for making specific arrangements with the instructor for the work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up work is at the discretion of the course instructor. Any student who is unable to continue attendance in class should examine available options (e.g., make appropriate arrangements with the instructor, drop the course, withdraw from the course, or withdraw from the University).
The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the university’s policies, failure to drop a course during the drop/add period will result in grades of W, WF, or F in courses not attended.

B) The committee proposes the following changes to Faculty Handbook Section 203 Class Rolls (Additions are in italics and deletions have strikethroughs)

203 Class Rolls
On the first day of class and during the drop/add period, the instructor should check the Banweb class roll for students officially enrolled in his/her courses.

An email announcement is sent to all faculty when official class roll verification must be done. Faculty login to Banweb and indicate on each class roll those students who have never attended and those students who have attended.

On approximately the 6th day of classes, the instructor receives two copies of the official class roll that reflect drops made for non-payment of fees and all changes made during the drop/add period. One copy is the instructor's. The other copy of this official roll should be checked against actual class attendance, signed by the instructor and returned to the Registrar according to instructions sent with the rolls. If a student has never reported to class, the instructor should note "never attended" beside the student's name.

Under no circumstances should a student be permitted to remain in class unless his or her name appears on the official class roll. The student should be sent to the Registrar’s Office to determine why his/her name is not on the roll.

Certain courses such as colloquia, special topics, and directed readings provide for a varying number of hours of credit and a specific title. If such a course is being created for an individual student, the student must obtain an independent study form from the instructor,
have it approved by the department chairperson and submit it to the Registrar’s Office during registrations or drop/add. Faculty members teaching these courses should check their rolls carefully and report to the Registrar’s Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated on the instructions in the email. Some of the information is required to bill the student for the proper amount of fees.

C) The committee proposes the following changes to Faculty Handbook Section 204 Course Changes and Drops. (Additions are in italics and deletions have strikethroughs)

204 Course Changes and Drops

The Drop/Add Period consists of the three days immediately following registration. During this period, a student may add or drop courses according to the following procedure:

A Drop/Add Period is held at the beginning of each semester and each session of summer semester. During this period, students may add or drop courses on Banweb or in the Registrar’s Office.

1. Secure the approval of the chair of the department concerned with the courses to be added. (See official bulletin boards for location of offices of department chairs.)

2. Turn in Drop/Add Cards to the Registrar’s Office in order that the professors concerned may be notified of changes in the class rolls. Unless the professors are notified through the official channels of the change in schedule, the student will receive a "WF" for the course.

3. After the Drop/Add period, a course may be dropped if the student concerned presents an authenticated “Course Drop Memorandum" (which is available in the departmental offices) to the Registrar. These forms should be signed by the instructor and indicate a grade of W or WF as appropriate.

Courses meeting for the first time after the end of the Drop/Add Period may be added on the day the course begins with dean’s permission. The student must present signed permission from the instructor and the dean to the Registrar’s Office.

Courses meeting for the first time after the end of the Drop/Add Period may be dropped on the day immediately following the first scheduled class meeting. The student must complete the drop transaction in the Registrar’s Office or email registra@westga.edu.

4. No student should be officially dropped from or added to the class roll until the instructor has received the appropriate Drop/Add Notice from the Registrar.

5. Students may be dropped withdrawn from the class by the instructor for violation of the instructor's attendance policy with a grade of W up to midpoint of the semester/session or with the grade of WF following the midpoint of the semester/session. Any student who is unable to continue attendance in class should either drop withdraw from the course, withdraw from the University, or make appropriate arrangements with the instructor. Any student who must be absent for more than three successive days is required to notify the Student Development Center, Parker Hall, Telephone 678-839-6438.

6. Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Faculty do not, however, automatically drop students who miss these classes. Students who do not intend to
remain in a course must drop the course before the end of the official drop/add period. Failure to drop a course during the drop/add period may result in grades of F for courses not attended and tuition and fees are not refunded.

D) The committee proposes the following changes to Faculty Handbook Section 205 Reporting Grades and Withdrawal Policy. (Additions are in italics and deletions have strikethroughs)

205 Reporting Grades and Withdrawal Policy

At mid-term, faculty members should advise each student who is not doing passing work. Depending on the student’s individual situation, the instructor may refer the student to the EXCEL Center for assistance with tutoring and study skills and/or the Student Development Office for counseling for study and learning problems.

Final grade rolls are provided to the faculty for their use, but Final grades are entered on BanWeb according to the instructions accompanying the rolls sent via email. Faculty members are expected to meet the announced deadlines for entering final grades. Failure to do so results in a grade of NR (not reported) for the student involved. The NR grade can result in each student suffering an injustice since it affects academic standing in regard to dismissal and to honors. Moreover, an NR grade must ultimately be changed by hand by submitting a UWG Change of Grade from.

The final grade roll is for the faculty member's record and should not be used for posting. Final grades should never be posted publicly. (This is prohibited under Family Educational Rights and Privacy Act of 1974).

University of West Georgia follows the uniform grading system of the University System of Georgia as published in the University Catalog.

Students who withdraw by the midpoint of the semester or the term the course is offered (excluding final examinations) are awarded a grade of “W”. After the midpoint of the semester, students who withdraw are awarded a grade of “WG” “WF” except in cases of hardship that are approved by the appropriated college dean. A course in which a “W” is received is not included in the calculation of the grade point average. Grades of “WF” are calculated as “F’s”.

A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control. An instructor who assigns a grade of "I" will submit an Incomplete Grade Statement form (available on the Academic Affairs Office web page) to the Registrar’s Office indicating the level of performance (A, B, C, or D) excluding the missed work and the work that must be done to remove the incomplete. The Registrar will file one copy with the student's permanent record and send one copy to the appropriate department chair. The instructor should also retain one copy. It is the responsibility of the student receiving an "I" to arrange with the instructor (or the department chair if the instructor is not available) to complete the required work. An undergraduate student must remove an "I" during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to "F". Graduate students must remove an "I" within one calendar year or the “I” becomes an “F”. A student completing the work for a course in which an ‘I’ was received should never re-enroll in the course in a subsequent semester.
Once final grades have been submitted on BanWeb, all grade changes must be submitted on a Change of Grade form (available in departmental offices) and have the approval of the dean of the appropriate college and the appropriate department chairperson before they become effective.

Each academic department will articulate a process to determine grade changes when the professor is no longer available (i.e., death, moved, cannot be contacted). Policy statements articulated will be sent to the appropriate academic dean, and grade changes will be approved by the dean in accordance with established policy.

205.01 Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official withdrawal (“W” date) deadline published in “The Scoop” until the day before the scheduled Reading Day of the term. A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student’s control.

A hardship withdrawal may be granted based upon special circumstances. The following conditions apply:

1. The student must initiate a hardship withdrawal through the Assistant/Associate Dean of the College to which the student belongs. The student should be prepared to present documented evidence to substantiate the hardship being claimed. See rule 3 below for examples of documentation. If a psychological assessment is required, the Assistant/Associate Dean may require the student to meet with the Director of Student Development (in Room 187, Parker Hall).
2. The student must withdraw from all classes during the current term. He or she may not select only certain classes from which to withdraw. See rule 4 below for exceptions.
3. If recommended for hardship withdrawal by the student’s Associate/Assistant Dean, for each course a student will receive a W.
4. Hardship withdrawals requested on or after the scheduled Reading Day will be treated as a retroactive hardship withdrawal. Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Students seeking a retroactive hardship withdrawal must initiate the withdrawal through the student's Assistant/Associate Dean. If recommended for a hardship withdrawal, the grade will be changed to a W through the official Grade Appeal process involving a Change of Grade form for each course taken. (See Grade Appeal process, http://www.westga.edu/handbook/ or Student Handbook appendix J.)

Documentation for a hardship withdrawal is based upon the category of hardship being claimed by the student. The following examples of documentation might include:

1. Medical: Physician’s report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
2. Psychological: Memo from a Student Development Center counselor, letter from private psychological or psychiatric service, illness, dates.
3. Personal/Familial: Copy of divorce papers, police reports, obituaries, other as relevant.
Under unusual circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently. The student requesting a hardship withdrawal from one course must take all documentation to the Assistant/Associate Dean of the college offering the course.

The following do not constitute valid reasons for a hardship withdrawal:

1. Poor performance in one or more courses.
2. Registration for the wrong course.
3. Preference for a different professor or class section.
4. Failure to drop course during the drop/add period.
5. Failure to withdraw by the published deadline using normal procedures.

Information Items:

A) The Committee voted to endorse the concept of the First Year Programs and asked for assessment statistics when they become available.

B) The Committee will form a sub-committee in the fall which will address policies related to the academic calendar.

Committee IV: Learning Resources Committee (Chair, Donna Harkins)

Information Item
A) The committee recommended the following research proposals for the funded indicated.

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Schmidt, Gary $1,500.00
Seong, Jeong C. $1,500.00
Swamy-Mruthinti, Satyanarayana $1,500.00
Walter, Andy $1,489.66
Williams, Daniel K. $1,500.00

Committee VII: Institutional Studies and Planning (Chair, Julie Chibbaro)

Information Item:
A) Strategic Planning Report (See http://www.westga.edu/~mcrafton/planning.html)

Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items:
(For more detail see http://www.westga.edu/~cogs/minutes/March142007_Minutes_Revised.pdf or http://www.westga.edu/~cogs/minutes/April182007_Minutes_Draft.pdf)
A) College of Education
   1) Department of Curriculum and Instruction
      a) MGED Day Program
         Request: Modify
         Action: Approved
      b) Initial Certification/Post-Baccalaureate-Physics
         Request: Modify
         Action: Approved
      c) Georgia Responds-Initial Certification in Middle Grades
         Request: Modify
         Action: Approved
      d) Initial Certification/Post-Baccalaureate-Earth Science
         Request: Modify
         Action: approved
      e) Initial Certification/Post-Baccalaureate-Biology
         Request: Modify
         Action: Approved
      f) Non-Degree Middle Grades-Language Arts/Social Studies (Day Program)
         Request: Modify
         Action: Approved
      g) Initial Certification/Post-Baccalaureate-Secondary History
         Request: Modify
         Action: Approved
      h) Initial Certification/Post-Baccalaureate-Secondary English
         Request: Modify
         Action: Approved
i) Initial Certification/Post-Baccalaureate-Secondary Math
   Request: Modify
   Action: Approved

j) Initial Certification/Post-Baccalaureate-Secondary Economics
   Request: Add
   Action: Approved

2) Department of Media and Instructional Technology
   a) M.Ed. in Media Program – Plan A
      Request: Modify
      Action: Approved

   b) M.Ed. in Media Program – Plan C
      Request: Modify
      Action: Approved

   c) M.Ed. in Media Program – Plan D
      Request: Modify
      Action: Approved

   b) MEDT 6468
      Request: Add
      Action: Approved

3) Department of Special Education and Speech-Language Pathology
   a) M.Ed. Special Education
      Request: Modify
      Action: Approved

   b) Non-Degree Initial Certification Programs in LD/BD/MR
      Request: Deactivate
      Action: Approved

   c) Add-On Programs in Interrelated & LD/BD
      Request: Deactivate
      Action: Approved

   d) M.Ed. Interrelated
      Request: Modify Title
      Action: Approved

B) Richards College of Business
   1) Department of Accounting
      a) Master of Professional Accounting
         Request: Modify
         Action: Approved
Information Items:

A) College of Education
   1) Department of Media and Instructional Technology
      a) MEDT 6461
         Request: Modify
         Action: approved
      b) MEDT 6463
         Request: Modify
         Action: approved
      c) MEDT 6464
         Request: Modify
         Action: approved
      d) MEDT 6465
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         Action: approved
      e) MEDT 6466
         Request: Modify
         Action: approved
      f) MEDT 6467
         Request: Modify
         Action: approved
      g) MEDT 6487
         Request: Modify
         Action: approved
      h) MEDT 7461
         Request: Modify
         Action: approved

4. Faculty Senate Meeting Dates – Dr. Micheal Crafton

Faculty Senate Meeting Dates 2007/2008

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Faculty Senate Meeting Dates 2008/2009

### Summer Semester, 2008

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### Fall Semester, 2008

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5. Announcements

A) Faculty Senate and Senate Committees:
   Please see Addendum III for Senate Committee memberships for the next academic year.
   Also note that the committees are not complete and the web site will be updated as soon as vacancies are filled.

6. Adjournment
Addendum 1

University of West Georgia
Faculty Senate Minutes
March 16, 2007

Date: April 13, 2007

Call to Order: The meeting was convened in room 1-303 of the Technology-Enhanced Learning Center. Interim Chair Randy Hendricks called the meeting to order at: 3:02 p.m.

Roll Call: Abbott; Alberg; Bray; Chibbaro; Fulkerson; Harkins; Hendricks, C; Hendricks, R; Holland; Lloyd; MacKinnon; Mayer; Moffeit; Morris; Murphy; Pencoe; Prince; Ray; Reber; Snipes; Webb; Wilson; Yoder.

Not in Attendance: Dwight, Espinosa, Gainey, Kirk, Mowling, Rutherford.

Minutes: A motion to approve the minutes of the February 2, 2007, meeting of the Faculty Senate was made by C. Hendricks and seconded by Lloyd. (Correction: R. Hendricks was absent from the February 2, 2007, Faculty Senate meeting.). Approved.

Committee I: Undergraduate Academic Program: Chair: Jeffrey Reber

Action Items:
A) College of Arts and Sciences:
   1) Biology Dept. – major changes in the Biology program were presented by Henry Zot. Dr. Ray asked about the absence of organic chemistry and noted that these changes were new to him. Dr. Zot answered that students could enroll in biochemistry or organic chemistry. Dr. Ray asked, “At what point does a scientist stop being (taking) science?” and about student preparation for the MCAT exam (for pre-med students). Dr. Zot responded that pre-med students were well advised to take a second chemistry class, etc. Motion made: Approved.
   2) Chemistry Dept. – program modifications, additions, and deletions: Approved
   3) Dept. of Biology and Dept. of Geosciences – Course addition. As per the ISCI 2001 standards, we want to better prepare elementary education teachers for teaching science (only for elementary ed in Area F). Motion made: Approved.
   4) Dept. of Geosciences
      a. Course addition: (4 credit hours; 3 plus 1 lab) Motion made: Approved.
      b. Program addition: This course addresses how to add a database to a map. Note: though missing from the faculty packet for today’s meeting, the Geographic Information Systems Minor was sent as an addendum to the agenda for today’s meeting by Dr. R. Hendricks. Motion made: Approved.
B) College of Education:
   1) Dept. of Physical Education and Recreation – Laura Hatfield spoke to course additions and modifications for career prep in sports management. Motion made: Approved.

C) Richards College of Business:
   1) Program modification of Bachelor of Business Administration degree for a double major to meet market demands. Motion made: Approved.
   2) Dept. of Management and Business Information Systems - program modifications and course addition. Motion made: Approved.
   3) Dept. of Marketing and Real Estate – Addition of a Sales Certification program and course addition. Motion made: Approved.

D) Course hour limitations policy – request that this be set at 6 credit hours max.
   Motion made: Approved.

Information Items: Modification of courses in the Department of Chemistry, College of Arts and Sciences; modification of courses in the Department of Physical Education and Recreation, College of Education; and modification of courses in the Dept. of Management and Business Information Systems and in the Dept. of Marketing and Real Estate, Richards College of Business, were presented to the Faculty Senate.

Committee III – Faculty and Administrative Staff Personnel: Chair: Cher Hendricks

Action Item:

Dept. of Nursing: Dr. Carol Wilson addressed the Senate as to the creation of non-tenure ranks for clinical faculty in Nursing to assistant and associate professor status (not full professor without a Ph.D.). Discussion and questions were raised as to why not a lecturer, etc. Wilson informed the Senate that Georgia mandates a 1-to-10 faculty/student ratio in clinical courses. Question was raised as to whether these positions would possibly lead to a loss of tenure-track lines. Reasoning was given that UWG is finding it very difficult to attract these clinical experts at current salaries and benefits. Motion made: Approved.

Chair of Faculty Senate – Dr. Randy Hendricks was elected chair pro-tem at last Friday’s FS meeting for the April Faculty Senate meeting. Motion made by A. MacKinnon and seconded by C. Hendricks that R. Hendricks continue in this role; that the “mood of the house” was to keep R. Hendricks as Chair. Approved.

Committee IX: Graduate Studies: Chair: Charles Clark

Action Items:

A) College of Arts and Sciences:
   1) Dept. of Nursing – modification of the MSN program by adding Distance Education (not practitioner based). There are none in Georgia yet! Motion made: Approved.

B) College of Education:
   1) Dept. of Media and Instructional Technology - modification and addition of
courses addressed by Dr. Bray. Motion made: Approved.

2) Dept. of Special Education and Speech-Language Pathology – addition of 18 courses in response to PSC certification requirements addressed by Dr. Hazelkorn Motion made: Approved.

C) Richards College of Business:
   1) Dept. of Management and Business information Systems – course addition and course modification (due to MBA program changes). Motion made: Approved.

Information Items:
A) College of Arts and Sciences:
   1) Dept. of Sociology and Criminology – course modification.
B) College of Education:
   1) Dept. of Special Education and Speech-Language Pathology – course modifications.
C) Richards College of Business:
   1) Dept. of Management and Business Information Systems – course modifications.
   2) Dept. of Accounting and Finance – course modifications.
D) COGS minutes are on-line and available for review.

Announcements

1) Dr. Hynes spoke of his seeking the GUM (General University Matters) committee input on UWG’s alcohol policy in light of the Centennial Committee’s upcoming GooGoo Dolls concert on April 26th. Discussion, questions, and answers were given.

2) Dr. Hynes spoke on the university’s strategic planning process. IRPC (Institutional Research and Planning Committee). This will be an open process and he encouraged faculty participation. The recently Climate and Culture Survey has input to SWAT (Core goals and Aspirational goals). Chancellor Davis has noted that goals must be tied to financial considerations. There will be monthly Senate reports and open meetings. Dr. Crafton then asked for volunteers and a committee was formed with Drs. Chibbaro, R. Hendricks, Reber, and Lloyd.

3) Motion was made to establish an ad hoc rules committee. Discussion ensued as to the initial constitution of this committee: a member of each Senate sub-committee or chairs of each Senate subcommittee and to invite others on campus. Dr. Holland recommended AAUP representation. Motion made by C. Hendricks and seconded by MacKinnon: Approved.

Adjournment: Motion was made seconded by the departure of the members of the Faculty Senate at 4:27 p.m.

Respectfully submitted by Ron Reigner, Executive Secretary.
Addendum II
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix  Course  Title

Action

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

Credit

☐ Undergraduate
☐ Graduate
☐ Other*

*Variable credit must be explained

Frequency

☐ Every Term
☐ Yearly
☐ Other

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

☐ Library resources are adequate  ☐ Library resources need enhancement

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

Prefix  Course  Title

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

Students may retake a course for credit at the 1000 or 2000 level only if they have not completed a course with a higher number for credit. (See attached for rationale.)

Prerequisite(s)

Present or Projected Enrollment: 600  (Students per year)  Effective Date*: Fall  2007

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

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

Approval:

Department Chair  2/07/07

Dean of College  3/9/07

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  4/13/07

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Department of Foreign Languages & Literatures  
Policy Revision  

Because our foreign language classes are designed for beginners, it is pedagogically unsound for advanced students to take lower-level classes. Should a student successfully pass a course at the 1001-2002 level and move on to complete successfully an upper level course, it is unreasonable to allow that same student to go back and take a lower level course that is, essentially, a prerequisite for the upper-level course. This ties up seats for students who still need to complete their language requirement, and it creates a classroom environment that is not conducive to successful learning.
Course or Program Addition, Deletion or Modification Request

Department: Inter-disciplinary Studies  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
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<th>Frequency</th>
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<td>☑ Every Term</td>
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<td>☐ Add</td>
<td>☐ Delete</td>
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<td>☐ Number</td>
<td>☐ Title</td>
<td>☐ Description</td>
</tr>
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</table>

☐ Variable credit must be explained

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

☐ Library resources are adequate  ☐ Library resources need enhancement

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

<table>
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<tr>
<th>Prefix</th>
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<th>Title</th>
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<tr>
<td>TSCI 2xxx</td>
<td>Physical Science</td>
<td>2 / 2 / 3</td>
<td></td>
</tr>
</tbody>
</table>

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

This is an interdisciplinary, activity-based science course satisfying Area F requirements of the Early Childhood Education program. Topics in physical science and astronomy will be covered to address content covered by the Georgia Performance Standards (GPS) for K-6. The laboratory will incorporate inquiry based teaching and learning opportunities for the students.

Prerequisite(s) Core Area A Mathematics and one Area D Science course

Present or Projected Enrollment: 300 (Students per year)  
Effective Date*: Spring 2008

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

Approval:

Department Chair Date: 3-5-07  
Department Chair (if cross listed) Date: 3-5-07

Dean of College Date: 3-9-07  
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date: 4/13/07  
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
PHYSICAL SCIENCE

ISCI 2xxx

Course Format

- The course will be team taught by a faculty member each from the Department of Physics and Chemistry.
- Lecture component of course will meet for 50 minutes two days a week. Laboratory component of the course will meet 2 hours one day a week.
- Laboratory will be run by upper level Physics or Chemistry undergraduate students with the help of the course instructors.

Textbooks to be considered for course adoption


Course Outline

This course is an introduction to the physical sciences (chemistry and physics, including astronomy). It is intended to serve the needs of the Early Childhood Education majors who are required to complete one or more science courses as part of Area F in the Core curriculum at the University of West Georgia. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about the natural environment. The laboratory component of the course allows students to have hands-on experience with scientific ideas and principles. The topics covered in the course address the content covered by the Georgia Performance Standards.
Learning Objectives

After successful completion of the course, the student should:

► have a good understanding of the physical and chemical basis of the universe.
► have hands-on laboratory experience in scientific principles.
► be capable of incorporating inquiry-based activities in an elementary school physical science classroom.
► be knowledgeable to teach content covered by the Georgia Performance Standards for K-5 physical science curriculum.

Tests and Grading

Your grade will be based on seven items - five tests, quiz average and lab average.

► There will be five multiple-choice tests. Each test will be 1/7 or ~14.28% of the final grade. Laboratory questions may appear on the exams. Never miss a test, as any makeup test will be essay and an order of magnitude harder.

► Unannounced quizzes will make up 1/7 or ~14.28% of the final grade. Any missed quiz is recorded as a zero. You may not make up a quiz. Thus you need to be in class each and every day! If you miss a quiz with an approved excuse (such as a doctor’s excuse) your quiz grade will be calculated from your other quizzes.

► Graded labs will be 1/7 or ~14.28% of the final grade. There will not be any lab make-ups. Lab exercises must be turned in at the end of each lab. They will be graded and used to determine your lab grade. For some labs your grade may be based on a quiz or turning in an assignment that will only be given in lab. Each student must do an individual lab report. Thus never miss a lab!

► Bring a calculator and your handheld remotes to all your classes, labs and exams.

► Final grades will be based on the following scale:

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, <60% = F
### TENTATIVE LECTURE AND LABORATORY SCHEDULE

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>LECTURE TOPICS</th>
<th>LABORATORY ACTIVITY</th>
<th>GPS</th>
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<tbody>
<tr>
<td>1</td>
<td>Science and Scientific method</td>
<td>Mass, Volume and Density</td>
<td>SKP1</td>
</tr>
<tr>
<td>2</td>
<td>Force and Motion</td>
<td>Building simple machines</td>
<td>SKP2</td>
</tr>
<tr>
<td>3</td>
<td>Gravity</td>
<td>Motion of a pendulum</td>
<td>SKP3</td>
</tr>
<tr>
<td>4</td>
<td>Newton’s Laws of Motion</td>
<td>Velocity, acceleration</td>
<td>S4P3</td>
</tr>
<tr>
<td>5</td>
<td>Sound and Light Waves</td>
<td>Sound and Light Stations</td>
<td>S1P1, S4P2</td>
</tr>
<tr>
<td>6</td>
<td>Electricity</td>
<td>Building and Testing Batteries</td>
<td>S5P3</td>
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<tr>
<td>7</td>
<td>Magnetism</td>
<td>Strength of magnets</td>
<td>S1P2, S3P2</td>
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<tr>
<td>8</td>
<td>Astronomy</td>
<td>Solar system and the universe</td>
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<tr>
<td>9</td>
<td>Composition of Matter</td>
<td>Ion analysis</td>
<td>SKP1</td>
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<tr>
<td>10</td>
<td>Properties of Matter</td>
<td>Physical, Chemical Properties</td>
<td>SKP1</td>
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<td>11</td>
<td>Changes of Matter</td>
<td>Physical &amp; Chemical Changes</td>
<td>SKP1, S5P2</td>
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<tr>
<td>12</td>
<td>Conservation of Matter</td>
<td>Types of Chemical Reactions</td>
<td>S2P1</td>
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<tr>
<td>13</td>
<td>Types &amp; Utilization of Energy</td>
<td>Research Power Production</td>
<td>S2P2</td>
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<tr>
<td>14</td>
<td>Changes of Energy</td>
<td>Conduction, convection, radiation</td>
<td>S3P1</td>
</tr>
<tr>
<td>15</td>
<td>Conservation of Energy</td>
<td>Exploring energy transformations</td>
<td>S2P2, S3P1</td>
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Course or Program Addition, Deletion or Modification Request

Department: Mathematics
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: MATH
Course: 2703
Title: Foundations of Number Systems

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

✔ Library resources are adequate  ☐ Library resources need enhancement

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

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

Prerequisite(s) 

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

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

Approved

Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

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

Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Mathematics
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix MATH Course 2008 Title Foundations of Numbers and Operations Hours: Lecture/Lab/Total 3/0/3

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

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)
Prefix MATH Course 2008 Title Foundations of Numbers and Operations Hours: Lecture/Lab/Total 3/0/3

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

Prerequisites MATH 1001, 1111, 1112, or 1113

Present or Projected Enrollment: 300 (Students per year) Effective Date*: Spring/2008

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

Approval: 

Department Chair Date 3/1/07

Dean of College Date 3/9/07

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date 4/23/07

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Rationale:

The Board of Regents has mandated that MATH 2703 be replaced by MATH 2008 (a new course) for Elementary Education majors in Area F. Furthermore, Middle Grades students are being required to take pre-calculus or higher classes, and hence the requirements for the Middle Grades students are being changed, and will not include Math 2703.

Proposal for a New Common Mathematics Course for Early Childhood Education Majors in Area F

Original Draft Submitted by the EPACC Math Task Force, October 2005
Revised by ACMS, February 2006

Rationale:

In an effort to improve the mathematical knowledge of all Georgia’s students, the Board of Regents took a bold stand in 2001 by requiring all early childhood education majors matriculating through State teacher education preparation programs to take four mathematics courses. Consequently, universities and colleges designed one course in Area F with the three remaining courses taught at the upper division level. An examination of the Area F courses indicated that they varied from one institution to another; thus, EPACC concluded that in keeping with the spirit of smooth transferability, this course should be standardized. This recommendation was made at the same time that the Georgia Department of Education began to phase out the Quality Core Curriculum (QCC) and implement the new Georgia Performance Standards (GPS) which also necessitated that programs reexamine the content of the Area F course.

MATH 2008: Foundations of Numbers and Operations
3-0-3

Course Description: This course is an Area F introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

Prerequisite: Math 1001, Math 1101, Math 1111, or Math 1113

Course Purpose: This course focuses on preparing early childhood education majors to:
- Understand and use the major concepts of number and operations in mathematics for grades P-5.
- Solve problems using multiple strategies, manipulatives, and technological tools; interpret solutions; and determine the reasonableness of answers and efficiency of methods.
- Communicate using precise mathematical terminology
- Construct and justify arguments as well as interpret solutions; and determine reasonableness of answers and efficiency of methods
Learning Outcomes: All students will learn to:
  o Understand numbers, ways of representing numbers, relationships among
    numbers, and number systems.
  o Understand meanings of operations and how they relate to one another.
  o Compute fluently and make reasonable estimates.
  o Apply multiple problem solving strategies and understand how approaches to
    solutions relate to one another.

Course Outline for Math 2008: Foundations of Numbers and Operations:

Common Course Topics

A. Number Sense
   1. Sets of Numbers: Natural Numbers, Whole Numbers, Integers, Rational
      Numbers, Irrational Numbers, Real Numbers
   2. Even and Odd Integers
   3. Order Relationships
   4. Estimation

B. History of Numeration
   1. Numeration Systems
   2. Place Value

C. Number Theory
   1. Divisibility Rules (and why they work)
   2. Greatest Common Factor (Concept and Algorithm)
   3. Least Common Multiple (Concept and Algorithm)
   4. Prime and Composite Numbers

D. Concepts of Operations
   1. Operations on Sets of Numbers
   2. Identity Elements for Addition and Multiplication
   3. Inverse Operations
   4. Exploration of Other Bases
   5. Proportional Reasoning

E. Problem Solving
   As a general theme of the course, problem solving strategies will be discussed and
   used in the context of topics A-D above. Strategies may include
   1. Inductive Reasoning
   2. Deductive Reasoning

Suggested Texts for the Course:
  o A Problem Solving Approach to Mathematics for Elementary School Teachers,
    8th Edition (2004), Rick Billstein, Shlomo Libeskind, and Johnny Lott, With
    Mathematics Activities for Elementary School Teachers, 5th Edition (2004), Dan
    Dolan, Jim Williamson, Mari Muri, Addison Wesley Publishing Company
  o Mathematical Ideas, 10th Edition, Miller, Herron, and Hornsby, Addison Wesley
    Publishing Company
  o Number and Number Sense (1998), Judith Sowder, San Diego State University
Evaluation Methods:
- The instructor is encouraged to select and use a variety of formative and summative assessment techniques to monitor student progress and gauge mathematical understanding.
- The instructor is encouraged to model effective and research-based pedagogical techniques.
- Possible assessment techniques include, but are not limited to, the use of projects, in-class presentations, tests, reflective logs, interviews, written analysis of classroom videos, peer and self-assessment, and content proficiency demonstrations.

Instructional Methods:
- The instructor is encouraged to address various learning styles and multiple intelligences.
- Instructional methods include, but are not limited to, small and large group projects, individual, small group, and whole class problem solving, student presentations, instructor led discussion, and some lecture.

Links to Other Disciplines:
- Literacy:
  - Reading, writing, and math in daily living: Interdisciplinary lesson plan [http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/TNT0061.html](http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/TNT0061.html)
  - Teaching Reading in Mathematics, Second Edition: A Supplement to Teaching Reading in the Content Areas: *If Not Me, Then Who?* Available from [http://www.nctm.org](http://www.nctm.org)
  - *Topsy Turvies*, M. Anno (1990), Philomel Books
  - *The Biggest Nose*, K. Caple (1985), Houghton Mifflin, Boston, MA
  - *The Principal's New Clothes*, S. Calmenson (1989), Scholastic, New York, NY
  - *My Place in Space*, R. Hirst and S. Hirst (1990), Orchard Books
  - *Changes, Changes*, P. Hutchins (1987), Aladdin Books
  - *The Biggest Pumpkin Ever*, S. Kroll (1984), Scholastic, New York, NY
  - *Tar Beach*, F. Ringgold (1991), Random House

- Social Studies
  - Problem solving and the sports page: Interdisciplinary lesson plan
http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/INT0058.html

- Alaskan unit of Moose: Interdisciplinary lesson plan
  http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/INT0078.html

- *Teotihuacan: Designing an Ancient Mexican City: Calculating Perimeters and Areas of Squares and Rectangles*, L. George (2004), Rosen Publishing Group’s PowerKids, New York, NY


- *Symmetries of Islamic Geometrical Patterns*, S. Abas (1995), World Scientific, Singapore

- Mathematics History and Art: http://www-history.mcs.st-and.ac.uk/history/HistTopics/Art.html

- Militiamen Chest Sizes:
  http://lib.stat.cmu.edu/DASL/Datafiles/MilitiamenChests.html


### Science

- The Clocks of Time: Interdisciplinary lesson plan
  http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/INT0112.html

- Science Fair ideas with a math focus:
  http://mathforum.org/teachers/mathproject.html

- *Calculating Area: Space Rocket!*, J. Burstein (2003), Weekly Reader Early Learning, Milwaukee, WI

- The Shape of Sand Activity:
  http://www.galaxy.net/~k12/structure/sand.shtml


- Projects Using Real-World Situations-Lesson Plans:
  http://weatherye.kgan.com/lounge/plans/

- Physics Data Sites for TI-InterActive!

- Biology Data Sites for TI-InterActive!

### Fine Art

- *The Geometry of Art and Life*, M. Ghyka (1977), Dover, New York, NY


### Business and Economics

- Fill’er Up, Please: A Lesson on Supply and Demand:

• Good News Bears Lotto:  
http://archive.ncsa.uiuc.edu/edu/RSE/RSEyellow.lotto.html
• Economics Data Sites for TI-InterActive! :  
• Business Data Sites for TI-InterActive! :  

Tools for Thinking:  
Numerous resources are available through educational resource companies to support mathematical thinking of the instructor and the students. Following are just a few examples that may be helpful during this course. It is suggested that the instructor have overhead versions of the manipulative materials so that students can demonstrate their work for the entire class. An overhead version of the calculator used by students in the class is recommended.

- **Suggested Technology:** An intermediate calculator that will convert fractions and decimals as well as do integer division is recommended for the course.
- **Suggested Manipulative Materials:** The following items are recommended: pattern blocks, attribute blocks, hundreds boards, fraction bars, Cuisenaire rods, Base Ten Blocks and grid paper
- **Web-Based Resources:**
  - www.shodor.org provides resource materials for teachers, workshop information, and links to additional sites
  - www.awl.com/Billstein companion website for recommended text above
  - www.matti.usu.edu provides virtual manipulatives
  - www.mathforum.org provides resources for teachers, students, and parents
  - www.nctm.org
  - www.glc.k12.ga.us Georgia Learning Connections –lessons and activities
  - www.ed.gov/pubs/parents/Math provides activities for parents to help children learn mathematical concepts
  - www.funbrain.com provides activities for K-8 students and teachers
  - www.eduplace.com/math/brain/index.html provides brain teasers for children in grades 3-8
  - http://forum.swarthmore.edu provides general content and activities
  - http://www.figurethis.org.challenges/math_index.html
  - http://ccins.camosun.bc.ca/~jbritton/Home.html
  - http://math.about.com/education/math
  - http://www.geom.uiuc.edu/~demo5337/s97a
Course or Program Addition, Deletion or Modification Request

Department: Nursing
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Action
- [ ] Course
- [ ] Program

- [ ] Modify
- [ ] Add
- [ ] Delete

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency
- [ ] Every Term
- [ ] Yearly
- [ ] Other

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

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

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

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<td>4444</td>
<td>Preparation for Professional Licensure</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course focuses on preparing students for the National Licensure Examination for Registered Nurses (NCLEX-RN®). Emphasis is placed on reviewing nursing decision-making, improving test-taking skills, reducing test anxiety, and cognitive restructuring to ensure success.

Prerequisite(s) All 3100, 3200 and 4300 Nursing courses

Present or Projected Enrollment: 75 (Students per year)

Effective Date*: Fall 2007

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

[Signature] 2/27/07

Department Chair

[Signature] 3/7/07

Dean of College

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

[Signature] 4/13/07

Chair, Undergraduate Academic Programs Committee

[Signature] Date

Chair, Committee on Graduate Studies

Vice President for Academic Affairs

Revised 1/09/02
Rationale:

This course will be required for unlicensed nursing students during their last semester in the BSN program. The Board of Regents and the Georgia Board of Nursing mandate high first-attempt passing rates for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and the Department of Nursing has established this course to prepare students for success in attaining the expected standards.
UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF NURSING
BSN PROGRAM

NURS 4444
Preparation for Professional Licensure

Credit: 1-0-1

Prerequisites: All 3100, 3200, and 4300 level nursing courses

Course Description:

This course focuses on preparing students for the National Licensure Examination for Registered Nurses (NCLEX-RN®). Emphasis is placed on reviewing nursing decision-making, improving test-taking skills, reducing test anxiety, and cognitive restructuring to ensure success.

Learning Goals:

1. Assess readiness for NCLEX-RN® through a variety of testing methods. (2)*
2. Implement strategies to improve test-taking and reduce test anxiety. (6)
3. Identify negative thinking patterns related to success on standardized tests. (2)
4. Use systematic methods to answer the most difficult NCLEX-RN® type questions correctly and to decide between two options. (6)
5. Display increased confidence in selected content knowledge and ability to pass the NCLEX-RN®. (2)

* Numbers in parentheses after the course learning goals refer to program objectives.

Course Content:

Self assessment of NCLEX-RN® Preparation
LASSI testing and cognitive restructuring activities
Questions for content review, skills practice, and decision making
NCLEX-RN test plan review
Strategies to decrease test anxiety
Test-wise knowledge, clues to decisions between two options and priority questions
Strategies for success on the NCLEX-RN®
Panel of graduates to discuss the NCLEX® experience

Suggested Textbooks:


Learning Activities:

Self-assessments and planning activities (LASSI, etc.)
Review of content and nursing decision-making
Identification of interventions for success
Evaluation of interventions
Practice Tests with review/discussion of NCLEX-RN® style questions and answers
Independent readings
Guest speakers and panel of graduates

Grading Scale:

A - 90 to 100
B - 80 to 89
C - 75 to 79
D - 60 to 74
F - 60 or less

Methods of Evaluation:

Practice tests .............................................. 60 points
WebCT discussion board postings ................. 5
LASSI testing/evaluation ............................ 10
Attendance ................................................. 5
Graduate panel questions ............................. 5
Final writing assignment ............................. 15
Total ......................................................... 100 points

Note the following information relating to course requirements:

1. Students will receive points for the percentage of practice tests completed. Points will be earned based on the number of questions completed and analyzed with a “C” or “M” rating and identification for the type of error, not the number answered correctly (see guidelines for test review/study worksheet).

2. The ATI test that is required for this course is the RN Comprehensive Predictor. Students must provide documentation of completion of the assigned Unsecured ATI exams at a score of 90% in order to pass the course. The exams may be taken as many times as needed to achieve the 90% score, but may not be re-taken within 24 hours. A copy of the student’s passing score on the unsecured version of the ATI test is required for admission to the test.

3. Students must pass the secured ATI RN Comprehensive Predictor examination (within three attempts) during this course with a score commensurate with a 98% chance of passing NCLEX-RN. Required scores vary based on the version of the test taken (2.0 & 3.0). Students will be provided with the score that must be achieved for each test version as needed. The first and second attempts must be completed before the withdrawal date. If a student fails on two attempts, remediation will be required prior to the third attempt. Faculty will determine when the student is ready for re-testing. Students failing the third attempt will be given a D in the course. Students will be allowed to retake this course once, regardless of previous failures in nursing courses.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction  College: College of Education

Current course catalog listing: (for modifications or deletions)

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<td>2110</td>
<td>Investigating Critical and Contemporary Issues in Education</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A field component (totaling 10 hours) is required.

Prerequisite(s) Cumulative GPA of at least 2.5

Present or Projected Enrollment: 420 (Students per year) Effective Date*: Spring / 2008 Term/Year

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

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

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

Chair of TEAC (if teacher prep. program)  Date

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

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

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

Add EDUC 2110

This is one of the three new courses required by the Board of Regents.
EDUC 2110

INVESTIGATING CRITICAL AND CONTEMPORARY ISSUES IN EDUCATION

Semester Hours: 3

Semester/Year:

Instructors:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Cumulative GPA of at least 2.5
This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A field component (totaling 10 hours) is required.

CONCEPTUAL FRAMEWORK

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

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

**COURSE OBJECTIVES**

Students will:

1. investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools (Goodlad, 2004; Sadker, Sadker & Zittleman, 2008; Shapiro, 2006; Spring, 2005);

*(Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10)*

2. discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation (Freire, 2000; King Jr, 1990; Kohn, 2000; Sadker, Sadker & Zittleman, 2008; Shapiro, 2006; Spring, 2005);

*(Decision Makers, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10)*

3. analyze their legal, ethical, and professional responsibilities as future teachers (Hooks, 1994; Noddings, 1994; Sadker, Sadker & Zittleman, 2008; The code of ethics for educators, 2005);

*(Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 2, 3, 10)*

4. explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts (Palmer, 1998; Sadker, Sadker & Zittleman, 2008);

*(Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10)*

5. develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher (e.g., examining their own agendas and prejudices as they relate teaching and learning) and what dispositions they have for teaching diverse students
in current Georgia and U.S. school contexts (Glazer, 1997; Greene, 1973; Palmer, 1998; Sadker, Sadker & Zittleman, 2008);

*(Decision Makers, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3, 10)*

6. analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms (Noll, 2004; Sadker, Sadker & Zittleman, 2008; Stoll, 2000).

*(Decision Makers, Adaptive, Knowledgeable, Reflective; INTASC 2, 3, 10)*

**TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**


References:

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is to explore critical and contemporary issues in education. The overall evaluation of this course is structured around the completion of papers, group assignments, and two examinations. At the conclusion of this course, students will be able to demonstrate a competent level of being decision makers: demonstrating knowledge and skills when making decisions (all Assignments), being adaptive: demonstrating flexibility and strategic planning appropriate to a wide variety of learners for effective (Assignments 3, 5, 6, 7, 8), demonstrating collaboration: developing skills to work effectively with various stakeholders involved in the educational process (Assignments 1, 3, 4, 5, 6, 7, 8), being culturally sensitive: by developing awareness and understanding of individual and group differences (all Assignments), being empathetic: by developing a sensitivity for individual, family, and institutional needs (all Assignments), being knowledgeable: demonstrating general knowledge relative to professional education (all Assignments) and being reflective: demonstrating critical thinking skills in the educational environment (all Assignments).

Assignments:

1. **Paper**: What does it mean to be a teacher? What is a good teacher? From your own experiences describe those elements that are essential to good teaching. The paper should be two pages, double-spaced, and word processed. The paper is due the second class meeting. Students will share their papers in small groups in class and the professor will read and grade them. Worth 50 points.
   
   **Course Objective 4**

2. **Paper**: What is your philosophy of teaching? Your paper should include references to the reading in your textbook and information disseminated in class. The paper should be 3-5 pages long, double-spaced, word processed, and APA Style. The paper is due the fourth class meeting. Papers will be discussed with peers during class and will be graded by the professor. Worth 50 points.
   
   **Course Objective 5**

3. **Group presentation**: The class will be divided, for this activity, into groups of 2-3. Each group will prepare an 8-10 minute presentation on an assigned legal or ethical issue or a significant court case and lead a class discussion of 5-10 minutes on the significance of the
event. There should be clear evidence that everyone in the group participated in the preparation and delivery of the presentation and discussion. The presentations will be during the 11th class meeting. The professor will give a grade to each member of the group. Worth 50 points.  

Course Objectives 3, 4

4. Group presentation: The class will be divided, for this assignment, into groups of 5-6. Each group will be assigned a book to read, e.g., The Courage to Teach, by Parker Palmer. Students should prepare a 15 minute presentation on the book using PowerPoint or video; then lead the class in a 15 minute discussion on the content of the book. There should be clear evidence that all group members participate in the presentation and/or following discussion. The presentations will be during the 13th class meeting. The professor will give a grade to each member of the group. Worth 50 points.  

Course Objectives 1-6

5. Reaction to the video: Each student will write a minimum one-page, double-spaced, word processed paper reacting to the video, A Teacher Affects Eternity. Each student will also complete a viewing guide. Viewing guides are due at the end of the sixth class and the paper is due at the seventh class. The professor will grade both. Worth 50 points.  

Course Objectives 1, 2, 3, 4

6. Reflection and report of field project: On the first day of class, students will be given a handout describing different ways to meet the 10 hour field project requirement. Students will need to record information about their project and reflect on their experiences. Each student will write a 2-3 page paper, double-spaced and word processed. The professor will grade the paper. Worth 50 points.  

Course Objective 1

7. There will be a midterm. The specific data to be addressed on the examination will be reviewed in class. The professor will grade the test. Worth 50 points.  

Course Objectives 1-6

8. There will be a final examination which will cover data addressed since the midterm. Specifics will be discussed in class. The professor will grade the test. Worth 50 points.  

Course Objectives 1-6

In most cases the professor will use rubrics for grading specific assignments, e.g., papers and group activities. These will be available on the web site used with the course.

Evaluation Procedures:

Papers 200 points
Presentations 100 points
Examinations 100 points
TOTAL 400 points
Grading Policy:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = Below 60%

Class Schedule

Class 1  Introduction to the course and discussion of teacher education at UWG.  
Course Objectives: 1, 2.

Class 2  The teaching profession. Includes discussion of first paper. Class will also be  
structured around the discussion of these questions: What is teaching and learning?  
What does it mean to be a good teacher? How do you see yourself as a teacher?  
Course Objectives: 1, 2, 3, 4, 5.

Class 3  Changing purpose of education in America. Class will be structured around these  
questions: What are the roots of our American education system? What were  
schools for in the various stages of development in our history? How has the  
purpose of schooling changed?  
Course Objectives: 1, 2, 3, 4, 5.

Class 4  What is philosophy? Includes discussion of second paper. Class will be structured  
around these additional questions: How is philosophy useful for teachers? To which  
philosophy do I (student) most closely identify? Why? What would I borrow to  
express my view of education.  
Course Objectives: 4, 5.

Class 5  The nature and aims of education and philosophy. Includes discussion of second  
paper. The philosophies of great thinkers, such as Plato will be discussed. In  
addition, we will discuss the various schools of philosophical thought, i.e., idealism,  
realism, pragmatism, existentialism, etc.  
Course Objectives: 4, 5.

Class 6  Education as a system for progress. Video. In addition, we will discuss the work of  
John Dewey and progressivism. What is the purpose or aim of a pragmatic  
education? Describe the role of a teacher and his/her teaching methods that adopt  
pragmatism.  
Course Objectives: 4, 5.

Class 7  Teaching from the heart. Teachers as guest speakers talking about why they love  
teaching.  
Course Objectives: 4, 5.
Class 8  Curriculum and knowledge – Class will be structured around these questions: What's worth knowing? What knowledge is most worth teaching/learning? What is the philosophical basis for the existing school curriculum? What about the curriculum of the future? What will be the role of technology? Is Georgia ahead or behind in technology?  
Course Objectives: 1, 2, 3, 4, 5, 6

Class 9  Mid-term. Specifics to be discussed in class. A study guide will be provided on the web page that supports this class.  
Course Objectives: 1, 2, 3, 4, 5.

Class 10  Purpose of education - Class will be structured around these questions: To what/whom are we responding? What is the difference between education and schooling?  
Course Objectives: 1, 2, 3, 4, 5

Class 11  Education, the law and ethics. Group Presentations. Class will be structured around these questions: What is the Georgia Code of Ethics for teachers? What laws and court cases directly affect schools and teachers?  
Course Objectives: 1, 2, 3, 4.

Class 12  Education and history. Class will be structured around these questions: How do we teach history? What do you know about great men and women from the past and how have we responded to the great voices of the past? How have key people, e.g., Horace Mann, Thomas Jefferson, shaped the education system of today?  
Course Objectives: 1, 2, 3, 4, 5.

Class 13  Group Presentations on books.  
Course Objectives: 1, 2, 3, 4, 5.

Class 14  The "Hidden Curriculum": School as a transmitter of ideologies. Class will be structured around these questions: What do we learn in school? How has and will technology affect that? What is the hidden curriculum in our school? What do schools teach about the society we live in?  
Course Objectives: 1, 2, 3, 4, 5, 6.

Class 15  Technology and education in Georgia and the U.S. How has and will technology change the ways we teach and learn?  
Course Objectives: 1, 2, 3, 6.

Class 16  Final Exam. Specifics to be discussed in class. A study guide will be provided on the web page that supports this class.  
Course Objectives: 1, 2, 3, 4, 5, 6.
CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~elserve/.

3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.

4. Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

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

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction  College: College of Education

Current course catalog listing: (for modifications or deletions)

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

Prerequisite(s)

 Present or Projected Enrollment: 20  (Students per year)  Effective Date*: Spring 2008

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

Approval

☐ Department Chair

☐ Date

☐ Department Chair (if cross listed)

☐ Date

☐ Dean of College

☐ Date

☐ Dean of College (if cross listed)

☐ Date

☑ Chair of TEAC (if title prep. program)

☐ Date

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

☐ Chair, Undergraduate Academic Programs Committee

☐ Date

☐ Chair, Committee on Graduate Studies

☐ Date

☑ Vice President for Academic Affairs

☐ Date

Revised 1/09/02
Rationale

Modify B.S.Ed. MGED Math/Science program sheet

This middle grades program sheet is being altered to reflect changes mandated by the Board of Regents and changes made by entities within the College of Education. The following outlines the changes:

1. MATH 2703 is being deleted. It is being replaced in Area D with the recommendation of MATH 1112. The Department of Mathematics made the recommendation.

2. Three new courses, EDUC 2110, 2120, and 2130 are being added to Area F, per Board of Regents mandates.

3. Two courses are being added to the Professional Education sequence due to changes within the College of Education. The legislated special education course SPED 2706 has been moved to the professional level, and is SPED 3715, The Inclusive Classroom. All education majors in Georgia must have such a course as this.

   The technology requirement, mandated by the Professional Standards Commission, is being met through the course, MEDT 3401, Integrating Technology into the Classroom.

4. Per Board of Regents requirements, a math course has to be added to Area F. The Department of Mathematics recommends that students choose between MATH 1413 Survey of Calculus or MATH 1634 Calculus I.

5. The placement of a math course in Area F bumped geology to the professional side of the program sheet and necessitates a change from an introductory lab course of four hours to a three hour upper division course, GEOL 4985, Special Topics. This course will be Environmental Observations. The recommendation came from the Department of Geosciences.

6. The geology lab in the professional category is being replaced by the required lab for Survey of Chemistry, CHEM 1151L.

7. To facilitate scheduling, students may choose from BIOL 3221, 4241, 3226 for three hours in biology in the upper division. This was negotiated with the Department of Biology.

8. Three one hour MGED courses, including MGED 4260, and two one hour special topics courses are being deleted. The objectives from those courses are being added to MGED 4271, Middle Grades Curriculum, and MGED 4265, Instructional Design, Management, and Technology in the Middle School. Course modifications for those two courses are being proposed.
### UNIVERSITY OF WEST GEORGIA
#### MIDDLE GRADES EDUCATION (B.S. Ed.)
#### MATH/SCIENCE CONCENTRATION
#### ADVISING PROGRAM SHEET — Current

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| Total Core Curriculum           | 60   |    |         | Total Professional Education                                              | 60   |    |         |
| Total Core Curriculum           | 60   |    |         | Total Core Curriculum                                                     | 60   |    |         |
| Total Program                   | 120  |    |         | Total Program                                                            | 120  |    |         |

**Program Notes:**
- *1. MATH 1111* recommended to prepare for Praxis I Math.
- *2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses listed. See advisor for details.
- *3. Minimum of 2.5 GPA required.
- *4. A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
- *5. Admission to Teacher Education is required before enrolling in Block Courses.
- *6. If specific course is not available, please see advisor for approved options.
- *7. Internship application must be submitted by posted deadlines.

**Student Signature:** _____________________________
**Advisor Signature:** _____________________________
**Date:** _____________________________

**Subsequent advising sessions and GPA updates:**
- gpa: ______ (date: ______) gpa: ______ (date: ______)
- gpa: ______ (date: ______) gpa: ______ (date: ______)
- gpa: ______ (date: ______) gpa: ______ (date: ______)
- gpa: ______ (date: ______) gpa: ______ (date: ______)

**College of Education**
**University of West Georgia**

**B.S.Ed./MGED**
**C & I Effective Fall 2006**
Middle Grades
Mathematics & Science Concentrations --- Current

Mathematics (12 semester hours)

MATH 3703 Geometry for P-8 Teachers 3
MATH 3803 Algebra for P-8 Teachers I 3
MATH 4713 Prob. & Statistics for P-8 Teachers 3

Select one of the following: 3
MATH 4753 Trig/Calculus for P-8 Teachers (recommended)
MATH 4773 Number Theory for P-8 Teachers
MATH 4853 An Intro to the History of Mathematics
MATH 4863 Algebra for P-8 Teachers II
MATH 4985 Special Topics in Mathematics

Science (12 semester hours)

BIOL 1108L Principles of Bio II Lab 1
BIOL 3221 Tax of Flowering Plants & Ferns 4
Intro GEOL Lab 1
GEOL 4203 Geology of GA 3
PHYS 3713 Survey of Physics 3

Must earn a grade of “C” or higher in all concentrations courses.
UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S.Ed.)
MATH/SCIENCE CONCENTRATION
PROGRAM SHEET – Proposed

Name: ________________________________ UWG ID #: ________________________________

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- Program Notes:
  *1. MATH 1111 recommended to prepare for GACE Basic Skills Assessment.
  *2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses listed and to see an advisor every semester.
  *3. A grade of C or better is required in all content and professional education courses (see catalog for English and Math requirements).
  *4. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
  *5. Professional education courses are listed in the order they should be taken.
  *6. See advising sheet and academic advisor for options.
  *7. Internship application must be submitted by posted deadlines.
  *8. An education major must maintain an overall 2.7 GPA.

Student Signature: ____________________________ Date: ________________
Advisor Signature: ____________________________ Date: ________________

College of Education
University of West Georgia

4-4-07 B.S.Ed./MGED
C & I Effective Spring 2008
Middle Grades
Mathematics & Science Advisement Sheet – Proposed

Name: _______________________________  UWG ID #: ________________________

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Bold indicates required course
* Course has a field experience

GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________
GPA _________ Date __________

Regents’ Read _________ Write _________
Core Completed _________
GACE Basic Skills Assessment _________
Exemption SAT _________

ACT _________
Admission to TE _________

Student Signature: ____________________________ Date: __________
Advisor Signature: ____________________________ Date: __________

College of Education
University of West Georgia

4-4-07 B.S.Ed./MGED
C & I Effective Spring 2008
Middle Grades
Mathematics & Science Concentrations

Professional Education
SPED 3715 Inclusive Classroom 3
MEDT 3401 Integrating Technology 3

Mathematics
MATH 3703 Geometry for P-8 Teachers 3
MATH 3803 Algebra for P-8 Teachers I 3
MATH 4713 Prob. & Statistics for P-8 Teachers 3

Select one of the following: 3
MATH 4753 Trig/Calculus for P-8 Teachers (recommended)
MATH 4773 Number Theory for P-8 Teachers
MATH 4853 An Intro to the History of Mathematics
MATH 4863 Algebra for P-8 Teachers II
MATH 4985 Special Topics in Mathematics

Sciences
BIOL 1108L Principles of Bio II Lab 1

Select one of the following: 4
BIOL 3221 Tax of Flowering Plants & Ferns
BIOL 4241 Entomology
BIOL 3226 Natural History of Vertebrates

CHEM 1151L Lab 1
GEOL 4203 Geology of GA 3
GEOG 4985 Special Topics 3
PHYS 3713 Survey of Physics 3

Bold indicates required course.

Notes:
1. Recommended for Block I.
2. Recommended for Block II.
3. Recommended for Block III.
4. Should be taken with or after MGED 4265.
5. Must earn a grade of “C” or higher in all professional education and concentration courses.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction  College: College of Education

Current course catalog listing: (for modifications or deletions)

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<th>Title</th>
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Action

- [ ] Course  [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency

- [ ] Every Term
- [ ] Yearly
- [ ] Other

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

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

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

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

Prerequisite(s)

Present or Projected Enrollment: 20 (Students per year)  Effective Date*: Spring / 2008  Term/Year

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Grading System:

Approval:

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

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

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

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

Modify B.S.Ed. MGED Language Arts/Social Science program sheet

This middle grades program sheet is being altered to reflect changes mandated by the Board of Regents and changes made by entities within the College of Education. The following outlines the changes:

1. MATH 2703 is being deleted. It is being replaced in Area D with the recommendation of MATH 1112. The Department of Mathematics made the recommendation.

2. Three new courses, EDUC 2110, 2120, and 2130 are being added to Area F, per Board of Regents mandates.

3. Two courses are being added to the Professional Education sequence due to changes within the College of Education. The legislated special education course SPED 2706 has been moved to the professional level, and is SPED 3715, The Inclusive Classroom. All education majors in Georgia must have such a course as this.

   The technology requirement, mandated by the Professional Standards Commission, is being met through the course, MEDT 3401, Integrating Technology into the Classroom.

4. READ 4285, Special Topics, is being added to help address concerns related to the Criterion Referenced Competency Tests (CRCT). This course will be Reading and Writing in the Content Area.

5. Three one hour MGED courses, including MGED 4260, and two one hour special topics courses are being deleted. The objectives from those courses are being added to MGED 4271, Middle Grades Curriculum, and MGED 4265, Instructional Design, Management, and Technology in the Middle School. Course modifications for those two courses are being proposed.
### UNIVERSITY OF WEST GEORGIA
#### MIDDLE GRADES EDUCATION (B.S. Ed.)

**LANGUAGE ARTS/SOCIAL SCIENCE CONCENTRATION**

**ADVISING PROGRAM SHEET — Current**

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<td>5. MGED 2271 Intro to MG Ed *3</td>
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- **Program Notes:**
  - *1. MATH 1111 recommended.
  - *2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses shown for Core elective slots (or equivalents). A student may complete ENGL 2110 to meet Area C; however, completion of ENGL 210 can not be credited for dual completion of Area F3. Therefore, completion of either ENGL 2120 or ENGL 2130 will fulfill Area F3.
  - See advisor for details.
  - *3. Minimum of 2.5 GPA required.
  - *4. A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
  - *5. Admission to Teacher Education is required before enrolling in Block Courses.
  - *6. If specific course is not available, please see advisor for approved options.
  - *7. Internship application must be submitted by posted deadline.

---

Student Signature: ____________________________
Advisor Signature: ____________________________
Date: ____________________________

Subsequent advising sessions and gpa updates:

<table>
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<tr>
<th>GPA</th>
<th>Date</th>
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B.S.Ed./MGED
College of Education
University of West Georgia

B.Ed./MGED
C & I Effective Fall 2006
Middle Grades
Language Arts & Social Science Concentrations -- Current

Language Arts (12 semester hours)

ENGL 3200 Creative Writing or 4210 Advanced Creative Writing 3
ENGL 4106a, b (2 separate topics e.g. fiction, poetry) Studies in Genre 6
ENGL 4300 Studies in the English Language 3

Social Science (12 semester hours)

HIST 4474 History of Georgia 3

Select one of the following:
ANTH 4144 Peoples and Cultures of Latin America
GEOG 2503 Cultural Geography 3

Select one of the following:
HIST 3313 Near East in Modern Times (recommended)
HIST 3311 Ancient Near East and Classical World
HIST 3312 Near East in Middle Ages
HIST 3315 Civilization of India
HIST 3318 African Society: The Precolonial Era
GEOG 3085 Special Topics in Regional Geography 3

Select one of the following:
POLS 3301 The Judicial Process (recommended)
POLS 3101 American Political Organizations
POLS 3102 Women and Politics
POLS 4101 Legislative Process
POLS 4102 The Presidency

Note: HIST 3311 satisfies the one non-western social science course requirement.

Must earn a grade of “C” or higher in all concentrations courses.
UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S. Ed.)
LANGUAGE ARTS/SOCIAL SCIENCE CONCENTRATION
PROGRAM SHEET – Proposed

Name: ________________________________ UWG ID #: ________________________________

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Program Notes:
1. MATH 1111 recommended to prepare for GACE Basic Skills Assessment.
2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses listed and to see an advisor every semester.
3. A grade of C or better is required in all professional education and content courses (see catalog for English and Math requirements).
4. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
5. Professional education courses are listed in the order they should be taken.
6. See advising sheet and academic advisor for options.
7. Internship application must be submitted by posted deadlines.
8. An education major must maintain an overall 2.7 GPA.

Student Signature: ________________________________ Date: ________________________________
Advisor Signature: ________________________________ Date: ________________________________

College of Education
University of West Georgia

4-4-07 B.S.Ed./MGED
C & I Effective Spring 2008
**Middle Grades**

**Language Arts & Social Science Advisement Sheet – Proposed**

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<tr>
<td>READ 4251</td>
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<td>ENGL 4106b</td>
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<td>MGED 4289</td>
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**Bold indicates required course**

* Course has a field experience

**Regents’ Read**

**Core Completed**

**GACE Basic Skills Assessment**

**Exemption**

**SAT**

**ACT**

**Admission to TE**

---

Student Signature: ____________________________ Date: ____________

Advisor Signature: ____________________________ Date: ____________

College of Education

University of West Georgia

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4-4-07 B.S.Ed./MGED

C & I Effective Spring 2008
Middle Grades
Language Arts & Social Science Concentrations  — Proposed

Professional Education

SPED 3715 Inclusive Classroom
MEDT 3401 Integrating Technology

Language Arts

ENGL 3200 Creative Writing or 4210 Advanced Creative Writing
ENGL 4106a, b (2 separate topics e.g. fiction, poetry) Studies in Genre
ENGL 4300 Studies in the English Language

Social Sciences

HIST 4474 History of Georgia

Select one of the following:
ANTH 4144 Peoples and Cultures of Latin America
GEOG 2503 Cultural Geography

Select one of the following:
HIST 3313 Near East in Modern Times (recommended)
HIST 3311 Ancient Near East and Classical World
HIST 3312 Near East in Middle Ages
HIST 3315 Civilization of India
HIST 3318 African Society: The Precolonial Era
GEOG 3085 Special Topics in Regional Geography

Select one of the following:
POLS 3301 The Judicial Process (recommended)
POLS 3101 American Political Organizations
POLS 3102 Women and Politics
POLS 4101 Legislative Process
POLS 4102 The Presidency

Bold indicates required course.

Notes:
1. Recommended for Block I.
2. Recommended for Block II.
3. Recommended for Block III.
4. Should be taken with or after MGED 4265.
5. Satisfies the one non-western social science course requirement.
6. Must earn a grade of “C” or higher in all professional education and concentration courses.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction \hspace{1cm} College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
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<tr>
<th>Prefix</th>
<th>Course</th>
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</thead>
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<td>☐ Yearly</td>
</tr>
<tr>
<td>☐ Other*</td>
<td>☐ Other</td>
</tr>
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</table>

*Variable credit must be explained

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

☑ Library resources are adequate \hspace{1cm} ☐ Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tr>
<td>ECED</td>
<td>3282</td>
<td>Practicum I</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

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

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

Prerequisite(s) See attached.

Present or Projected Enrollment: 180 (Students per year) \hspace{1cm} Effective Date*: Fall 2008

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

Grading System: ☐ Letter Grade \hspace{1cm} ☑ Pass/Fail \hspace{1cm} ☐ Other

Approval:

Department Chair \(\frac{4-4-07}{\text{Date}}\) \hspace{1cm} Department Chair (if cross listed) \(\frac{4-\text{last digit of year}}{\text{Date}}\)

Dean of College \(\frac{4-13-07}{\text{Date}}\) \hspace{1cm} Dean of College (if cross listed) \(\frac{4-\text{last digit of year}}{\text{Date}}\)

Chair of TEAC (if teacher prep. program) \(\frac{4-\text{last digit of year}}{\text{Date}}\)

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

Chair, Undergraduate Academic Programs Committee \(\frac{4-13-07}{\text{Date}}\) \hspace{1cm} Chair, Committee on Graduate Studies \(\frac{4-\text{last digit of year}}{\text{Date}}\)

Vice President for Academic Affairs \(\frac{4-\text{last digit of year}}{\text{Date}}\)

Revised 1/09/02
Prerequisite for ECED 3282:

Successful completion of all required courses in Block I. Application for field experience required prior to enrollment. Must be taken concurrently with ECED 4261, ECED 4262, ECED 4263, READ 3262, and ECED 3214.
Add Course: ECED 3282 Practicum I

Rationale:

This course would allow university supervisors to mentor candidates as they develop and review effective teaching skills and would facilitate better designed and managed field experiences.
ECED 3282

PRACTICUM I

Semester Hours: 3

Semester / Year:

Instructor:

Office Location:

Office hours:

Telephone:

E-mail:

Fax:

Online Support:
WebCT Login and Help page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library/shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION

Prerequisite: Successful completion of all required courses in Block I. Application for field experience required prior to enrollment.

Must be taken concurrently with ECED 4261, ECED 4262, ECED 4263, READ 3262, ECED 3214.

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. develop observational skills and observe classroom practices and learning environments (Cruikshank, Jenkins, & Metcalf, 2005);

   (Lifelong learners, Decision Makers, Adaptive, Culturally Sensitive; INTASC 2, 3, 5; ACEI 1.1; PSC 4.1)

2. apply theoretical academic concepts from related courses to actual practices in the classroom (Darling-Hammond, L., & Bransford, 2005);

   (Knowledgeable; Reflective INTASC 1 2, 3, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1.1, 1.2, 1.3, 1.6)

3. reflect on initial experiences as a practitioner (Darling-Hammond, L., & Bransford, 2005); and

   (Lifelong learners, Reflective; INTASC 9; ACEI 5.2; PSC 4.4)

4. develop and review effective teaching skills through a variety of instructional designs (Cruikshank, Jenkins, & Metcalf, 2005).

   (Lifelong learners, Collaborative, Culturally Sensitive; INTASC 2, 3, 4, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2., 4.2 )

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework:** The focus of this course is on developing and reviewing effective teaching skills in a designated early childhood/elementary school setting. Teacher candidates will complete assignments from their academic courses which will enhance their effectiveness in the classroom and have a direct impact on P-5 student learning. *(All assignments.)*

**Assignments:**

1. Candidates will report during teacher contract hours to their assigned schools on assigned days for field experience.  
   *Course Objectives: 1, 2, 3, 4.*

2. Absences/tardies must be made up during the current semester no later than the date scheduled for graduation. All time made up must be during student contact hours and must be approved by your university supervisor and classroom teacher.  
   *Course Objectives: 1, 2, 3, 4.*

3. Specific lessons to be taught during this practicum are assigned in the academic courses in Block 2. These assignments are carried out in the practicum course.  
   *Course Objectives: 1, 2, 3, 4.*

4. Weekly reflections will be submitted to your university supervisor.  
   *Course Objectives: 1, 2, 3, 4.*

5. Student observation logs will be submitted to your university supervisor weekly.  
   *Course Objectives: 1, 2, 3, 4.*
Grading Policy:

A grade of Satisfactory or Unsatisfactory will be based on performance in the classroom as evaluated by the site teacher and the university supervisor using the field experience observation instrument. Objective assessments may include the following:

class observation logs
student observations and profiles
model lesson plans
curriculum units
teaching performance in the field
exams and tests

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.

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

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dservc/.

3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must
be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.
The term “prohibited acts” includes behavior prohibited by the instructor verbally (e.g., no eating, no smoking, speaking without being called on, refusing to be seated or refusal to change seats when directed by the instructor, refusing to leave when directed, or leaving or entering the room without authorization) or contained in the syllabus (e.g., tardiness, absenteeism, cell phones). This provision is not intended to be used as a means to punish classroom dissent or to discourage open discourse. The lawful expression of a disagreement with the teacher is not in itself “disruptive” behavior.

4. Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for methods classes taken this semester will be accepted for credit in this class; however, any work completed for courses taken in any other semester will not be accepted for credit in this class.

5.4. Discontinuation Policy. Adopted: 05/97 from Teacher Education Handbook
When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.

2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.

3. The teacher candidate is informed of the decision, in writing and in conference.

4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.

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

<table>
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<tr>
<td>Week 1</td>
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<td>Week 2</td>
<td>Field placement/reflection/observation log</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 15</td>
<td>Field placement/final assessment/reflection/observation log</td>
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<td>Week 16</td>
<td>Field placement/reflective summary</td>
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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

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<td></td>
<td>*Variable credit must be explained</td>
<td></td>
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</table>

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

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

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

Prerequisite(s) See attached.

Present or Projected Enrollment: 180 (Students per year) Effective Date*: Fall / 2008

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

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

Approval:

[Signature]

Date

Department Chair

Date

Department Chair (if cross listed)

Date

Dean of College

Date

Dean of College (if cross listed)

Date

Chair of TEAC (if teacher prep. program)

Date

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

[Signature]

4/13/07

Chair, Undergraduate Academic Programs Committee

Date

Chair, Committee on Graduate Studies

Date

Vice President for Academic Affairs

Date

Revised 1/09/02
Prerequisite for ECED 4283:

Successful completion of all required courses in Block II. Application for field experience required prior to enrollment. Must be taken concurrently with ECED 4251, READ 4251, READ 3263, MATH 3803, and SPED 3715.
Add Course: ECED 4283 Practicum II

Rationale:

This course would allow university supervisors to mentor candidates as they refine effective teaching skills and would facilitate better designed and managed field experiences.
ECED 4283

PRACTICUM II

Semester Hours: 3
Semester / Year:
Instructor:
Office Location:
Office hours:
Telephone:
E-mail:
Fax:

COURSE DESCRIPTION

Prerequisite: Successful completion of all required courses in Block II. Application for field experience required prior to enrollment.

Must be taken concurrently with ECED 4251, READ 4251, READ 3263, MATH 3803, and SPED 3715.

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. refine observational skills and observe classroom practices and learning environments (Cruikshank, Jenkins, & Metcalf, 2005);

   (Lifelong learners, Decision Makers, Adaptive, Culturally Sensitive; INTASC 2, 3, 5; ACEI 1.1; PSC 4.1)

2. apply theoretical academic concepts from related courses to actual practices in the classroom (Darling-Hammond, L., & Bransford, 2005);

   (Knowledgeable; Reflective; INTASC 1 2, 3, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1.1, 1.2, 1.3, 1.6)

3. reflect on on-going experiences as a practitioner (Darling-Hammond, L., & Bransford, 2005); and

   (Lifelong learners, Reflective; INTASC 9; ACEI 5.2; PSC 4.4)

4. refine effective teaching skills through a variety of instructional designs (Cruikshank, Jenkins, & Metcalf, 2005).

   (Lifelong learners, Collaborative, Culturally Sensitive; INTASC 2, 3, 4, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2., 4.2)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Candidates will report during teacher contract hours to their assigned schools on assigned days for field experience.  
   *Course Objectives: 1, 2, 3, 4.*

2. Absences/tardies must be made up during the current semester no later than the date scheduled for graduation. All time made up must be during student contact hours and must be approved by your university supervisor and classroom teacher.  
   *Course Objectives: 1, 2, 3, 4.*

3. Specific lessons to be taught during this practicum are assigned in the academic courses in Block 2. These assignments are carried out in the field placement course.  
   *Course Objectives: 1, 2, 3, 4.*

4. Weekly reflections will be submitted to your university supervisor.  
   *Course Objectives: 1, 2, 3, 4.*

5. Student observation logs will be submitted to your university supervisor weekly.  
   *Course Objectives: 1, 2, 3, 4.*

Grading Policy:

A grade of Satisfactory or Unsatisfactory will be based on performance in the classroom as evaluated by site teacher and university supervisor using the field experience observation instrument. Objective assessments may include the following:

class observation logs  
student observations and profiles  
model lesson plans  
curriculum units  
teaching performance in the field  
short tests
ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*.

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CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/~dserve/](http://www.westga.edu/~dserve/).

3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia *Student Handbook*.

The term “prohibited acts” includes behavior prohibited by the instructor verbally (e.g., no eating, no smoking, speaking without being called on, refusing to be seated or refusal to change seats when directed by the instructor, refusing to leave when directed, or leaving or entering the room without authorization) or contained in the syllabus (e.g., tardiness, absenteeism, cell phones). This provision is not intended to be used as a means to punish classroom dissent or to discourage open discourse. The lawful expression of a disagreement with the teacher is not in itself “disruptive” behavior.

4. Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for methods classes taken this semester will be accepted for credit in this class; however, any work completed for courses taken in any other semester will not be accepted for credit in this class.
5.4. **Discontinuation Policy.** Adopted: 05/97 from Teacher Education Handbook

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

1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.

2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (i) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.

3. The teacher candidate is informed of the decision, in writing and in conference.

4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.

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

**CLASS OUTLINE**

<table>
<thead>
<tr>
<th>Week 0</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Field placement/reflection/observation log</td>
</tr>
<tr>
<td>Week 2</td>
<td>Field placement/reflection/observation log</td>
</tr>
<tr>
<td>Week 3</td>
<td>Field placement/reflection/observation log/midterm assessment</td>
</tr>
<tr>
<td>Week 4</td>
<td>Field placement/reflection/observation log</td>
</tr>
<tr>
<td>Week 5</td>
<td>Field placement/reflective summary/final assessment/</td>
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</tbody>
</table>
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions) 1/0/1

Prefix: MGEE Course: 4260 Title: Teaching Exploratories and Related Arts in the Middle Grades Hours: Lecture/Lab/Total

<table>
<thead>
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<th>Action</th>
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<td>☐ Other*</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Credit</td>
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</tbody>
</table>

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

☐ Library resources are adequate ☐ Library resources need enhancement

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

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

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

Prerequisite(s)

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

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

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

Approval:

Department Chair 4/1/2007 Date

Dean of College 4/1/2007 Date

Chair of TEAC (if teacher prep. program) 4/1/2007 Date

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

Chair, Undergraduate Academic Programs Committee 4/1/2007 Date

Chair, Committee on Graduate Studies 4/1/2007 Date

Vice President for Academic Affairs 4/1/2007 Date

Revised 1/09/02
Delete MGED 4260 Teaching Exploratories and Related Arts in the Middle Grades

Rationale:

To accommodate for changes in Area F, and the addition of SPED 3715 and MEDT 3401, this course’s objectives are being met through other courses. This facilitates the establishment of 126 hours for the B.S.Ed. degree program in Middle Grades Education.
MGED 4260

TEACHING EXPLORATORIES AND RELATED ARTS IN THE MIDDLE GRADES

Semester Hours: 1
Semester/Year:
Instructors:
Office Location:
Office Hours:
Telephone:
E-mail:
Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Taken concurrently with MGED 4261 or MGED 4264 and READ 4252.
Students will examine skills, approaches, materials, methods, and formulate techniques to effectively manage the learning environment of exploratory instruction in the middle grades.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. define the exploratory process (Compton & Hawn, 1996);

   (Knowledgeable; INTASC 2; INTASC/NMSA 1.2, 5.2)

2. discuss the intellectual, emotional, social, and physical dimensions that support exploratory instruction (Compton & Hawn, 1996);

   (Decision Makers, Adaptive; INTASC 2, 3; INTASC/NMSA 1.2, 2.1, 5.2)

3. discuss skills, approaches, methods, and strategies for promoting exploratory instruction (Clark & Clark, 1994);

   (Knowledgeable, Adaptive, Collaborative; INTASC 2, 3, 4; INTASC/NMSA 1.2, 3.1, 5.2)

4. discuss the contributions of exploratories in regard to student selected enrichment, participation, and experiences (Clark & Clark, 1994; Compton & Hawn, 1996);

   (Knowledgeable; INTASC 2; INTASC/NMSA 1.2, 2.1, 5.2)

5. discuss the exploratory curriculum that will enable the students to discover their particular abilities, talents, interests, values, and career preferences (National Middle School Association, 1995; Compton & Hawn, 1996);

   (Knowledgeable, Adaptive; INTASC 2, 3, 5; INTASC/NMSA 1.2, 2.1, 5.2)

6. gain an understanding of the ways to allow young adolescents to achieve and demonstrate competence in a variety of exploratory areas created based on the needs of the students (Wiles & Bondi, 1993);

   (Knowledgeable, Adaptive; INTASC 2, 3, 4; INTAC/NMSA 1.2, 2.1, 5.2)

7. identify factors of education that are multicultural and apply those factors to exploratory middle grades concepts (Clark & Clark, 1994); and

   (Knowledgeable, Adaptive, Culturally Sensitive, Reflective; INTASC 2, 3, 4; INTASC/NMSA 1.2, 3.1, 5.2)
8. develop exploratory lesson plans that would be appropriate for a culturally diverse middle grades content area classroom (Compton & Hawn, 1996).

*(Decision Makers, Culturally Sensitive, Knowledgeable; INTASC 2,3,4,5,7,8,9; INTASC/NMSA 1.2, 3.1, 5.2)*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is to provide students with activities, materials and techniques to integrate the core content areas of language arts, mathematics, science and social studies to effectively manage the learning environment in a middle school setting. To that end, these assignments are aligned with the following conceptual framework: Decision Makers (assignments 2, 4, 5) making choices for effective classroom control to facilitate learning; Leaders (assignment 1) being willing and able to advocate and implement change; Lifelong Learners (assignment 2) investigating management and instructional techniques and participating in a field experience; Adaptive (assignments 4, 5) demonstrating management and instructional skills to enhance learning; Collaboration (assignments 1, 6) demonstrating the ability to cooperate in developing effective management and instructional techniques; Culturally Sensitive (assignments 2, 4, 5) adopting instructional plans reflecting the cultural diversity of the classroom; Empathetic (assignments 2, 4, 5) demonstrating sensitivity to both community and classroom diversity; Knowledge (assignments 3, 4, 5) demonstrating knowledge gleaned.
from content areas, readings, discussions and personal experiences; **Pro-Active** (assignments 2, 4) serving as an instrument for positive educational change; **Reflective** (assignments 2, 6) engaging in continuous reflection of management and instructional techniques.

1. **Class Participation:** You are very important to the success of this class! Be prepared to participate in all class discussions and activities and in a variety of student led lessons. **Course grades will be reduced for failure to participate in class discussions.** (Objectives 1, 2, 3, 4, 5; Knowledge, Skills, Disposition; Teacher observation, Checklist)

2. **Field Reflections:** Students will participate in assignment field placement(s) and complete two observation/participation assignments. Students will submit these in class or via MyUWG program. (Objectives 3, 4, 5, 6; Knowledge, Dispositions; On-Line journals)

3. **Reflective Journal Articles:** After examining the exploratory process, students will be required to write a reflective summary of one journal article on topics related to the exploratory process, for example, teaching skills, strategies, approaches, and student outcomes. This article should focus on student outcomes. The reflective summary should be 1-2 pages in length (double spaced) and include both a summary of the article and a personal evaluation of the article. Students should consult NMSA and/or its related journals. Professional education journals in other content areas may be selected as well. Please **do not** consult weekly news magazines such as **Education Digest**. Internet resources are acceptable only if the resources are scholarly educational journal articles. (Objectives 2, 4; Knowledge, Dispositions; rubric)

4. **Lesson Plans:** Students will apply their knowledge of the exploratory process and subjects by developing two exploratory lesson plans that could be included in a unit or units of study within the students’ chosen content areas. These two plans should integrate your content areas of math/science or language arts/social studies. At least one lesson must be multicultural and the other should attempt to include those subjects found in “special content areas” like music, art, foreign language, health, home living, physical education and/or technology. All lessons should be typed double spaced and should follow the lesson plan format provided in class. (Objectives 3, 4, 5, 6, 8; Knowledge, Skills; rubric)

5. **Teaching Presentation:** Students will teach one lesson in class. (Objectives 2, 3, 4, 5, 8; Knowledge, Skills, Disposition; rubric)

6. **Peer Evaluation:** As part of the daily participation grade, students will evaluate their peers’ teaching. The goal of this activity is to provide students with thoughtful feedback on their teaching. You will be provided evaluation

8-22-06
criteria and given instruction on how to use. (Objectives 3, 6; Knowledge, Skills, Disposition)

7. **Final Examination:** This will be a group presentation demonstrating your knowledge of legal and ethical issues and how they might apply to your classroom. (Objectives 3, 6; Knowledge, Skills, Disposition)

**IT IS THE COURSE GOAL THAT EACH STUDENT WILL HAVE DEMONSTRATED THE FOLLOWING ACHIEVEMENTS:**

1. *Decision making:* collecting data and analyzing methods
2. *Leadership:* taking responsibility for ongoing inquiry
3. *Being adaptive:* changing educational practices to meet students needs
4. *Collaboration:* working with fellow students to plan and carry out strategies
5. *Cultural sensitivity:* adapting plans to meet the needs of diverse students
6. *Knowledge:* drawing on content and research when planning strategies
7. *Reflection:* engage in ongoing, continuous reflection of ones progress

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Evaluation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement</td>
<td>20 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Reflections (2)</td>
<td>20 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Journal Article (1)</td>
<td>10 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Lessons (2)</td>
<td>30 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Participation /Att.</td>
<td>20 points</td>
<td>Teacher Observation, Peer, Teacher Observation, Checklist</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>20 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Legal Scenarios</td>
<td>20 points</td>
<td>Checklist</td>
</tr>
</tbody>
</table>

**TOTAL=$120 POINTS**

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

*There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:*

- in the Code of Ethics adopted by the Professional Standards Commission; or
- in the knowledge, skills, and dispositions as outlined in the Conceptual...
Framework of the College of Education; or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.

2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.

3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.

4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

Grading Policy:

A= 90% - 100% of points
B= 80% - 89% of points
C= 70% - 79% of points
D= 60% - 69% of points
F= 0% - 59% of points

***5 points reduced from final average for each absence after one free absence

CLASS POLICIES

Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence. You are allowed one absence without penalty. Thereafter, 5 points will be deducted from your final average for each absence. Late work will not be accepted.
### CLASS OUTLINE—Tentative Schedule Subject to Change

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Objectives</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 18</td>
<td>Course Intro</td>
<td>No Class—See Syllabi</td>
<td>Check myuwg for mail</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Chapter 1</td>
<td>Exploration—&quot;Hooks and Bait&quot;</td>
<td></td>
</tr>
<tr>
<td>Sept 1</td>
<td>Chapter 2</td>
<td>Characteristics of exploration-Inquiry</td>
<td></td>
</tr>
<tr>
<td>Sept 8</td>
<td>Chapter 3</td>
<td>Lesson plan format—Options</td>
<td>Journal Article due</td>
</tr>
<tr>
<td>Sept 15</td>
<td></td>
<td>Explore through required content courses</td>
<td>1st Lesson Plan due</td>
</tr>
<tr>
<td>Sept 22</td>
<td></td>
<td>Your personality traits + instruction</td>
<td></td>
</tr>
<tr>
<td>Sept 29</td>
<td></td>
<td>Activities + Concerns—Discussion</td>
<td></td>
</tr>
<tr>
<td>Oct 6</td>
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<td>Gardner’s MI and Goleman’s EI</td>
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</tr>
<tr>
<td>Oct 13</td>
<td></td>
<td>Student presentations – Content area</td>
<td></td>
</tr>
<tr>
<td>Oct 20</td>
<td></td>
<td>Student presentations – Content area</td>
<td>1st Reflection due</td>
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<td>Oct 27</td>
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<td>Student presentations––Content area</td>
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<tr>
<td>Nov 3</td>
<td></td>
<td>Student presentations––Content area</td>
<td>2nd Reflection due</td>
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<td>Nov 10</td>
<td>Chapter 4</td>
<td>Examine Special Content Areas</td>
<td>Form Teams—Final</td>
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<td>Nov 17</td>
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<td>Legal Scenarios—form teams</td>
<td>2nd Lesson Plan due</td>
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<tr>
<td>Nov 24</td>
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<td>THANKSGIVING</td>
<td>Give Thanks</td>
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<tr>
<td>Dec 1</td>
<td>Reading Day</td>
<td>Do We Meet?</td>
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</tr>
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<td>Dec 4</td>
<td></td>
<td>Final=Mon. Dec. 4, 2-4 pm</td>
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**FIELD PLACEMENT DATES:** Tuesdays/Thursdays from Sept. 5-Nov. 30 with the exception of Tuesday, October 10 which is UWG’s fall break so there will be no field site observation on that date.

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction
College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
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<th>Prefix</th>
<th>Course</th>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
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<td>✔ Every Term ✔ Yearly</td>
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<td></td>
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<td></td>
<td>✔ Other</td>
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</tbody>
</table>

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

✔ Library resources are adequate

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

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<th>Prefix</th>
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<td>4271</td>
<td>Middle Grades Curriculum</td>
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</table>

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

Exploration of the curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the pre-adolescent in today's society. Two days each week will be spent with assigned field experiences.

Prerequisite(s) Admission to Teacher Education.

Present or Projected Enrollment: 35 (Students per year)

Effective Date*: Spring / 2008

Grading System: ✔ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair  Date

Dean of College  4/14/2007

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  4/13/07

Vice President for Academic Affairs  Date

Revised 1/09/02
Modify MGED 4271 Middle Grades Curriculum

Rationale --
Due to the deletion of the two Special Topics classes (one hour each) and MGED 4260 (one hour), this course, as well as MGED 4265, have been revised to include objectives from the deleted courses. Those topics deleted and included in this course, MGED 4271, are parent involvement and teaching exploratory classes. See proposed program sheets for middle grades.

The course description has been altered. Objectives 12-14 have been altered. The assignments and class outline have been adjusted to accommodate the change in the objectives.

The concurrent courses were deleted from the prerequisite.
CURRENT SYLLABUS

MGED 4271

MIDDLE GRADES CURRICULUM

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Exploration of the curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the pre-adolescent in today’s society. This course is taken concurrently with MGED 4385, READ 3262, CEPD 4101, and content electives. Two days each week will be spent with assigned field experiences.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned

8-16-06
Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES
Students will:

1. identify the historical forces from which the junior high and middle school evolved (Freeman & Gregory, 1988; Lounsbury, 1984; Messick & Reynolds, 1992);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 3,4,5,6,7)

2. identify instructional procedures and organizational patterns appropriate to middle grades education (Alexander & George, 1981; Lounsbury, 1982; Lounsbury, 1984; Messick & Reynolds, 1992);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,8; NMSA 3,4,5,6,7)

3. identify the diverse characteristics of the early adolescent learner and apply the implications to the structure of middle grades education (Eichhorn, 1966; Elkind, 1981; Fenwick, 1987; Freeman & Gregory, 1988; Lounsbury, 1982; Messick & Reynolds, 1992; Van Hoose & Strahan, 1988);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,4; NMSA 2,3,4,5,6,7)

4. analyze and practice the processes employed in planning interdisciplinary curriculum designs for the middle grades (Erb & Doda, 1989; Messick & Reynolds, 1992; Vars, 1987);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 5,6; NMSA 3,4,5,6,7)

5. describe the function of the middle grades teacher as an exploratory instructor (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,9; NMSA 3,4,5,6,7)

6. demonstrate the skills necessary to establish short term/high interest courses (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Endless Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,5,6,7,8; NMSA 3,4,5,6,7)

8-16-06
7. describe the function of the middle grades teacher as an advisor to students (Alexander & George, 1981; Freeman & Gregory, 1988; Hornbeck, 1989; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,3,8,9; NMSA 2,3,4,5,6,7)

8. identify the critical elements of authentic assessment/evaluation which are essential in the continuous teaching/learning process (Alexander & George, 1981; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 3,4,5,6,7)

9. identify the traits of an effective middle years educator emphasizing expansion of the knowledge base of the learner through theories of multiple intelligences, brain-based learning, and cognitive styles (Alexander & McEwin, 1988; Armstrong, 1994; Hornbeck, 1989; Lounsbury, 1985; McEwin & Thomason, 1989; Ross & Olsen, 1997; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 2,3,4,5,6,7)

10. identify and apply the skills necessary to work as a member of a middle grades teaching team (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 2,3,4,5,6,7)

11. identify diversity factors (including: cultural, racial, gender, and inclusion of those with special needs) found in middle level classrooms, apply those factors to middle grades concepts (Fenwick, 1987; McNeil, 1990; Welton & Mallan, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)

12. discuss elements of effective classroom management appropriate to middle level learners. (Canter, 1992; Purkey & Novak, 1996; Purkey & Strahan, 1986; Van Hoose & Strahan, 1988); and

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 1,2,3,4)

13. Complete field experiences during which they will identify topics, instructional procedures, and curriculum patterns discussed in this course. Students will also be expected to participate in activities designed to further their insight into the diverse developmental (cognitive, social,
emotional, physical, and moral) characteristics of early adolescents.

*(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)*

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Texts:**


**Knowledge and Research Base:**


Erb, T.O. (2001). *This we believe ... And now we must act.* Columbus, OH: National Middle School Association.


Dickinson, T., & Erb, T. (Eds.). (1997). *We gain more than we give: Teaming in middle schools.*
Columbus, OH: National Middle School Association.


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework.** The focus of this course is on the exploration of curriculum and nature of the early adolescent learner. This course also will identify the processes for developing relevant curriculum components, including career awareness, character education, etc. for the early adolescent in today’s society. This course has creation of a unit plan as a culminating assignment. This assignment will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. In addition to the development of an interdisciplinary unit plan, students will complete a field experience that should assist them in internalizing several of the framework concepts. Since this is an entry course into education, some assignments will be at that level. Collectively, the assignments for this curriculum course should allow the students to demonstrate achievement in the areas of decision maker (All assignments); adaptive (All assignments); collaborative (All assignments); culturally sensitive (All assignments); empathetic (All assignments); knowledgeable (All assignments); reflective (Assignments 1, 3, 7, and 8).

**Assignments:**

1. **Articles:** Each student will complete summaries of three (to five) articles on various topics related to middle level education. NMSA journals or related publications will account for at least two of the articles (with no more than two from a single journal). Students will be provided with a selection of articles to choose from as provided by the instructor. Summaries should use APA when citing the reference source. A copy of the article must be attached. Summaries of the article should be at least 150 words followed by a personal reaction to the article of at least 150 words. Article summaries will be turned in on or before the assigned day and time to WebCT Vista. Late work will not be accepted. See course schedule for due dates. **50 points for each of the first three articles, 10 points each for two bonus articles.**

   *Course objectives* 1-12.

2. **Unit of study:** Each team will prepare a unit of study culminating with a performance based project and a summative grading system. Units will be created using Backward Design curriculum processes and Georgia Performance Standards. Stage 1 of Backward Design will be covered thoroughly for this unit, Stage 2 will be briefly discussed as an introduction to assessment, and Stage 3 will be covered as an introduction to lesson plans. Units must include a description of the students for whom the unit is designed taking into consideration multiple intelligences, cognitive styles, etc. Include a reference list of materials and a list of information acquired via Internet, and/or ERIC. A rubric will be provided to guide the construction of your unit. You will turn in both a hard copy and an electronic copy of your unit. The hard copy will not be returned to you. Thirty percent of your final point score will be based on the quality of your presentation including a visual aid. **150 points**

   *Course Objectives* 4, 5, 6, 7, 8

8-16-06
3. **Professionalism/Participation:** Students are expected to fully participate in a professional manner in all class sessions, class discussions and activities. In addition, students are expected to thoughtfully critique the lesson presentations of their peers, according to the criteria shared by the professor. Points will be reduced for lack of participation and/or unprofessional behavior. **150 points**

4. **Field Experiences:** Students will participate in an assigned field placement by attending for the full school day each Tuesday and Thursday. Reflections of the field experience will be assigned with the field experience and are due according to the course calendar. 30 % of possible points. **300 points** Course objectives 1-13.

5. **Exams:** **Quizzes:** Students will be given brief on-line quizzes periodically to ensure that students understand the text and course material. **Final examination:** This exam will cover the materials, readings and information discussed throughout the course. See the course outline for the date of this examination. **250 points for both exams** Course objectives 1-12.

**CLASS POLICIES**

1) **Tort liability insurance**
   Field experiences require that students have tort liability insurance. No College of Education student may participate in any professional field experiences without providing proof of insurance to the office of Field Experiences, College of Education, prior to participation in the program.

2) **Submitting Assignments:** Students are expected to submit assignments on (or before) due dates.

3) **Student Honesty Policy**
   Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the idea of/or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.

4) **Professionalism:** Students are expected to conduct themselves in a professional manner.
   Professionalism includes, but is not limited to, the following behaviors:
   a) Participating in interactions and class activities in a positive manner. This includes being prepared and contributing to class discussions;
   b) Collaborating and working equitably with classmates;
   c) Turning in assignments on time (as stated previously)
   d) Arriving to and leaving class punctually;
   e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
   f) Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn or while others are talking, etc.
   g) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

8-16-06
Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the possible removal from the program.

5) Attendance: It is important that students attend all classes. Students should notify the instructor of reason for absence such as illness or professional activities (i.e. presenting paper at conference) prior to class through email or telephone. One absence will be waved while each additional absence or tardies could result in overall point reduction (50 points for each absence or 3 tardies).

6) Field Experience 5.4 Discontinuation Policy.  Adopted 05/97

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

1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.

2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College: (a) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.

3. The teacher candidate is informed of the decision, in writing and in conference.

4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.

Note: Unprofessional acts may result in immediate termination of the field experience.
Field Experiences and Internship Handbook p29.

Failure of the field experience means earning a D or F in the course even if all other course requirements have been met. Being a professional educator is more than knowledge and skills. Your dispositions are critical.

EVALUATION PROCEDURES, AND GRADING POLICY

Evaluation procedures include the following criteria: (1) individual and small group work, (2) whole class discussion with an emphasis on student interaction, (3) problem solving, (4) student presentations, (5) reading/writing, and (6) lecture with student interaction.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points available</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of Study</td>
<td>150</td>
<td>Rubric</td>
</tr>
<tr>
<td>Article Reviews (3@ 50 points each)</td>
<td>150</td>
<td>Rubric, APA</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Must Pass</td>
<td>Field Experience Evaluation</td>
</tr>
<tr>
<td>Field Experience Reflections (30% of grade)</td>
<td>300</td>
<td>Rubric</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>Exam</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>150</td>
<td>Exam</td>
</tr>
<tr>
<td>Professionalism/participation</td>
<td>150</td>
<td>Checklist</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Grading policy  
A = 90% of points possible  
B = 80%  
C = 70%  
D = 60% of points possible*

CLASS OUTLINE—Tentative Schedule Subject to Change  
September 19 – November 30: Block 1 Field Experience

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>August 14</td>
<td>1</td>
<td>Overview:</td>
<td>Course Intro, syllabus, Introduction to Middle School</td>
<td>Team selections</td>
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<tr>
<td>August 16</td>
<td>2</td>
<td>Knowles and Brown Chapter 1 Wormeli Chapters 1 and 2</td>
<td>GPS: And Georgia Lighthouse schools</td>
<td>GPS for your chosen subject and grade level.</td>
</tr>
<tr>
<td>August 21</td>
<td>2</td>
<td>Wiggins &amp; McTighe Pages 13-55</td>
<td>Stage 1 - Unpacking the Standards</td>
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<tr>
<td>August 22</td>
<td>3</td>
<td>Wiggins &amp; McTighe Pages 55-81</td>
<td>Bloom’s Taxonomy Interdisciplinary Curriculum</td>
<td></td>
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<tr>
<td>September 4</td>
<td>3</td>
<td>Labor Day Holiday</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>September 6</td>
<td>4</td>
<td>Wiggins &amp; McTighe Pages 82 - 125</td>
<td>Six Facets of Understanding Essential Questions</td>
<td>Team: GPS unpacked standards: One for each content area.</td>
</tr>
<tr>
<td>September 11</td>
<td>4</td>
<td>Wiggins &amp; McTighe Pages 126-145 Knowles and Brown Chapter 7</td>
<td>Final Thoughts on Stage 1 Introduction to Assessment</td>
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</tr>
<tr>
<td>September 13</td>
<td>5</td>
<td>Wormeli Chapters 6, and 8</td>
<td>Introduction to Stage 3 Lesson Plans</td>
<td>Team: Assessment plan</td>
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<tr>
<td>September 18</td>
<td>5</td>
<td></td>
<td>Introduction to Stage 3</td>
<td>One lesson plan due</td>
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8-16-06
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource</th>
<th>Content Area</th>
<th>Notes</th>
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<tbody>
<tr>
<td>September 20</td>
<td>Quiz 1</td>
<td>Characteristics of the Middle School child</td>
<td>Quiz 1 Article #1 choices provided</td>
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<tr>
<td></td>
<td>Knowles and Brown Chapter 2</td>
<td></td>
<td></td>
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<tr>
<td>September 25</td>
<td>Handout</td>
<td>Classroom Management</td>
<td></td>
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<tr>
<td>September 27</td>
<td>Knowles and Brown Chapter 3</td>
<td>Historical forces that forged the concept of Middle School</td>
<td>Article #1 due</td>
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<tr>
<td>October 2</td>
<td>Quiz 2</td>
<td>Junior High vrs. Middle School</td>
<td>Quiz 2 Unit outline Article #2 choices provided</td>
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<tr>
<td>October 4</td>
<td>Knowles and Brown Chapter 4</td>
<td>The Middle School Environment</td>
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<tr>
<td>October 9</td>
<td>Knowles and Brown Chapter 6 Wormeli Chapter 3</td>
<td>Brain-based Learning</td>
<td>Mid Term Examination Due over texts and lectures to date Article #2 due</td>
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<tr>
<td>October 11</td>
<td>Wormeli Chapter 7</td>
<td>Differentiated Instruction</td>
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<tr>
<td>October 16</td>
<td>Quiz 3</td>
<td>Co-Created Curriculum? Is this possible?</td>
<td>Quiz 3 Article 3 Choices provided</td>
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<td></td>
<td>Knowles and Brown Chapter 5</td>
<td></td>
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<tr>
<td>October 18</td>
<td>Wormeli Chapter 12</td>
<td>Relating to adolescents</td>
<td></td>
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<tr>
<td>October 23</td>
<td></td>
<td>Teacher as facilitator</td>
<td>Field Reflections to Date</td>
<td>Quiz 4 Participation for the Socratic Seminar, 3</td>
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<tr>
<td>October 25</td>
<td>Quiz 4</td>
<td>Socratic Seminar Sign up for Unit Presentations</td>
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<tr>
<td>October 30</td>
<td>Knowles and Brown Chapter 4 Wormeli Chapter 11</td>
<td>Teaming</td>
<td>Article #3 due</td>
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<tr>
<td>November 1</td>
<td>Wormeli Chapter 12</td>
<td>Advisory Programs Advocacy for the young adolescent</td>
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<tr>
<td>November 6</td>
<td>Wormeli</td>
<td>Flexible scheduling</td>
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<td>Date</td>
<td>Week</td>
<td>Assignment</td>
<td>Possible Points</td>
<td>Points Acquired</td>
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<tr>
<td>August 14</td>
<td>1</td>
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<tr>
<td>August 16</td>
<td>2</td>
<td>GPS for your chosen subject and grade level.</td>
<td>Reviewed by Instructor and Peers</td>
<td>Unit Points</td>
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<tr>
<td>August 21</td>
<td>3</td>
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<tr>
<td>September 4</td>
<td>4</td>
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<tr>
<td>September 6</td>
<td>5</td>
<td>Team: GPS unpacked standards: One for each content area.</td>
<td>Reviewed by Instructor and Peers</td>
<td>Unit Points</td>
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<tr>
<td>September 11</td>
<td>6</td>
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<td>September 13</td>
<td>7</td>
<td>Team: Assessment plan</td>
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<td>Unit Points</td>
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<tr>
<td>September 18</td>
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<td>Lesson Plan Due</td>
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<td>Unit Points</td>
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<td>9</td>
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<td>September 25</td>
<td>10</td>
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<td>September 27</td>
<td>11</td>
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<td>50</td>
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<td>13</td>
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<td>October 9</td>
<td>14</td>
<td>Mid Term Examination</td>
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**Points Check List**
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<td>October 11</td>
<td>Article #2 due</td>
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<td>October 18</td>
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<td>October 23</td>
<td>Field reflections to date</td>
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<td>October 30</td>
<td>Article #3 due</td>
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<td>November 1</td>
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<td>November 6</td>
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<tr>
<td>November 8</td>
<td>Quiz 5 due On-line</td>
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<td>November 13</td>
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<td>November 15</td>
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<td>November 20</td>
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</tr>
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<td>November 22</td>
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<tr>
<td>November 27</td>
<td>Unit Presentations</td>
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<td>November 29</td>
<td>Unit Presentations</td>
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<td>December 4</td>
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<td>Field Reflections Due</td>
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<td></td>
<td>and Final Evaluation of</td>
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<td></td>
<td>Field Experience</td>
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<td></td>
<td>Professionalism</td>
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<td></td>
<td>Attendance</td>
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<td>-50 points for each day</td>
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<td>missed or 3 tardies</td>
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<td>(after first absence)</td>
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</tr>
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Proposed Syllabus

MGED 4271

MIDDLE GRADES CURRICULUM

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Exploration of the curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the pre-adolescent in today's society. Two days each week will be spent with assigned field experiences.

CONCEPTUAL FRAMEWORK

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

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

Students will:

1. identify the historical forces from which the junior high and middle school evolved (Freeman & Gregory, 1988; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 3, 4, 5, 6, 7)

2. identify instructional procedures and organizational patterns appropriate to middle grades education (George & Alexander, 2003; Lounsbury, 1982; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4, 8; NMSA 3, 4, 5, 6, 7)

3. identify the diverse characteristics of the early adolescent learner and apply the implications to the structure of middle grades education (Eichhorn, 1966; Elkind, 1981; Fenwick, 1987; Freeman & Gregory, 1988; Lounsbury, 1982; Messick & Reynolds, 1992; Van Hoose & Strahan, 1988);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 4; NMSA 2, 3, 4, 5, 6, 7)

4. analyze and practice the processes employed in planning interdisciplinary curriculum designs for the middle grades (Erb & Doda, 1989; Messick & Reynolds, 1992; Vars, 1987);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 5, 6; NMSA 3, 4, 5, 6, 7)

5. describe the function of the middle grades teacher as an exploratory instructor (George & Alexander, 2003; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4, 9; NMSA 3, 4, 5, 6, 7)

6. demonstrate the skills necessary to establish short term/high interest courses (George & Alexander, 2003; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; NMSA 3, 4, 5, 6, 7)
7. describe the function of the middle grades teacher as an advisor to students (George & Alexander, 2003; Freeman & Gregory, 1988; Hornbeck, 1989; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992); 

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 3, 8, 9; NMSA 2, 3, 4, 5, 6, 7)

8. identify the critical elements of authentic assessment/evaluation which are essential in the continuous teaching/learning process (George & Alexander, 2003; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 3, 4, 5, 6, 7)

9. identify the traits of an effective middle years educator emphasizing expansion of the knowledge base of the learner through theories of multiple intelligences, brain-based learning, and cognitive styles (Alexander & McEwin, 1988; Armstrong, 1994; Hornbeck, 1989; Lounsbury, 1985; McEwin & Thomason, 1989; Ross & Olsen, 1997; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 2, 3, 4, 5, 6, 7)

10. identify and apply the skills necessary to work as a member of a middle grades teaching team (George & Alexander, 2003; Freeman & Gregory, 1988; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 2, 3, 4, 5, 6, 7)

11. identify diversity factors (including: cultural, racial, gender, and inclusion of those with special needs) found in middle level classrooms, apply those factors to middle grades concepts (Fenwick, 1987; McNeil, 1990; Welton & Mallan, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1, 2, 3, 4; NMSA 1, 2, 3, 4, 5, 6, 7)

12. acquire experience in identifying, planning, and evaluating strategies for including parents in middle level education;

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 2, 3, 5, 6, 7, 9; NMSA 1, 3, 4, 5, 6, 9, 10)

13. investigate characteristics of strong parent involvement programs, including parents in school governance;

4-4-07
14. identify special considerations and/or barriers of parent involvement: special populations, single parents; and

15. complete field experiences during which they will identify topics, instructional procedures, and curriculum patterns discussed in this course. Students will also be expected to participate in activities designed to further their insight into the diverse developmental (cognitive, social, emotional, physical, and moral) characteristics of early adolescents.
Wright, K., & Steglin, D.A. (2003). Building school and community relationships through parent involvement (2nd ed.). Columbus, OH: Merrill/Prentice Hall.
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is on the exploration of curriculum and nature of the early adolescent learner. This course will also identify the processes for developing relevant curriculum components, including career awareness, character education, etc. for the early adolescent in today’s society. This course has creation of a unit plan as a culminating assignment. This assignment will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. In addition to the development of an interdisciplinary unit plan, students will complete a field experience that should assist them in internalizing several of the framework concepts. Since this is an entry course into education, some assignments will be at that level. Collectively, the assignments for this curriculum course should allow the students to demonstrate achievement in the areas of decision maker (All assignments); adaptive (All assignments); collaborative (All assignments); culturally sensitive (All assignments); empathetic (All assignments); knowledgeable (All assignments); reflective (Assignments 1, 3, 7, and 8).

Assignments:

1. **PowerPoint Presentation** As part a team, you will create a PowerPoint presentation with links to websites and professional articles along with a separate Instructional guide. Your product will be utilized twice during the term. First, your team’s PowerPoint presentation will be uploaded on to WebCT Vista as a resource for your fellow students in the second half of the term. You will also present your presentation to an authentic audience at the end of the term on a day to be announced. **100 points**
*Course objectives 3 and 12–14*

2. **Article Reviews:** You will read and reflect on two professional articles in your area of specialty in Middle School parent involvement. These articles will be part of the research base for your PowerPoint Presentation. For each article, write a 1-page critique and a 1-page reflection. Your title page should be separate from the critique and the reflection. Both articles will be linked to the assignments listed above. Use APA (5th Ed.) when citing the source of the article being critiqued. All articles and Article Reviews will be posted on-line. **50 points total**
*Course objectives 3 and 12–14*

3. **Website Review:** You will analyze 5 websites in your area of expertise in middle grades parent involvement using a guide provided by the Professor. At least two of these sites will be featured in your PowerPoint Presentation. **50 points total**
*Course objectives 3 and 12–14*

4. **Unit of study:** Each team will prepare a unit of study culminating with a performance based project and a summative grading system. Units will be created using Backward Design curriculum processes and Georgia Performance Standards. Stage 1 of Backward Design will be covered thoroughly for this unit, Stage 2 will be briefly discussed as an introduction to assessment, and Stage 3 will be covered as an introduction to lesson plans. Units must include a
description of the students for whom the unit is designed taking into consideration multiple intelligences, cognitive styles, etc. Include a reference list of materials and a list of information acquired via Internet, and/or ERIC. A rubric will be provided to guide the construction of your unit. You will turn in both a hard copy and an electronic copy of your unit. The hard copy will not be returned to you. Thirty percent of your final point score will be based on the quality of your presentation including a visual aid. 200 points

Course Objectives 4, 5, 6, 7, 8

5. Exams: The mid-term exam will cover the materials, readings and information read and discussed in the first half of the semester while the final exam will cover material read and discussed throughout the course. See the course outline for the date of this examination. 100 points each

Course objectives 1-15

6. Professionalism/Participation/Attendance: Students are expected to attend all class, lab, and clinical experience sessions and are accountable for all materials covered. In case of an absence, call or email the instructor in advance. On-line classes will not be excused since classes on-line are not held in real time. Students who are going to be absent from their field experience MUST contact the supervising teacher and University supervisor immediately. Students should also contact all professors prior to any absence in class or in the field. Course grades will be reduced for more than one absence and all unexcused absences and tardiness. Students are also expected to participate in class activities and discussions. We are all professionals and we will participate in class activities and discussions respectfully. Student grades will be deducted for unprofessional behavior and disrespectful outbursts at the instructor’s discretion. 100 points

Course objectives 2, 3, 4, 15

7. Field Experiences: Students will participate in an assigned field placement by attending for the full school day each Tuesday and Thursday. Reflections of the field experience will be assigned with the field experience and are due according to the course calendar. 30 % of possible points. 300 points

Course objective 15

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to
make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve/.

3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.

4. Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

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

6. Field Experience 5.4 Discontinuation Policy. Adopted 05/97
   When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.
   1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.
   2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College; (a) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.
   3. The teacher candidate is informed of the decision, in writing and in conference.
   4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.

Note: Unprofessional acts may result in immediate termination of the field experience. Field Experiences and Internship Handbook p29.

Failure of the field experience means earning a D or F in the course even if all other course requirements have been met. Being a professional educator is more than knowledge and skills. Your dispositions are critical.

ACADEMIC HONESTY
Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.

EVALUATION PROCEDURES AND GRADING POLICY

Evaluation procedures include the following criteria: (1) individual and small group work, (2) whole class discussion with an emphasis on student interaction, (3) problem solving, (4) student presentations, (5) reading/writing, and (6) lecture with student interaction.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points available</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint Presentation</td>
<td>100</td>
<td>Rubric</td>
</tr>
<tr>
<td>Article Reviews (2@ 25 points each)</td>
<td>50</td>
<td>Rubric, APA</td>
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<tr>
<td>Website Review</td>
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<td>Rubric</td>
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<td>Unit of Study</td>
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<td>Rubric</td>
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<td>Field Experience</td>
<td>Must Pass</td>
<td>Field Experience Evaluation</td>
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<td>Field Experience Reflections (30% of grade)</td>
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<td>Rubric</td>
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<tr>
<td>Midterm Exam</td>
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<td>Exam</td>
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<tr>
<td>Final Evaluation</td>
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<td>Professionalism/participation/Attendance</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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Grading policy

A = 90% -100% of points possible
B = 80% - 89% of points possible
C = 70% - 79% of points possible
D = 60% - 69% of points possible
F = Below 60% of points possible

CLASS OUTLINE—Tentative Schedule Subject to Change

Block 1 Field Experience

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview:</td>
<td>Course Intro, syllabus, Introduction to Middle School</td>
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<tr>
<td></td>
<td>Knowies and Brown</td>
<td>GPS: And Georgia Lighthouse schools</td>
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<td></td>
<td>Chapter 1</td>
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4-4-07
<table>
<thead>
<tr>
<th>2</th>
<th>Wiggins &amp; McTighe Pages 13-55</th>
<th>Stage 1 - Unpacking the Standards</th>
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<tr>
<td></td>
<td>Wiggins &amp; McTighe Pages 55-81</td>
<td>Bloom's Taxonomy Interdisciplinary Curriculum</td>
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<tr>
<td>3</td>
<td>Part 1: Unit Planning Unit topic</td>
<td>Knowledge and Skills</td>
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<td></td>
<td>Part: 2 Unit Planning</td>
<td>Essential Questions Enduring Understandings</td>
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<tr>
<td>4</td>
<td>Wiggins &amp; McTighe Pages 82-125</td>
<td>Six Facets of Understanding Essential Questions</td>
</tr>
<tr>
<td>5</td>
<td>Wiggins &amp; McTighe Pages 126-145 Knowles and Brown Chapter 7</td>
<td>Final Thoughts on Stage 1 Introduction to Assessment</td>
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<td>Handout - Parent Involvement Resources</td>
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<td>6</td>
<td>Parent Involvement</td>
<td>Parent resource Center</td>
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<td>Knowles and Brown Chapter 2</td>
<td>Characteristics of the Middle School child</td>
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<td>7</td>
<td>Handout</td>
<td>Historical forces that forged the concept of Middle School</td>
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<td></td>
<td>Knowles and Brown Chapter 3</td>
<td>Junior High vrs. Middle School</td>
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<tr>
<td>8</td>
<td>Mid-Term</td>
<td>The Middle School Environment</td>
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<td></td>
<td>Knowles and Brown Chapter 4</td>
<td>Brain-based Learning</td>
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<td>9</td>
<td>Knowles and Brown Chapter 6</td>
<td>Multiple Intelligences</td>
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<td>Handout</td>
<td>Co-Created Curriculum? Is this possible?</td>
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<tr>
<td>10</td>
<td>Knowles and Brown Chapter 5</td>
<td>Relating to adolescents</td>
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<td></td>
<td>Handout</td>
<td>Teacher as facilitator</td>
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<td>Socratic Seminar Sign up for Unit Presentations</td>
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4-4-07
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<tr>
<th></th>
<th>Knowles and Brown Chapter 4</th>
<th>Teaming</th>
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<td>12</td>
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<td>Advisory Programs</td>
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<tr>
<td></td>
<td></td>
<td>Advocacy for the young adolescent</td>
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<tr>
<td>13</td>
<td>Knowles and Brown Chapter 9</td>
<td>Flexible scheduling</td>
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<td></td>
<td></td>
<td>The Outdoor Classroom</td>
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<td>14</td>
<td>Handout</td>
<td>Team Presentations to an authentic audience</td>
</tr>
<tr>
<td>15</td>
<td>Handout</td>
<td>The diverse learning and teaching community</td>
</tr>
<tr>
<td>16</td>
<td>Final Examination Due</td>
<td>Exploratory classes</td>
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<td></td>
<td></td>
<td>Unit Presentations</td>
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</table>
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tbody>
<tr>
<td></td>
<td>3253</td>
<td>Teaching Content and Process: Integrated Literacy Education and Process Writing</td>
<td>3/0/3</td>
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</table>

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

- Library resources are adequate
- Library resources need enhancement

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

Prefix | Course | Title | Hours: Lecture/Lab/Total |
--------|--------|-------|--------------------------|
READ    | 3253   | Teaching Content and Process: Integrated Literacy Education and Process Writing | 3/0/3 |

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

A study of language acquisition and the development of the language arts curriculum with an emphasis on reading-writing connections.

Prerequisite(s) Admission to Teacher Education. Must be taken concurrently with ECED 4251, ECED 4283, READ 4251, and SPED 3715.

Present or Projected Enrollment: 180 (Students per year)  Effective Date*: Fall 2008  Term/Year

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

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

Approval:

Department Chair:  Date:  Department Chair (if cross listed):  Date:

Dean of College:  Date:  Dean of College (if cross listed):  Date:

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

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

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

Vice President for Academic Affairs:  Date:

Revised 1/09/02
Add Course: READ 3263 Teaching Content & Process: Integrated Literacy Education and Process Writing

Rationale:

This course was designed because Area F changes, certification requirements, and ongoing program evaluation required changes to the Professional Education courses for the Early Childhood Education program. It combines essential elements of language arts education and reading-writing connections, and will meet requirements for a specialization in reading for teacher candidates.
READ 3263

TEACHING CONTENT AND PROCESS: INTEGRATED LITERACY EDUCATION AND PROCESS WRITING

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

Online Support:
WebCT Login and Help page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library/shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Must be taken concurrently with ECED 4251, ECED 4283, READ 4251, SPED 3715, and MATH 3803.

A study of language acquisition and the development of the language arts curriculum with an emphasis on reading-writing connections.

CONCEPTUAL FRAMEWORK

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

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

**COURSE OBJECTIVES:**

Students will:

1. demonstrate knowledge of the integrated language arts theoretical perspective with emphasis on reading-writing connections, writing across the curriculum, assessing writing process and product, and writing genres (Galda, Cullinan, & Strickland, 1997; Machado, 2006; Tompkins, 2007);

   *(Knowledgeable, Decision Makers, Culturally Sensitive; INTASC 1, 2, 3, 4, 5; ACEI 2.2)*

2. demonstrate knowledge of the writing process and product as it relates to instruction and student learning; (Hughes & Slack, 2000; Tompkins, 2005; Tompkins, 2007);

   *(Knowledgeable, Decision Makers, INTASC 1, 2, 3, 4, 5; ACEI 2.2)*

3. apply principles of language development in planning language arts curriculum (Galda, Cullinan, & Strickland, 1997; Machado, 2006; Tompkins, 2004);

   *(Knowledgeable, Decision Makers, Culturally Sensitive, INTASC 1, 2, 3, 4, 5; ACEI 2.2)*

4. demonstrate an understanding of the links among literacy theory, research, and practice in terms of effective instructional approaches (Machado, 2006; Tompkins, 2001; Tompkins, 2004);

   *(Knowledgeable, Decision Makers, Culturally Sensitive Life-long Learner, Reflective; INTASC 1, 2, 3, 4, 5; ACEI 2.2)*

5. apply knowledge of authentic assessment procedures with regard to language arts instruction (Tompkins, 2004; Vacca & Vacca, 2005);

   *(Knowledgeable, Decision Makers, Culturally Sensitive Life-long Learner, Reflective; INTASC 1, 2, 3, 4, 5; ACEI 2.2)*
6. demonstrate an understanding of the relationships among language, diversity, and special needs (Boyd, Brock, & Rozendahl, 2003; McGee & Richgels, 1996; Tompkins, 2004); and

(Knowledgeable, Decision Makers, Culturally Sensitive Life-long Learner, Reflective; INTASC I, 2, 3, 4, 5; ACEI 2.2)

7. demonstrate knowledge of all the language arts and the relationships among these various components (Machado, 2006; Tompkins, 2004).

(Knowledgeable, Decision Makers, Culturally Sensitive Life-long Learner, Reflective; INTASC I, 2, 3, 4, 5; ACEI 2.2)

TEXT, READINGS AND INSTRUCTIONAL RESOURCES


References:


For additional readings, consult the list of references found in the General References section of the primary text.

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework:**
In this course students are expected to demonstrate that they are *knowledgeable* in basic ways of understanding and linking the concepts of integrated language arts and are *decision makers* in choosing and implementing instructional methods that exemplify these concepts. In each of the assignments the students have to make instructional decisions about literacy based on theory and knowledge gained in the course. In assignments 1, 2, and 5, students plan instruction that would meet the needs of *culturally diverse* students. Through assignment 5, students demonstrate *collaborative and decision-making* competencies by working together to strategically plan activities and use critical thinking skills to focus on theory, and methodology Assignments 3 and 4 demonstrate students' abilities to *reflect* and become *life-long learners* as they explore current professional literature and internet resources.

**Assignments**

1. **Integrated Language Arts Project.** Decide on a topic and instructional outcomes for that topic. Choose an informational text(s) that could be used to develop activities that incorporate thinking, reading, writing, listening, speaking, viewing, and visual representation. Connect these activities to a minimum of three content areas (e.g., science, math, and health) to demonstrate how language arts may be integrated across the curriculum.

   *Course Objectives* 1, 2, 3, 4, 5, 6, 7

2. **Thematic Alphabet Book.** Develop a thematic alphabet book to use in your future classroom. The topic for your book must be appropriate for your field experience setting. You must have a connecting theme for the 26 elements of your book. The text for the book must be your own work. You may use any legal means of illustrating your creation, such as drawing, painting, photography, cut-paper illustrations, etc. The grading rubric will be given to further explain this assignment and numerous examples, both published and student made, will be shared by your instructor. Each of you will bring and show your book to the class.

   *Course Objectives* 2, 4, 5
3. **Articles.** Locate, read, and reflect upon two research articles that focus on elements of integrated language arts. The format for submitting this assignment will be discussed in class.

   *Course Objectives 1, 3, 4, 5, 6, 7*

4. **Website Reviews.** Locate, explore, and reflect upon three useful websites: a) teacher resources, b) student resources and activities for independent learning, c) parent references and resources. The format for submitting this assignment will be discussed in class.

   *Course Objectives 1, 3, 4, 5, 6, 7*

5. **Round Table Presentations.** Share in a round table format a presentation that will focus on one element of the six language arts. In your presentation, include a rationale for the activities you will share as well as information about the content area, text(s) used, and a goal(s) of the activities as they relate to state performance standards.

   *Course Objectives 1, 3, 4, 5, 6, 7*

6. **Midterm and final examinations.**

   *Course Objectives 1, 2, 3, 4, 5, 6, 7*

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**GRADING POLICY:**

Final grades are calculated by using the following scale:

- A = 100 - 90% of total points possible
- B = 89 - 80% of total points possible
- C = 79 - 70% of total points possible
- D = 69 - 60% of total points possible
- F = 59% or below of total points possible

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<th>Course Activity/Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
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<tr>
<td>Integrated Language Arts Activity</td>
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<tr>
<td>Thematic Alphabet Book</td>
<td>50</td>
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<tr>
<td>Article (2 @ 10 pts. each)</td>
<td>20</td>
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<tr>
<td>Website review (3 @ 10 pts. each)</td>
<td>30</td>
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<tr>
<td>Round Table Presentation</td>
<td>30</td>
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<tr>
<td>Exams (2 @ 50 pts. each)</td>
<td>100</td>
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<tr>
<td><strong>Total points</strong></td>
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</tr>
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ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.

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

CLASS POLICIES

1. Submitting Assignments: A University of West Georgia graduate should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all work should be proofread for standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th ed.) guidelines. Excessive errors will lower your grade on assignments and tests. Type all copies using Times or Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated.

2. Professionalism: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:
   a) participation in class activities and discussions;
   b) collaborating and working equitably with classmates;
   c) turning in assignments on time;
   d) treating classmates with respect;
   e) arriving to class punctually and attending until the end of the class period.

3. Attendance: Students are expected to attend all class meetings and participate in activities and discussions. More than two absences will result in a loss of points assigned to classroom participation. A loss in participation points could result in the lowering of the course grade.

4. Late Assignments: It is important for students to be punctual in completing assignments. Late submission of assigned work will result in a reduction in score. Assignments are due at the beginning of the designated class period if submitted in class, or prior to class meeting time if submitted electronically.

5. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and
accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

6. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve/.

7. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook. The term “prohibited acts” includes behavior prohibited by the instructor verbally (e.g., no eating, no smoking, speaking without being called on, refusing to be seated or refusal to change seats when directed by the instructor, refusing to leave when directed, or leaving or entering the room without authorization) or contained in the syllabus (e.g., tardiness, absenteeism, cell phones). This provision is not intended to be used as a means to punish classroom dissent or to discourage open discourse. The lawful expression of a disagreement with the teacher is not in itself “disruptive” behavior.

8. Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for credit in any other class will not be accepted for credit in this class.
### CLASS CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Class Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Textbook, Ch. 1</td>
<td>Introductions, Syllabus, Learning and the language arts</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Textbook, Ch. 2</td>
<td>Assessing the language arts</td>
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<tr>
<td>Week 3</td>
<td>Textbook, Ch. 3</td>
<td>The reading writing process</td>
<td>Articles</td>
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<tr>
<td>Week 4</td>
<td>Textbook, Ch. 4</td>
<td>Emergent literacy</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Textbook, Ch. 5</td>
<td>Examining word play, vocabulary development</td>
<td>Websites</td>
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<tr>
<td>Week 6</td>
<td>Textbook, Ch. 6</td>
<td>Writing process and product</td>
<td></td>
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<tr>
<td>Week 7</td>
<td></td>
<td>Mid-term Exam</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Textbook, Ch. 7</td>
<td>Listening</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Textbook, Ch. 8</td>
<td>Classroom discussions</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Textbook, Ch.9</td>
<td>Writing across the curriculum and writing genres</td>
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<tr>
<td>Week 11</td>
<td>Textbook, Ch. 10</td>
<td>Writing across the curriculum and writing genres (cont’d)</td>
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<td>Week 12</td>
<td>Textbook, Ch. 11</td>
<td>Poetry</td>
<td>Integrated language arts project</td>
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<td>Week 13</td>
<td>Textbook, Ch. 12, 13, &amp; 14</td>
<td>Spelling, grammar, and handwriting</td>
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<td>Week 14</td>
<td>Integrated language arts group presentations</td>
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<tr>
<td>Week 15</td>
<td>Individual Alphabet book presentations</td>
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<tr>
<td>Alphabet book</td>
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<tr>
<td>Week 16</td>
<td>Final Exam</td>
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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction       College: College of Education

Current course catalog listing: (for modifications or deletions)       3/0/3

Prefix: SEED       Course: 4295       Title: Reading and Literature in Secondary English Classrooms       Hours: Lecture/Lab/Total

<table>
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<th>Action</th>
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<tr>
<td>☐ Modify</td>
<td>☐ Other*</td>
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<td>☐ Add</td>
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<td>☑ Delete</td>
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</table>

*Variable credit must be explained

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

☑ Library resources are adequate       ☐ Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

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

Prerequisite(s)       None

Present or Projected Enrollment: 0 (Students per year)       Effective Date*: Fall 2007

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

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

Approval:

[Signature] 3/8/07

Department Chair

Department Chair (if cross listed)  Date

Dean of College  3/8/007

Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  4/17/02  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

Delete SEED 4295 Reading and Literature in Secondary English Classrooms

This course has been cross listed with ENGL 4295. It will no longer be offered separately by the Department of Curriculum and Instruction due to low enrollments.

This affects the following Arts & Sciences Program Sheet:
   B.A. in English  (with a minor in Education)

This is being done at the request of the English Department.

ENGL 4295 will be offered once per year in the fall.
SEED 4295

READING AND LITERATURE IN SECONDARY ENGLISH CLASSROOMS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax:

COURSE DESCRIPTION

An examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups (including teachers, school administrators, and parents) involved in designing and implementing a literature curriculum.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

The student will:

1. develop an understanding of basic reading processes (Manzo, Manzo, & Estes, 2001);
   (Knowledgeable; INTASC 1, 7; NCTE/IRA 3)

2. demonstrate familiarity with a range of classic and young adult texts customarily taught in grades 7-12, reading, reviewing, and critiquing such literature in a collaborative manner with peers and instructor (Bushman & Haas, 2001);
   (Knowledgeable; INTASC 1, 5, 7; NCTE/IRA 1, 2, 6)

3. demonstrate an understanding of students' abilities to learn from reading and the language arts and the ways in which novice readers process textual information (Manzo, Manzo, & Estes, 2001);
   (Knowledgeable; INTASC 1, 2, 7; NCTE/IRA 3)

4. demonstrate how to provide support to students in comprehension at every stage of that process both through specific reading skills and through a scaffold of accessible textual, contextual, and illustrative material for novice readers (Manzo, Manzo, & Estes, 2001);
   (Decision Makers; Knowledgeable; Proactive; INTASC 3, 4, 5, 7; NCTE/IRA 4, 6, 10)

5. demonstrate an understanding of higher-order literacy, including how to build language development, strategies to advance analytical and concept development, ways to teach both efferent and aesthetic reading (Manzo, Manzo, & Estes, 2001);
   (Decision Makers; Knowledgeable; Proactive; INTASC 1, 3, 5, 7; NCTE/IRA 2, 3, 6, 7, 8, 10)

6. demonstrate an understanding of the development of moral reasoning skills through literature (Langer, 1992; Manzo, Manzo, & Estes, 2001);
   (Knowledgeable; INTASC 7, 9; NCTE/IRA 1, 2, 9)

7. select instructional strategies and methods and develop lesson plans that demonstrate an effort to teach reading-learning strategies in a literature environment, to bridge classic
literature with young adult texts (Bushman & Haas, 2001; Manzo, Manzo, & Estes, 2001; Nilsen & Donelson, 2001);

(Decision Makers; Knowledgeable; Proactive; INTASC 3, 4, 5, 7; NCTE/IRA 1, 2)

8. define the rights and responsibilities of teachers, parents, students, and other groups with respect to literature curriculum content and establish proficiency in developing rationales for texts that may be challenged (censorship) (Brown & Stephens, 1995; Bushman & Haas, 2001; Edwards, 1998);

(Knowledgeable; Proactive; Culturally Sensitive; INTASC 10; NCTE/IRA 7, 11)

9. demonstrate an awareness of ways to create a multicultural and gender-balanced curriculum (Gunning, 1996); and

(Knowledge; Proactive; INTASC 3, 7; NCTE/IRA 9)

10. advance personal-professional development and self-examination.

(Decision Makers; Lifelong Learners; Reflective; INTASC 6, 9, 10; NCTE/IRA 11)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: No textbook for the course. Readings will come from individual literary works appropriate for secondary English classes and journals related to the teaching of literature at the secondary level.

References:


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework**  The focus of this course is on the examination of a wide range of literary texts appropriate for use in grades 7-12 in order to develop effective methodologies for promoting the critical appreciation of literature, issues relating to the rights and responsibilities of various groups involved in designing and implementing a literature curriculum, and the understanding of basic reading processes: comprehension strategies, techniques for corrective reading, and assessment. At the completion of the course work, students will have demonstrated achievement in the areas of *decision making*: choosing literary selections appropriate for inclusion in a language arts curriculum for students in grades 7-12 in order to promote the critical appreciation of literature (Assignments 1, 6), *lifelong learners*: studying effective practices for the basic reading process and methodologies for promoting the critical appreciation of literature (Assignments 2, 3, 6), *adaptive*: changing instructional practices to meet individual needs (Assignments 2, 4, 7), *collaborative*: working cooperatively with various groups (including teachers, school administrators, and parents) involved in designing and implementing a literature curriculum (Assignments 2, 6), *culturally sensitive*: promoting the appreciation of multicultural literature (Assignments 3, 5, 6), *empathetic*: demonstrating sensitivity to individual, family, and community needs when planning language arts instruction (Assignments 2, 3, 4, 6, 7), *knowledge*: drawing on content knowledge and pedagogical understanding when developing instruction (Assignments 2, 5, 7), and *proactive*: implementing language arts curriculum to better serve students in grades 7-12 (Assignments 2, 7).

Assignments:

1) Students will read four short works (*The House on Mango Street, The Crossing, Hoops, & Night*) as a class assignment and will read one other individually selected novel from award winning young adult literature published since 1997 and approved by instructor.  
   10 points  
   *Course Objectives* 2, 6

2) Groups will write a 5-day unit plan for teaching *The House on Mango Street* using literature and reading strategies that are grade appropriate. At a minimum, the unit must contain:
a) An introductory section which addresses the purpose of the unit, the overall goals for the unit, a listing of materials and media required, and specifics concerning the final assessment for the unit,
b) Daily lesson plans which include objectives for the lesson, activities, and assessments for assuring that the objectives are met,
c) Copies of any transparencies, handouts, and assessment instruments utilized. 20 points

Course Objectives 5, 7, 9, 11

3) A research essay that connects reading strategies and literature for grades 7-12 will be written in lieu of the mid-term evaluation. The text should be 8-10 pages in length, follow correct APA style, and follow traditional essay format (title, introduction, body, conclusion, & references). 20 points

Course Objectives 1, 3, 4, 11

4) A listing of 10 Internet sites that would be useful to a high school English teacher to support the teaching of literature. Include a description of the site contents and one or more recommendations for its use. 10 points

Course Objectives 10

5) Story telling activity: Students will be asked to tell the class a story appropriate for secondary level students. The story must be used to introduce a concept, the study of a piece of literature, or a literary figure. Content, as well as presentation skills will be considered. 10 points

Course Objectives 2, 7

6) Students will read and be prepared to discuss 10 articles dealing with teaching reading and literature in grades 7-12. These must come from the English Journal, Voices from the Middle (both NCTE publications), The Reading Teacher, or the Journal of Reading (both IRA publications). A one-page abstract (one paragraph summary/one paragraph of your reflections) for each article will be submitted to the instructor on dates indicated below. Include a complete reference entry (APA style) at the top of each abstract. 10 points

Course Objectives 3, 4, 5, 8, 10

7) Each student will teach a 30-minute lesson based on the novel selected for individual study. A written lesson plan should be submitted one class meeting prior to the presentation. 20 points

Course Objectives 2, 7.

CLASS POLICIES

1) Attendance: Students are expected to attend class. A portion of your grade is based on class participation (10 points).

2) Professionalism: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools.
3) **Submitted work:** All activities must be completed in a typed, double space format, with Times/New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated. Projects and papers are due at the BEGINNING OF CLASS on the designated date.

**GRADING POLICY:**

A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = 59 and below

**CLASS OUTLINE**

- **Week 1**  Introduction to Course; Unit Planning Process
- **Week 2**  Reading Levels and Terminology  
  The Reading Process  
  Holistic Language
- **Week 3**  Unit Plan Research Time (group)
- **Week 4**  Strategic Interactive Reading; Motivation of Reading;  
  Discussion of Unit Plan Issues
- **Week 5**  Creating Independent Readers; Reader Response Theory  
  Discussion of Mango Street
- **Week 6**  Unit Plan & Lesson Planning Time (group or individual)
- **Week 7**  Unit Plan & Lesson Planning Time (group or individual)
- **Week 8**  Reading Strategies: SQ3R, SSR, & DEAR  
  Application to Mango Street and The Crossing
- **Week 9**  Reading Strategies: Read-Aloud & Story Telling  
  Application to Mango Street and The Crossing
- **Week 10**  Censorship Issues  
  Application to Mango Street, The Crossing, and Hoops
- **Week 11**  Standardized Testing & Reading in the Schools  
  Discussion of Night
- **Week 12**  Student Presentations
- **Week 13**  Student Presentations
- **Week 14**  Final evaluations

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.

**NOTE ON ACADEMIC HONESTY:** You may not submit work for this course that has been turned in or completed in another class. If you turn in work for this class that has been submitted as part of the academic requirements for another course, you will automatically receive a failing grade in this course.
**State University of West Georgia**

**Course or Program Addition, Deletion or Modification Request**

**Department:** Counseling and Educational Psychology  
**College:** College of Education

**Current course catalog listing:** (for modifications or deletions)

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<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<td>✔ Every Term</td>
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<td>☐ Modify</td>
<td>❑ Add</td>
<td>❑ Delete</td>
<td>☐ Other*</td>
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<td>☐ Other</td>
</tr>
</tbody>
</table>

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

☑️ Library resources are adequate  
☐ Library resources need enhancement

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

| EDUC 2120 | Exploring Sociocultural Perspectives on Diversity in Educational Contexts | 3 / 0 / 3 |

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

This course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds.

**Prerequisite(s):** 2.5 gpa

**Present or Projected Enrollment:** 420 (Students per year)  
Effective Date: Spring / 2008

**Present or Projected Enrollment:** 420 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

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

**Approval:**  
3-13-07

---

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

**Revised 1/09/02**
Rationale

Add EDUC 2120

This is one of the three new courses required by the Board of Regents in Area F.
EXPLORING SOCIOCULTURAL PERSPECTIVES ON DIVERSITY IN EDUCATIONAL CONTEXTS

3 Semester Hours

Spring 2008

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION
Prerequisite: 2.5 GPA
This course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds.

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

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

Students will:

1. examine the nature and function of culture (Delpit, 1998; Eaker-Rich & VanGalen, 1996; Irvine, 1997; Pang, 1998; Smith, 1998; Spring, 2004); (CulturallySensitive, Empathetic, Knowledgeable; INTASC 3, 5, 10)

2. explore how history and culture shape world views (Cushner, McClelland & Stafford, 2003; Eaker-Rich & VanGalen, 1996; Hale-Baneson, 1986; Kleinfield & Yerian, 1995; McLaughlin, 1992; Pang, 1998); (Lifelong Learners, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; INTASC 1, 3, 5)


4. develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture (Au, 1993; Banks & Banks, 2001; Gollnick & Chinn, 2002; Hernandez, 2001); (DecisionMakers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 3, 9, 10)

5. articulate strategies for teaching culturally diverse students in the classroom (Au, 1993; Banks & Banks, 2001; Gollnick & Chinn, 2002; Hernandez, 2001); (DecisionMakers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 2, 3, 4,)

6. identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination(Au, 1993; Banks & Banks, 2001; Campbell, 2000; Gollnick & Chinn, 2002; Hernandez, 2001); (DecisionMakers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 9, 10)

7. identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps (Au, 1993; Bennett, Bridgall, Cauce, Everson, Gordon, Lee, Mendoza-Denton, Renzulli, & Stewart, 2004; Bernard, 1996; Delpit, 1998; Diamond & Moore, 1995; Eaker-Rich & VanGalen, 1996; Cushner, McClelland & Stafford, 2003; Hale-Baneson,

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 3, 5)

8. identify strategies that creatively deal with challenges and differences between the cultures of educators and students (Au, 1993; Banks & Banks, 2001; Gollnick & Chinn, 2002; Hernandez, 2001); and

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 3, 5)


(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 2, 7)

TEXT, READINGS AND INSTRUCTIONAL RESOURCES


References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework**  The focus of this course is to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Application of knowledge and the enhancement of learning is important. The overall evaluation of this course is structured around the completion of written assignments, projects, discussions, and examinations. At the conclusion of this course, students will be able to demonstrate a competent level of knowledge: integrating theoretical perspectives (*Assignments 1, 3*), reflection: engaging in an ongoing reflection of the process of learning (*All Assignments*), cultural sensitivity: recognizing the cultural differences in human development (*All Assignments*), collaboration: learning to work with and integrate the ideas of others (*Assignment 3*), adaptation: demonstrate flexibility (*Assignment 3*), lifelong learning: seek to continually improve knowledge and skills (*Assignment 2, 3*).

**ASSIGNMENTS**

1. **Video Reactions**  40 pts.
   Students will reflect and write on current or historical issues concerning diversity examined through video presentations. *Course Objectives 1, 2, 3, 4, 6, 8, 9*

2. **Outreach Project Report**  50 pts.
   This project is intended to help you extend your learning beyond the boundaries of this class. There are many different ways in which to do this—please see the handout given to you on the first day of class. *Course Objectives 4, 6, 8, 9*

3. **Focus Group Discussions**  40 pts.
   Students will be watching video segments or reading articles pertaining to contemporary issues related to the class. We will then form small groups to have a focused discussion of these issues and your learning in the class. You will be required to write a paper that will analyze, synthesize, and evaluate the information presented to you. *Course Objectives 3, 4, 5, 9*

4. **Midterm Examination**  50 pts.  *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9*

5. **Final Examination**  50 pts.  *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9*
Grading:

207 – 230 A
184 – 206 B
161 – 183 C
138 – 160 D
137 - F

CLASS OUTLINE

Week 1
Introduction to course and explanation of assignments.

Week 2
What is Culture

Week 3
Exploring Popular Cultural Messages and Images

Week 4
Then/Now Activity elaborating on perspectives about such issues as poverty, cultural diversity, disability discrimination and racial discrimination.

Week 5
Equity in education

Week 6
Culture in the Classroom

Week 7
English as a Second Language Learners

Week 8
Mid-Term

Week 9
Stigmas of Poverty

Week 10
Institutionalized Prejudice

Week 11
Case Studies

Week 12
Guest Speaker

Week 13
Group Reports

Week 14
Prejudice in the Workplace

Week 15
The Influence of Media

Week 16
Final Exam

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to)
needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve/.

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
Course or Program Addition, Deletion or Modification Request

**Department:** Counseling & Educational Psychology  
**College:** College of Education

**Current course catalog listing:** (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
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<tbody>
<tr>
<td>✔️</td>
<td>Course</td>
<td></td>
<td></td>
<td>✔️ Undergraduate</td>
<td>✔️ Every Term</td>
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<td></td>
<td></td>
<td></td>
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<td>![Add]</td>
<td>![Delete]</td>
</tr>
<tr>
<td>![Credit]</td>
<td>![Number]</td>
<td>![Title]</td>
<td>![Description]</td>
<td>![Other]</td>
<td>![Variable credit must be explained]</td>
</tr>
</tbody>
</table>

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

- ✔️ Library resources are adequate  
- ![Library resources need enhancement]

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>2130</td>
<td>Exploring Learning and Teaching</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

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

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

**Prerequisite(s)**  
2.5 GPA

**Present or Projected Enrollment:** 420 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

**Effective Date:** Spring 2008

**Grading System:**  
- ✔️ Letter Grade  
- ![Pass/Fail]  
- ![Other]

**Approval:**

- **Department Chair:**  
  Date
- **Department Chair (if cross listed):**  
  Date
- **Dean of College:**  
  3/14/2007
- **Dean of College (if cross listed):**  
  Date

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

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

- **Chair, Undergraduate Academic Programs Committee:**  
  Date
- **Chair, Committee on Graduate Studies:**  
  Date

**Vice President for Academic Affairs:**  
Date

Revised 1/09/02
Rationale

Add EDUC 2130

This is one of the three new courses required by the Board of Regents in Area F.
EDUC 2130

EXPLORING LEARNING AND TEACHING

3 Semester Hours

Spring 2008

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION
Prerequisite: Cumulative GPA of at least 2.5
Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

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

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

COURSE OBJECTIVES: STATED AS “ESSENTIAL QUESTIONS”: 
1. How have I myself (i.e. the teacher candidate) learned in school, and how do I learn most effectively? (Eggen, P. & Kauchak, D., 2007; Alexander, P.A., 2006) (Reflective, Knowledgeable, Lifelong Learners; INTASC 1, 2);

2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings? (Eggen, P. & Kauchak, D., 2007; Pintrich, P.R. & Schunk, D.H., 2002); (Reflective, Knowledgeable, Adaptive, Cultural Sensitivity; INTASC 1, 2);

3. How do teaching practices and instructional structures impact student learning in educational settings? (Eggen, P. & Kauchak, D., 2007; Alexander, P.A., 2006); (Reflective, Knowledgeable; INTASC 1, 2);

4. How do other factors in the learning environment impact student learning in educational settings? (Eggen, P. & Kauchak, D., 2007; McDevitt, T.M. & Ormrod, J.E., 2007); (Knowledgeable, Adaptive; INTASC 1, 2);

5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students? (Eggen, P. & Kauchak, D., 2007; Alexander, P.A., 2006); (Reflective, Knowledgeable, Collaborative; INTASC 1, 2);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

References:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework  The focus of this course is to explore key aspects of learning and teaching through the examination of your own learning processes and those of others. Application of knowledge and the enhancement of learning is important. The overall evaluation of this course is structured around the completion of written assignments, projects, discussions, and examinations. At the conclusion of this course, students will be able to demonstrate a competent level of knowledge: integrating theoretical perspectives (Assignments 1, 3), reflection: engaging in an ongoing reflection of the process of learning (all Assignments), cultural sensitivity: recognizing the cultural differences in human development (Assignments 1, 2), collaboration: learning to work with and integrate the ideas of others (Assignment 3), adaptation: demonstrate flexibility (Assignment 3), lifelong learning: seek to continually improve knowledge and skills (Assignment 2, 3).

ASSIGNMENTS

1. Video Reactions  40 pts.  
   Students will reflect and write on current issues in human development examined through video presentations. Course Objectives 2, 4, 5

2. Outreach Project Report  50 pts.  
   This project is intended to help you extend your learning beyond the boundaries of this class. There are many different ways in which to do this—please see the handout given to you on the first day of class. Course Objectives 1, 2, 3, 4, 5

3. Focus Group Discussions  40 pts.  
   Students will be watching video segments or reading articles pertaining to contemporary educational psychology issues related to the class. We will then form small groups to have a focused discussion of these issues and your learning in the class. You will be required to write a paper that will analyze, synthesize, and evaluate the information presented to you. Course Objectives 2, 4

4. Midterm Examination  50 pts.  
   Course Objectives 1, 2, 3, 4, 5

5. Final Examination  50 pts.  
   Course Objectives 1, 2, 3, 4, 5

Grading:

207 – 230  A
CLASS POLICIES
Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Communication from Instructor to student will take place through your myuwg web page. All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted. No make-up tests will be allowed. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.

Disability Policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services: www.westga.edu/~dserve/.

Opportunities for extra credit may/may not be provided for this class. Work completed for another class is not acceptable for this class.

CLASS OUTLINE
Week One          Course Introduction / Nature of Development
Week Two          Behavioral Learning Theory
Week Three         Piaget & Vygotsky / Information Processing
Week Four          Developmental Aspects of Learning
Week Five          Family, Cultural, and Environmental Influences on Learning
Week Six           Midterm Examination
Week Seven         Motivation Theory
Week Eight         The Effect of Teacher Beliefs and Expectations on Learners
Week Nine          Student Diversity in Learning Needs and Preferences
Week Ten           Student Outreach Project
Week Eleven        Classroom Management
Week Twelve        Teacher / Student & Student / Student Relationships
Week Thirteen      Focus Group Presentations
Week Fourteen      Multidimensional Nature of Development
Week Fifteen       Class Wrap-Up
Week Sixteen       Final Examination
ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of, or information obtained from, another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Student Handbook.
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix  Course  Title  

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

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

Frequency  
☐ Every Term  
☐ Yearly  
☐ Other  

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

☐ Library resources are adequate  ☐ Library resources need enhancement

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

<table>
<thead>
<tr>
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<th>Hours: Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td>SPED</td>
<td>3713</td>
<td>Introduction to Special Education and Mild Disabilities</td>
<td>4 / 0 / 4</td>
</tr>
</tbody>
</table>

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

A study of the characteristics, nature, and features of disabilities with emphasis on mild and moderate disabilities, including etiology, definition, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. "Best" teaching practices for this population will be examined.

Prerequisite(s) Prerequisites: Admission to Teacher Education.

Present or Projected Enrollment: 25 (Students per year)  Effective Date*: Fall 2007  
*For a new course, one full term must pass between approval and effective date.

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

Approval:

Date

Department Chair

Date

Department Chair (if cross listed)

Dean of College

Date

Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)

Date

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

Date

Chair, Undergraduate Academic Programs Committee

Date

Chair, Committee on Graduate Studies

Vice President for Academic Affairs

Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multicategorical certification areas: Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12) and Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12).

**New Description:** (Proposed)

**Prerequisites:** Admission to Teacher Education.

A study of the characteristics, nature, and features of disabilities with emphasis on mild and moderate disabilities, including etiology, definition, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. "Best" teaching practices for this population will be examined.
SPED 3713

INTRODUCTION TO SPECIAL EDUCATION AND MILD DISABILITIES

Semester Hours: 4
Semester/Year:
Instructor:
Office Location:
Office Hours:
Telephone: 678/839-6567 (department)
E-mail:
Fax: 678/839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education.

A study of the characteristics, nature, and features of disabilities with emphasis on mild and moderate disabilities, including etiology, definition, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. "Best" teaching practices for this population will be examined.

CONCEPTUAL FRAMEWORK

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

COURSE OBJECTIVES

Students will:

1. summarize major federal legislation, regulations, and litigation pre- and post- PL 94-142 affecting the instruction of exceptional children, including the current status of implementation (Henley, Ramsey, & Algozzine, 2006; Heward, 2006; Hunt & Marshall, 2005; Lewis & Doorlag, 2006; Raymond, 2004; Wright & Wright, 2005; Yell, 2006) (Knowledgeable; CEC* & INTASC** 1);

2. summarize the federal definition of disabilities and the Georgia State Special Education Regulations and identify the major characteristics (Georgia Department of Education, 2000; Henley et al., 2006; Heward, 2006; Hunt & Marshall, 2005; Lewis & Doorlag, 2006; Raymond, 2004) (Knowledgeable; CEC & INTASC 1, 2, 3);

3. discuss models, theories, and philosophies that form the basis for special education practice (Bauer, Keefe, & Shea, 2002; Beirne-Smith, Patton, & Kim, 2006; Lerner & Kline, 2006; Long & Morse, 1996), (Knowledgeable; CEC & INTASC 1 & 2);

4. define mild/moderate disabilities from various perspectives (Bauer et al. 2002; Beirne-Smith et al., 2006; Henley et al., 2006; Lerner & Kline, 2006; Smith, 2007) (Knowledgeable; CEC & INTASC 1 & 2);

5. discuss the cognitive, academic, social/emotional, and behavioral learning characteristics of children and adolescents with mild/moderate disabilities (Henley et al., 2006; Lerner & Kline, 2006; Raymond, 2004; Smith, 2007) (Knowledgeable; CEC & INTASC 2);

6. describe the affects of socioeconomic environments and culture upon students with mild/moderate disabilities (Bauer et al., 2002; Bauer & Shea, 2003; Henley et al., 2006; Long & Morse, 1996; Raymond, 2004; Smith, 2007) (Collaborative, Knowledgeable, Proactive, Reflective; CEC & INTASC 2);

7. discuss the special education process including information about screening, the role of the general education teacher in screening, prereferral, referral, classification procedures, placement in the least restrictive environment, and transition for students with mild/moderate disabilities (Henley et al., 2006; Heward, 2006; Hunt & Marshall, 2005; Lerner & Kline, 2006; Lewis & Doorlag, 2006; Raymond, 2004; Smith, 2007; Yell, 2006) (Knowledgeable; CEC & INTASC 1 & 8);
8. recognize resources (school, community, etc.) available for providing services to children with mild/moderate disabilities (Heward, 2006; Turnbull et al., 2006; Winzer & Mazurek, 1998) (Adaptive, Knowledgeable; CEC & INTASC 9);

9. describe the impact of having an individual with a disability on the family (Bauer & Shea, 2003; Heward, 2006; Long & Morse, 1996; Turnbull et al., 2006) (Culturally Sensitive, Empathetic, Knowledgeable; CEC & INTASC 7);

10. identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to better meet the needs of a range of students with a variety of learning characteristics (Churma, 1999; Male & Gotthoffer, 1999) (Adaptive, Collaborative, Culturally Sensitive, Knowledgeable; CEC & INTASC 2)

11. answer questions related to best practices and/or demonstrate appropriate strategies for teaching students with mild/moderate disabilities and their nondisabled peers across grade levels, including assessment, differentiation of instruction, research-based instructional strategies, age appropriate instructional materials, instructional and assistive technology, co-teaching, collaboration, and classroom behavioral management strategies for establishing a safe and positive educational environment (Boyle & Danforth, 2001; Choate, 2004; Halmhuber & Beauvais, 2002; Heward, 2006; Lewis & Doorlag, 2006; Smith, 2007; Tomlinson, 2001; Villa & Thouand, 2000; Weishaar & Scott, 2006) (Adaptive, Collaborative, Knowledgeable, Proactive; CEC & INTASC 1, 4, 5, 7, 8, 9, 10); and

12. apply information related to best practices and appropriate strategies for teaching students with mild/moderate disabilities and their nondisabled peers, including the use of the reflective process (Boyle & Danforth, 2001; Choate, 2004; Halmhuber & Beauvais, 2002; Heward, 2006; Lewis & Doorlag, 2006; Tomlinson, 2001; Weishaar & Scott, 2006) (Knowledgeable, Reflective; CEC and INTASC 9).

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards


TEXT, READINGS AND INSTRUCTIONAL RESOURCES

Required Text:

References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework:** Since this class serves as an introduction to the field of special education and characteristics of children with mild/moderate disabilities, the emphasis is on acquisition of information, basic skills and supportive values. Accordingly, the major Conceptual Framework descriptor incorporated into class is *Knowledgeable*; this descriptor is reflected in all of the class assignments and activities. In addition, other descriptors are tapped by specific assignments and activities, as follows:

- **Adaptive** (students demonstrate their knowledge of the needs to adapt their personal views and dispositions toward persons with disabilities and their families and participate in activities related to planning/evaluation of adaptations and accommodations based on individual cases in the *Group Project* and in their *Internet Project*, and respond to questions related to these topics in *Exams* and *Quizzes*);

- **Collaborative** (engage in learning activities with other candidates and demonstrate their ability to assume responsibility for tasks, work in a professional manner to produce a collaborative project, and present to peers in their *Group Project*, and through *Participation, Exams, and Quizzes*);

- **Culturally Sensitive** (students respond to questions pertaining to cultural diversity as related to the field of special education and use people first statements and develop a greater knowledge of the effects of culture on the education of students with disabilities in *Reflections, Group Project, Exams, and Quizzes*);

- **Empathetic** (become more aware of the effects of a child with a disability on a family and display the knowledge and dispositions that demonstrate a sensitivity for family members and individuals with disabilities in *Internet Project, Reflection and Group Project*);

- **Proactive** (develop a greater knowledge of the characteristics of students with learning and emotional disabilities in order to provide a more effective learning environment through *Readings and Participation*); and

- **Reflective** (demonstrate their ability to use learned society standards as a tool to evaluate and improve their knowledge, skills, and dispositions as they relate to their preparation as a teacher of students with mild/moderate disabilities in their *Reflections*). The *Reflection* assignments and the *Readings and Participation* component also reflect various Conceptual Framework descriptors, depending on the specific topic(s) under consideration.

Activities and Assessments:

1. **Readings and Participation:** Students must do all assigned readings and participate in all class activities. Participation requires more than attendance. You need to share your ideas as well as be respectful of the ideas of others. (Objectives 1-12; instructor observation)

2. **Group Project:** Culture and Children. This is a group project that will be completed in groups of three persons and will focus on improving comprehension of other cultures and
their impact on the education of children. Each group will prepare a written response and present a PowerPoint presentation to the class. Specific written directions will be provided in class.
(Objectives 3, 5-7, 9-12; class and instructor ratings, rubric)

3. **Reflections:** Each candidate will use the CEC Common Core and General Curriculum Standards throughout the course to write two (2) reflective summations containing your reactions, reflections, and insights, and progress in meeting the standards. Each paper should focus on one topic from class and may be based upon class readings, discussions, presentations, observations, and/or activities. Each paper must be one to two pages in length, double-spaced, and presented in hard copy to the instructor on or before the due date. Both clarity of content and quality of mechanics (grammar, spelling, punctuation, etc.) will be reflected in grading. Less than a 1% error rate in English mechanics is expected. Specific written directions will be provided in class.
(Objectives 1-12; short papers, rubric)

4. **Internet Project:** Each candidate will choose two specific disabilities to research. The purpose of the assignment is to help the candidates gain new knowledge that will improve their understanding of the student and that they can then share with colleagues and parents/guardians. Specific guidelines will be distributed in class.
(Objectives 3, 4, 5, 8, 11, 12; rubric)

5. **Exams:** There will be two examinations, each of which will cover material from readings, class lectures and discussions.
(Objectives 1-12; tests)

6. **Quizzes:** There will be five unannounced quizzes. One of these will be an assigned short chapter summary.
(Objectives 1-12; quizzes)

**Evaluation Procedures:**

The course instructor based on the information provided in this syllabus and in additional handout material and/or discussion will grade assignments. Points assigned to assignments are as follows:

<table>
<thead>
<tr>
<th>#</th>
<th>Description of Activity</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Readings &amp; Participation: Attendance is expected and students are expected to attend class each class period and remain for the entire period. Participation is critical in this course, and non-participation in classroom discussions and activities can have a negative impact on a candidate's grade.</td>
<td>1 per class for total of 15 points</td>
</tr>
<tr>
<td>2</td>
<td>Group Project: Culture and Children: Group activity requiring active participation of all members. Final products will include a class presentation using PowerPoint and a written document to be distributed to all candidates in the class.</td>
<td>5 points for written document 10 points for the PowerPoint</td>
</tr>
</tbody>
</table>
Graded by instructor using rubric.

<table>
<thead>
<tr>
<th>3</th>
<th>Reflections: Written documentation of progress on CEC Common Core and Specific Disability Standards. Graded by instructor using rubric.</th>
<th>presentation</th>
<th>5 points each</th>
<th>Total of 10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Internet Project: Written portfolio containing information acquired from the Internet and other sources regarding two specific syndromes or disabilities. Graded by instructor using rubric.</td>
<td></td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Exams: There will be two exams that will assess material from class lectures, the textbook, and discussions. Graded by instructor. Points for questions will be listed on the examinations.</td>
<td></td>
<td>20 points each</td>
<td>Total of 40 pts.</td>
</tr>
<tr>
<td>6</td>
<td>Quizzes: Five unannounced quizzes to assess material from readings. One will be in the form of an assigned short chapter summary.</td>
<td></td>
<td>1 point each</td>
<td>Total of 5 pts.</td>
</tr>
</tbody>
</table>

Grading Policy

A  90-100 points
B  80-89 points
C  70-79 points
D  60-69 points
F  less than 60 points

Note: A student must achieve a grade of C or higher in this course to use the course for certification. If a student receives a grade of D or F, the course must be repeated for credit.

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

CLASS POLICIES

1. Assignments should be completed for quality, not quantity. Focus on stating points clearly. Correct grammar is expected.
2. Examine the language used within the assignments. Remember to remove the focus on a person's behavior or disability by making statements in a people first format (e.g., a person with a disability).
3. Avoid judgmental statements and focus on the facts when writing about students. As teachers, our own biases and opinions must be put aside in order to view each student as a capable and valuable human being.
4. Be sure to maintain confidentiality of student(s), setting(s), and teacher(s). All identifying names and information should be omitted from written work and discussions.
5. Late work policy: Assignments will be considered late if they are not turned in on the day for which they are assigned. Points will be deducted at the rate of 10% per day (calendar day) late. Late work will be accepted for full credit in instances of documented emergencies. Arrangements for late work must be made with the instructor the day of return to class.
6. Make-up test policy: Make-up tests may be taken only with the permission of the instructor. If the candidate does not schedule them within one week of the original test date, no make-up test will be allowed and a grade of zero will be given.
7. Attendance: Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. Indeed, attendance is not only important, but also required. It is understood that some absences are unavoidable. Examples of such absences include personal illness, death in the immediate family, etc. Whenever possible, prior notice should be given to the course instructor when these absences are anticipated. If prior notice of absence cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 absences for the semester must contact the instructor immediately.

8. Just as attendance is important, punctuality and commitment are the hallmarks of a professional. Punctuality and commitment demonstrate respect for yourself, your colleagues, and your instructor. Punctuality allows classroom activities and instruction to occur without disruption.

9. Candidates are responsible for any content they miss. Class time will not be used to go over material/information missed by individuals (or small groups).

10. All cell phone ringers must be placed on silent or vibrate so that the classroom instruction is not interrupted.

11. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

12. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either through the Coordinator of Disability Services, Dr. Ann Phillips, or by yourself. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dservc/.

13. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

CLASS OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>CLASS CONTENT</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, expectations, tips for succeeding in this class and review of the syllabus Historical Perspectives on Disability and Context</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Individualized Special Education Programs: Planning and Services</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Collaboration with Parents and Families</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Mental Retardation</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week</td>
<td>CLASS CONTENT</td>
<td>Readings &amp; Assignments</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Learning Disabilities</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>Emotional and Behavioral Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>Communication Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Reflection I due next class meeting</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Exam I – Chapters 1-8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ADHD</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>10</td>
<td>Deafness and Hearing Loss</td>
<td>Chapters 9-10</td>
</tr>
<tr>
<td></td>
<td>Blindness and Low Vision</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Physical Disabilities and Special Health Care Needs</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>12</td>
<td>Low Incidence Disabilities; Severe Multiple Disabilities; Deaf-Blindness; and Traumatic Brain Injury</td>
<td>2nd Reflection due next class meeting</td>
</tr>
<tr>
<td>13</td>
<td>Giftedness and Talent</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td>Special Education Across the Lifespan</td>
<td>Reflection II due</td>
</tr>
<tr>
<td></td>
<td>Group Project Presentations begin</td>
<td>Chapters 14-15</td>
</tr>
<tr>
<td>15</td>
<td>Group Project Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Comprehensive Exam</td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Course</td>
<td>□ Program</td>
<td></td>
<td></td>
<td>✔ Undergraduate</td>
<td>✔ Every Term</td>
</tr>
<tr>
<td>□ Modify</td>
<td>✔ Add</td>
<td>□ Delete</td>
<td>□ Credit</td>
<td>□ Number</td>
<td>□ Other*</td>
</tr>
<tr>
<td>□ Title</td>
<td>□ Description</td>
<td>□ Other*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

✔ Library resources are adequate  □ Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3714</td>
<td>Behavior and Classroom Management</td>
<td>3 / 0 / 3</td>
<td></td>
</tr>
</tbody>
</table>

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

Theoretical formulations and practical applications of behavioral and instructional techniques, especially as they apply to classroom management and assisting students in developing prosocial behavior.

Prerequisite(s) Prerequisites: Admission to Teacher Education.

Present or Projected Enrollment: 25 (Students per year)  Effective Date*: Fall 2007

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

Grading System: ✔ Letter Grade  □ Pass/Fail  □ Other

Approval:

[Signature]  3/13/07

Department Chair  Date

[Signature]  3/14/2007

Dean of College  Date

Chair of TEAC (if teacher prep. program)  Date

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

[Signature]  4/13/07

Chair, Undergraduate Academic Programs Committee  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multicategorical certification areas: Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12) and Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12).

**New Description: (Proposed)**

Prerequisites: Admission to Teacher Education.

Theoretical formulations and practical applications of behavioral and instructional techniques, especially as they apply to classroom management and assisting students in developing prosocial behavior.
SPED 3714

BEHAVIOR AND CLASSROOM MANAGEMENT

Semester Hours 3

Instructor

Office Location

Office Hours

Telephone 678/839-6567 (department)

E-mail

Fax (678) 839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education.

Theoretical formulations and practical applications of behavioral and instructional techniques, especially as they apply to classroom management and assisting students in developing prosocial behavior.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. cite the major characteristics of several theoretical perspectives on behavior and classroom management (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kazdin, 2001; Larrivee, 2005; Martella, Nelson, & Marchand-Martella, 2003; Zirpoli, 2005) (Decision Makers, Adaptive, Collaborative, Knowledgeable, Proactive; CEC* & INTASC** 1, 4, 5, 7);

2. compare and contrast several theoretical perspectives on behavior and classroom management (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kazdin, 2001; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005) (Knowledgeable; CEC & INTASC 1, 4, 5, 7);

3. use and apply various behavioral principles, instructional procedures and research based classroom management techniques to target behavior of students in individual and group settings, including the use of functional assessments and behavior intervention plans (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kauffman, Mostert, Trent, & Hallahan, 2006; Kazdin, 2001; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005) (Decision Makers, Adaptive, Empathetic, Knowledgeable, Proactive; CEC & INTASC I, 3, 4, 5, 7, 9, 10);

4. describe considerations in establishing effective programming strategies to maintain instructional control (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005) (Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective; CEC & INTASC I, 3, 4, 5, 7);

5. demonstrate how to organize and develop positive learning environments that support students’ individual needs through instructional and behavior management strategies (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005) (Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; CEC & INTASC I, 3, 4, 5, 7, 10);

6. develop ways to create positive learning climates that respect diversity in language and cultural heritage, and diversity in ability levels (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005)
(Lifelong Learners, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable; CEC & INTASC 1, 3, 4, 5, 6); and

7. discuss the ethical uses of behavior and classroom management (Alberto & Troutman, 2006; Charles, 2005; Darch & Kame‘enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2005; Martella et al., 2003; Zirpoli, 2005) (Decision Makers, Leaders, Lifelong Learners, Empathetic, Knowledgeable, Proactive; CEC & INTASC 1, 4, 5, 10).

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards


TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY
Link to Conceptual Framework: The focus of this course is to examine the theoretical formulations and practical applications of behavioral and instructional techniques, especially as they apply to classroom management and assisting students in developing prosocial behavior. The overall evaluation for this course consists of examinations and both inclass and group activities. At the completion of the course, candidates will have demonstrated competence in the areas of decision making: demonstrate working knowledge of behavioral techniques for the management of behavior (assignments 1, 2, 3, 4, 5); leadership: demonstrate the ability to differentiate the behavioral techniques discussed and how they should be applied to individual students (assignments 1, 2, 3, 4, 5); lifelong learners: continually improve their knowledge and skills with regard to current issues relating to behavioral change methods and their implementation (assignments 1, 2, 3, 4, 5); adaptive: demonstrate willingness to be flexible when meeting the needs of diverse learners based on knowledge of individual student needs and situations (assignments 1, 2, 3, 4, 5); collaborative: develop skills based on knowledge of behavioral methods to work effectively with various school professionals (assignments 1, 2, 3, 4, 5); culturally sensitive: develop awareness and understanding of individual and group differences when diagnosing and implementing behavior change techniques (assignments 1, 2, 3, 4, 5); empathetic: develop sensitivity for individual, family, and institutional needs with regard to behavioral change techniques (assignments 1, 2, 3, 4, 5); knowledgeable: demonstrate a working knowledge of behavioral change methods and how these methods impact educational programs in addition to individual students (assignments 1, 2, 3, 4, 5); proactive: use their knowledge of behavioral change methods and be effective advocates for individual students, groups of students, personnel, and families (assignments 1, 2, 3, 4, 5); and reflective: demonstrate reflective, critical thinking skills in regard to behavioral change methods in order to positively impact students (assignments 1, 2, 3, 4, 5).

Activities and Assessments:

1. **Examinations:** There will be a midterm and a final exam, each worth 100 points. The final exam will be cumulative. (Objectives 1-7; examination)

2. **Unannounced Quizzes:** (25 points each)
   There will be a total of 5 unannounced quizzes, 4 of which will be counted. These will be distributed at the beginning of the class period. There will be no make up for these quizzes, regardless of the reason. The lowest grade will be dropped. (Objectives 1-7; examination)

3. **Inclass activities:** (25 points each)
   a. List and present teaching activities aligned to the three phases of the 180-day teaching plan, which includes routines and strategies that will be taught during each of these phases.
   b. Design and teach instructional and behavioral interventions for specific student issues.
   c. Design a classroom management system
   d. Present instruction on intervention strategies that promote positive student behavior. (Objectives 3, 4, 5, 6; written products, presentation and rubric)
4. **Group assignment/class presentation:** (50 points)
   Using a case study approach, students will work in groups to assess a behavioral issue and design interventions and strategies to support positive student behavior. Details will be announced in class.
   (Objectives 2-7; written product and presentation; rubric)

5. **Other activities as assigned may include:** class discussion on case studies, vignettes and assigned articles; development of descriptions of various classroom problems as examples of either motivational or skill issues; discussion of various philosophies of “why” students misbehave in classrooms; and, discussion of how instruction impacts behavior in the classroom, with specific examples.
   (Objectives 1-7; discussion and presentation)

**Evaluation Procedures:**

The course instructor will grade assignments based on the information provided in this syllabus and on additional material and/or discussion. Points assigned to assignments are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Date Due</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100</td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>Unannounced Quizzes</td>
<td>25 X 4 (100 total)</td>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td>Class Activity #1</td>
<td>25</td>
<td></td>
<td>Written product</td>
</tr>
<tr>
<td>Class Activity #2</td>
<td>25</td>
<td></td>
<td>Written product</td>
</tr>
<tr>
<td>Class Activity #3</td>
<td>25</td>
<td></td>
<td>Written product</td>
</tr>
<tr>
<td>Class Activity #4</td>
<td>25</td>
<td></td>
<td>Written product</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>50</td>
<td></td>
<td>Presentation</td>
</tr>
</tbody>
</table>

**Grade Distribution**
A = 405 – 450 points
B = 360 – 404.5
C = 315 – 359.5
D = 270 – 314.5
F = <270

*Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.*

**CLASS POLICIES**

1. Late assignments will NOT be accepted.
2. Each student is to come to class prepared. This includes having the text available and having done the assigned readings and projects.
3. Work done outside of class must be reasonably correct (does not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
4. All assignments completed outside of class must be typed, double spaced, using Times, Times New Roman, or Arial font (size 12). DO NOT use bold or italics for the main text.
5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (e.g., a child with mental retardation NOT a mentally retarded child). Points will be subtracted for each inappropriate use.
6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations which will help to complete assignments. See the APA Guide for the correct method to cite other authors’ work.
9. Students are not to bring guests to class — no exceptions.
10. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
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12. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

CLASS OUTLINE

The following is a guideline, deviations from which may be necessary.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Classroom management and the context of instruction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding student behavior</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Translating theory into practice</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Conceptual framework for instructional classroom management</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Temporal framework for instructional classroom management</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6</td>
<td>Instructional classroom management cont.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional classroom management assessment</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Using reinforcement to increase student motivation</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Reinforcement cont.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Social Skills instruction in the classroom</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>12</td>
<td>Punishment: A transition tool only</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>13</td>
<td>Managing persistent behavior problems: strategies and examples</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>14</td>
<td>School-wide discipline and instructional classroom management: A systems approach</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>15</td>
<td>Case studies and review</td>
<td></td>
</tr>
</tbody>
</table>

**Final Examination**

**ACADEMIC HONESTY**

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Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Special Education: Mental Retardation (Intelectual Disabilities)</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

Action
- [ ] Course  
- [ ] Program
- [ ] Modify
- [ ] Add  
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other: Reactivation of program in mental retardation

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency
- [ ] Every Term
- [ ] Yearly
- [ ] Other

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Special Education: General Curriculum (Mild Disabilities)</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

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

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  
- Effective Date*: Fall /2007

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

- [ ] Department Chair
  - 3/6/07
- [ ] Department Chair (if cross listed)
  - Date

- [ ] Dean of College
  - 3/1/2007
- [ ] Dean of College (if cross listed)
  - Date

Chair of TEAC (if teacher prep. program)

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

- [ ] Chair, Undergraduate Academic Programs Committee
  - Date
- [ ] Chair, Committee on Graduate Studies
  - Date

Vice President for Academic Affairs

Revised 1/09/02
Department of Special Education and Speech-Language Pathology
University of West Georgia

Bachelor of Science in Education
Special Education: General Curriculum (Mild Disabilities)

Rationale for the Program Modification

Background
There have been changes at both the state level (the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) and the national level (i.e., the No Child Left Behind Act requiring teachers to increase their content knowledge) in terms of requirements for teacher qualifications. In Georgia, teacher preparation programs will no longer exist in the areas of Behavior Disorders, Interrelated Special Education, Learning Disabilities, or Mental Retardation. These preparation programs will be replaced by two multicrogical certification areas:

- Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12)
- Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12)

Proposed Modification
To respond to these initiatives, the Department of Special Education and Speech-Language Pathology has proposed modifying the existing program’s title. This type of modification constitutes an administrative degree (name) change and does not require submission of a new program proposal and subsequent approval by the Board of Regents.

The program is designed to lead to knowledge in teaching and learning strategies for students with disabilities who are being educated in the general education curriculum. Existing courses have been revised and new courses have been added to meet the needs of students in this program. Admission requirements to the program are the same.

The Special Education General Curriculum (Mild Disabilities) program is a 124 credit program. Courses meet the Council for Exceptional Children and INTASC standards on core principles and standards specific to special education.
Background
In response to changes at the national level in terms of requirements for teacher qualifications (i.e., the No Child Left Behind Act requiring teachers to increase their content knowledge), the Professional Standards Commission (PSC) created new Special Education Preparation Rules. Teacher preparation programs no longer exist in the areas of Behavior Disorders, Interrelated Special Education, Learning Disabilities, or Mental Retardation. These preparation programs were replaced by two multicablerical certification areas: Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12) and Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12).

In response to the changes at the PSC, the Department of Special Education and Speech-Language Pathology sought permission to deactive the B.S. Ed. in Mental Retardation program to allow for program review in accordance with Board of Regent (BOR) Policy Manual 306.02 and Section 2.03.03: Deactivation and Termination of the BOR Academic Affairs Handbook. A letter dated June 26, 2006, from Chancellor Erroll Davis, Jr. acknowledged the deactivation request. According to BOR policy, presidents can temporarily deactivate educational programs for a period not to exceed two academic years, without obtaining Board approval, and may subsequently reinstate the program within that period.

 Reactivation
To respond to PSC initiatives, the Department of Special Education and Speech-Language Pathology has modified its program to lead to knowledge in teaching and learning strategies for students with disabilities who are being educated in the general education curriculum. Existing courses have been revised and new courses have been added to meet the needs of students in this program. Courses meet the Council for Exceptional Children and INTASC standards on core principles and standards specific to special education. The Special Education General Curriculum (Mild Disabilities) program is a 124 credit program. Admission requirements to the program are the same.

The Department of Special Education and Speech-Language Pathology is requesting that the B.S. Ed. in Mental Retardation program be reinstated so that the name of the program can be administratively changed to B.S. in Education Degree with a Major in Special Education – General Curriculum. This request does not require submission of a new program proposal and subsequent approval by the Board of Regents.
# Bachelor of Science in Education

**Special Education: General Curriculum (Mild Disabilities) - Plan of Study**

<table>
<thead>
<tr>
<th><strong>CORE CURRICULUM</strong></th>
<th>Hrs</th>
<th>Gr</th>
<th>Trf/Sub</th>
<th><strong>PROFESSIONAL EDUCATION</strong></th>
<th>Hrs</th>
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<th>Trf/Sub</th>
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<td>3. MATH 2008 Foundation of Numbers and Operations</td>
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<td><strong>SPED 4786</strong>&lt;sup&gt;g&lt;/sup&gt;</td>
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## Program Notes

- **a** See catalog and advisor in major area
- **b** Requires a grade of C or better in each course
- **c** Requires a minimum GPA of 2.5
- **d** Courses require admission to Teacher Education
- **e** Advance application required
- **f** Courses are pending approval

College of Education
University of West Georgia

SED/SLP 3/5/07
### Bachelor of Science in Education

Special Education: Mental Retardation (Intellectual Disabilities) - Plan of Study

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<th>CORE CURRICULUM</th>
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<th>Trf/Sub</th>
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**Program Notes**

* See Catalog and advisor in major area.
  b Requires a grade of C or better in each course.
  c Requires a minimum GPA of 2.5.
  d Courses require admission to Teacher Education.
  e Junior Block courses.
  f Senior Block courses.
  g Chosen in consultation with advisor in major area.
  h Advance application required.
  i This course may be exempted with a departmental test; in that case, 3 additional hours of approved electives must be taken.
  **MATH 2703 required if not taken in Area D

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College of Education
State University of West Georgia

SED & SLP
1/01
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S. in Education: Speech-Language Pathology

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

☑ Library resources are adequate □ Library resources need enhancement

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

Prefix Course Title

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

Prerequisite(s) A minimum GPA of 2.7.

Present or Projected Enrollment: 50 (Students per year) Effective Date*: Fall 2007

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

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

Approval:

Department Chair 4/3/07

Dean of College 4/14/2007

Chair of TEAC (if teacher prep. program) 4/18/2007

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

Chair, Undergraduate Academic Programs Committee 4/13/07

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Courses are being added and deleted in response to the BOR requirements for Area F and ASHA accreditation. Science, mathematics, and education courses have been added to Area F. Courses to meet Georgia House Bill No. 671 and the Georgia Technology Requirement now are found in the concentration area. SLPA 4786 and 4789 (Student Teaching, Seminar) are being deleted. The student teaching experience will be offered only at the master’s level so that students may count the practicum hours required in student teaching for ASHA credit.

Three (3) credits have been added to the program to accommodate these changes.

The prerequisite GPA has been lowered from a minimum of 3.0 to 2.7 to accommodate more students in the program.
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<th>Hrs</th>
<th>Gr</th>
<th>Sub</th>
<th>PROFESSIONAL</th>
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<td>SLPA 3702 Speech &amp; Language Acquisition</td>
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<td>3. MATH 111 College Algebra (Recommended)</td>
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<td></td>
<td></td>
<td>SLPA 4704 Introduction to Manual Communication</td>
<td>3</td>
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<tr>
<td><strong>C. Humanities/Arts</strong></td>
<td>6</td>
<td></td>
<td></td>
<td>SLPA 3705 Speech &amp; Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>1. Any Area C1 elective</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 3760 Articulation &amp; Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>2. Any Area C2 elective</td>
<td>3</td>
<td></td>
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<td>SLPA 3761 Methods of Clinical Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>D. Science, Math, Technology</strong></td>
<td>10</td>
<td></td>
<td></td>
<td>SLPA 4701 Language Disorders in Children</td>
<td>3</td>
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<tr>
<td>1. Lab Science</td>
<td>4</td>
<td></td>
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<td>SLPA 4703 Intro. To Audiology</td>
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<td>2. Non-Lab or Lab Science</td>
<td>3</td>
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<td>SLPA 4750 Clinical Practicum: Therapy I</td>
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<td>3. Any Area D2 elective</td>
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<td>SLPA 4751 Clinical Practicum: Therapy II</td>
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<tr>
<td><strong>A course in Biology and a course in Physical Science are required for D1 &amp; D2,</strong></td>
<td></td>
<td></td>
<td></td>
<td>SLPA 4720 Intro to Assessment</td>
<td>3</td>
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<tr>
<td>1. HIST 1111 or 1112 Civilization I or II</td>
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<td>SLPA 4721 Intro Neurological Comm. Disorders</td>
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<td>2. HIST 2111 or 2112 US History I or II</td>
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<td></td>
<td></td>
<td>SLPA 4722 Multicultural and Counselling Issues in Communication Disorders</td>
<td>3</td>
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<tr>
<td>3. POLS 1101 American Government</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4723 Advanced Methods of Clinical Management</td>
<td>3</td>
</tr>
<tr>
<td>4. PSYC 1101 or SOCI 1101 (Recommended)</td>
<td>3</td>
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<td>SLPA 4724 Advanced Methods of Clinical Management</td>
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<td><strong>E. Social Sciences</strong></td>
<td>12</td>
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<td></td>
<td>SLPA 4725 Advanced Methods of Clinical Management</td>
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<td>1. HIST 1111 or 1112 Civilization I or II</td>
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<td></td>
<td></td>
<td>SLPA 4726 Advanced Methods of Clinical Management</td>
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<td>2. HIST 2111 or 2112 US History I or II</td>
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<td></td>
<td></td>
<td>SLPA 4727 Advanced Methods of Clinical Management</td>
<td>3</td>
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<tr>
<td>3. POLS 1101 American Government</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4728 Advanced Methods of Clinical Management</td>
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<td>4. PSYC 1101 or SOCI 1101 (Recommended)</td>
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<td></td>
<td>SLPA 4729 Advanced Methods of Clinical Management</td>
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<tr>
<td><strong>F. Program Related Courses</strong></td>
<td>18</td>
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<td>SLPA 4730 Advanced Methods of Clinical Management</td>
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<td>1. ISCI 2001 Life/Earth Science</td>
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<td></td>
<td></td>
<td>SLPA 4731 Advanced Methods of Clinical Management</td>
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<tr>
<td>2. ISCI 2002 Physical Science</td>
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<td></td>
<td></td>
<td>SLPA 4732 Advanced Methods of Clinical Management</td>
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<tr>
<td>3. Math 2008 Foundation of Numbers and Operations</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4733 Advanced Methods of Clinical Management</td>
<td>3</td>
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<tr>
<td>4. EDUC 2110 Investigating Critical &amp; Contemporary Issues in Educ</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4734 Advanced Methods of Clinical Management</td>
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</tr>
<tr>
<td>5. EDUC 2120 Exploring SocioCultural Persp on Diversity</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4735 Advanced Methods of Clinical Management</td>
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</tr>
<tr>
<td>6. EDUC 2130 Exploring Learning and Teaching</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4736 Advanced Methods of Clinical Management</td>
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<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>3</td>
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<td>SLPA 4737 Advanced Methods of Clinical Management</td>
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<tr>
<td>Personal Wellness</td>
<td>2</td>
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<td>SLPA 4738 Advanced Methods of Clinical Management</td>
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<tr>
<td>PWLA Activity Course</td>
<td>1</td>
<td></td>
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<td>SLPA 4739 Advanced Methods of Clinical Management</td>
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</table>

| TOTAL PROFESSIONAL EDUCATION | 63 |
| TOTAL CORE | 60 |
| TOTAL PROGRAM | 123 |

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

**Program Notes**

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

(Spring 2007)
BACHELOR OF SCIENCE IN EDUCATION
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: ___________________________________________ SID #: ____________________________
Advisor: _______________________________________ Entering Semester/Year:__________________

General Education Requirements
(Date completed)

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

Field Experiences Completed

[ ] Introductory Observation
[ ] SLPA 3790
[ ] SLPA 4790
[ ] SLPA 4791

Completion Dates

[ ] Admitted to Teacher Education
[ ] Approved for SLPA 3790, ___________ Semester
[ ] Approved for SLPA 4790, ___________ Semester
[ ] Approved for SLPA 4791, ___________ Semester

Student Signature/Date __________________________________________________________________
Advisor Signature/Date __________________________________________________________________

Program Notes

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

(Spring 2007)
## BACHELOR OF SCIENCE IN EDUCATION
### SPECIAL EDUCATION: SPEECH LANGUAGE PATHOLOGY
(A Non-Certification Program)

**Plan of Study**

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th>Hrs</th>
<th>Gr</th>
<th>Sub</th>
<th>PROFESSIONAL</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>A. Essential Skills</td>
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<td></td>
<td></td>
<td>CONTENT SPECIALIZATION&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>39</td>
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<tr>
<td>1. ENGL 1101 English Composition I</td>
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<td>SLPA 3701 Introduction to Communication Disorders</td>
<td>3</td>
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<tr>
<td>2. ENGL 1102 English Composition II</td>
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<td></td>
<td></td>
<td>SLPA 3702 Speech &amp; Language Acquisition</td>
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</tr>
<tr>
<td>3. MATH 1111 College Algebra (Recommended)</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 3703 Phonetics</td>
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<tr>
<td>B. Institutional Priorities</td>
<td>5</td>
<td></td>
<td></td>
<td>SLPA 3704 Anatomy &amp; Physiology of Speech &amp; Hearing</td>
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<tr>
<td>1. COMM 1110 Public Speaking (Recommended)</td>
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<td></td>
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<td>SLPA 3790 Introduction to Clinical Practicum: Observation</td>
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<td>2. Any approved elective</td>
<td>2</td>
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<td>SLPA 4704 Introduction to Manual Communication</td>
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<td>C. Humanities/Arts</td>
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<td></td>
<td>SLPA 3705 Speech &amp; Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>1. Any Area C1 elective</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 3760 Articulation &amp; Phonological Disorders</td>
<td>3</td>
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<td>2. Any Area C2 elective</td>
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<td></td>
<td></td>
<td>SLPA 3761 Methods of Clinical Management</td>
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<tr>
<td>D. Science, Math, Technology</td>
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<td>SLPA 4701 Language Disorders in Children</td>
<td>3</td>
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<tr>
<td>1. Lab Science</td>
<td>4</td>
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<td></td>
<td>SLPA 4703 Intro. To Audiology</td>
<td>3</td>
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<td>2. Non-Lab or Lab Science</td>
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<td></td>
<td>SLPA 4790 Clinical Practicum: Therapy I</td>
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<tr>
<td>3. MATH 2703 Foundations of Math I (Recommended)</td>
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<td>SLPA 4791 Clinical Practicum: Therapy II</td>
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<td>E. Social Sciences</td>
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<td></td>
<td>PRE-CERTIFICATION&lt;sup&gt;a,b&lt;/sup&gt;</td>
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<tr>
<td>1. HIST 1111 or 1112 Civilization I or II</td>
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<td></td>
<td>CEPD 4101 Education, Psychology</td>
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<tr>
<td>2. HIST 2111 or 2112 US History I or II</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4720 Intro to Assessment</td>
<td>3</td>
</tr>
<tr>
<td>3. POLS 1101 American Government</td>
<td>3</td>
<td></td>
<td></td>
<td>SLPA 4703 Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>4. PSYC 1101 or PSYC 1101 (Recommended)</td>
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<td></td>
<td></td>
<td>SLPA 4786, 4789 Internship, Seminar</td>
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<tr>
<td>F. Program Related Courses&lt;sup&gt;a&lt;/sup&gt;</td>
<td>18</td>
<td></td>
<td></td>
<td>CONCENTRATION&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>218</td>
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<tr>
<td>1. SPED 2704 Foundations of Special Ed.</td>
<td>3</td>
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<td>CEPD 4101 Educational Psychology</td>
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<tr>
<td>2. CEPD 2101 Developmental Psychology&lt;sup&gt;c&lt;/sup&gt;</td>
<td>3</td>
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<td>SLPA 4720 Introduction to Assessment</td>
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<tr>
<td>3. SPED 2706 Intro. to Special Education&lt;sup&gt;c&lt;/sup&gt;</td>
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<td></td>
<td>SLPA 4703 Behavior Modification</td>
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<td>4. MEDT 2401 Intro. to Instructional Technology&lt;sup&gt;c&lt;/sup&gt;</td>
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<td>SLPA 4721 Intro Neurological Comm. Disorders</td>
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<tr>
<td>5. Foreign Language or Substitution</td>
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<td></td>
<td></td>
<td>SLPA 4722 Multicultural and Counseling Issues in Communication Disorders</td>
<td>3</td>
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<tr>
<td>6. Foreign Language or Substitution</td>
<td>3</td>
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<td></td>
<td>SLPA 4723 Advanced Methods of Clinical Management</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td>3 Semester hours from the following approved electives which do not lead to teacher certification Approved Electives: READ 3251, SLPA 4785</td>
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<td>PHYSICAL EDUCATION</td>
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<td></td>
<td>TOTAL EDUCATION</td>
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<tr>
<td>Personal Wellness</td>
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<td>TOTAL CORE</td>
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<tr>
<td>PWLA Activity Course</td>
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<td></td>
<td>TOTAL PROGRAM</td>
<td>120</td>
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</table>

☐ Yes ☐ No Knowledge of the principles of biological sciences met through core curriculum: Date __________

☐ Yes ☐ No Knowledge of the principles of physical sciences met through core curriculum: Date __________

☐ Yes ☐ No Knowledge of the principles of mathematics met through core curriculum: Date __________

☐ Yes ☐ No Knowledge of the principles of social/behavioral sciences met through core curriculum: Date __________

**Program Notes**

A. A grade of C or better is required in courses in these sections.

B. Admission to teacher education program required before enrolling in these courses.

C. Minimum 2.5 GPA is required for enrollment in CEPD 2102, MEDT 2401, and SPED 2706.

D. The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements.

E. Six hours of same language must be taken; e.g., SPAN 1001 – 2002. Substitution must be approved by advisor.

**Spring 2005**
BACHELOR OF SCIENCE
SPEECH-LANGUAGE PATHOLOGY
(A NON-CERTIFICATION PROGRAM)

Name ___________________________ Advisor: ___________________________

ID# ___________________________ Entering Date: _______________________

Catalog Year: ___________________

Colleges & Dates Previously Attended: ___________________________________

Campus/Local Address: ___________________________________________________

General Education Requirements
(Date Completed)

- Regents’ Exam
- US Constitution/History
- GA History
- Praxis I
- GPA Upon Admission to Teacher Education

Georgia Special Requirements
(Date Completed)

- Praxis II
- Exceptional Child Course
- Computer Competency Requirement (i.e., InTech)

Field Experiences Completed

- Introductory Observation
- SLPA 3790
- SLPA 4790
- SLPA 4790
- Internship

Completion Dates

- Admitted to Teacher Education
- Approved for SLPA 3790, _______ Semester
- Approved for SLPA 4790, _______ Semester
- Approved for SLPA 4790, _______ Semester
- Approved for Internship
- Applied for Graduation

Program Notes

1. Completion of this program does not lead to certification to serve in public schools. Full certification requires a master’s degree.
2. A grade of C or better is required in courses in these sections.
3. Admission to Teacher Education Program required before enrolling in these courses.
4. Minimum GPA required for enrollment in CEPE 2102, SPED 2706, MEDT 2401, and SPED 2704.
5. Application for field placement for SLPA 3790 and SLPA 4790 required two semesters before enrollment. Check catalog for application deadlines or departmental postings for deadlines.
6. U.S. History may be exempted by History Department Exam and an additional 3 hours taken in Area E.
7. MEDT 2401 may be exempted by Media Department Exam, but 3 hours course must be substituted to fulfill hours for graduation.
8. Student must maintain a GPA of 3.0 throughout program of study.

Student Signature/Date ___________________________ Advisor Signature/Date ___________________________
**Course or Program Addition, Deletion or Modification Request**

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

**Current course catalog listing: (for modifications or deletions)**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| ✔ Course  
☐ Program | ✔ Undergraduate | ✔ Every Term |
| ☐ Modify  
☐ Add  
☐ Delete  
☐ Credit  
☐ Number  
☐ Title  
☐ Description  
☐ Other | ☐ Graduate  
☐ Other* | ☐ Yearly  
☐ Other |

*Variable credit must be explained*

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

✔ Library resources are adequate  
☐ Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>3715</td>
<td>The Inclusive Classroom: Differentiating Instruction</td>
<td>3 / 0 / 3</td>
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</tbody>
</table>

**Catalog Description:**

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

Study of characteristics, identification, and assessment of exceptional children and youth across age ranges and levels of severity, including individualizing instruction in inclusive classrooms. "Best" teaching practices for this population also will be examined. Designed for non-special education majors.

**Prerequisite(s):** Admission to teacher education.

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

**Effective Date:** Fall 2007

**Grading System:**

✔ Letter Grade  
☐ Pass/Fail  
☐ Other

**Approval:**

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Department Chair (if cross listed)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Dean of College</th>
<th>Date</th>
<th>Dean of College (if cross listed)</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
<th>Date</th>
<th>Chair, Committee on Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vice President for Academic Affairs | Date**

Revised 1/09/02
Georgia House Bill 671 requires that any person certified as a teacher should have satisfactorily completed requirements in the identification and education of children with special needs. Students were fulfilling this requirement through SPED 2706, "Introduction to Special Education." With the recent mandate to revise Area F, it became necessary to move the introductory course out of Area F and into the professional education sequence of courses. The course, which will be offered at the 3000 level, is applicable for undergraduate students in education programs leading to initial certification with the exception of special education students. (Students in graduate programs who need to meet the requirement will continue to take SPED 6706.)

**New Description: (Proposed)**

**Prerequisite:** Admission to Teacher Education

Study of characteristics, identification, and assessment of exceptional children and youth across age ranges and levels of severity, including individualizing instruction in inclusive classrooms. "Best" teaching practices for this population also will be examined. Designed for non-special education majors.
THE INCLUSIVE CLASSROOM: DIFFERENTIATING INSTRUCTION

Semester Hours: 3

Instructor:
Office location:
Office Hours:
Telephone:
Fax: (678) 839-6162
E-Mail:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

Study of characteristics, identification, and assessment of exceptional children and youth across age ranges and levels of severity, including individualizing instruction in inclusive classrooms. "Best" teaching practices for this population also will be examined. Designed for non-special education majors.

CONCEPTUAL FRAMEWORK

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

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

**COURSE OBJECTIVES**

Students will:

1. discuss the special education process including information about screening, the role of the general education teacher in screening, prereferral, referral, classification procedures, placement in the least restrictive environment, and transition for students with disabilities (Beirne-Smith, Patton, & Kim, 2006; Bowe, 2005; Helfin, & Alaimo, 2006; Henley, Ramsey, & Algozzine, 2006; Heward, 2006; Hunt & Marshall, 2005; Kennedy & Horn, 2004; Lerner & Kline, 2006; Lewis & Doorlag, 2006; Mastropieri & Scruggs, 2007; Wright & Wright, 2007; Yell, 2006)
   (Knowledgeable; CEC* & INTASC** 1 & 8);

2. define inclusion and demonstrate an understanding of the importance of various types of effective educational programs for students with diverse abilities and from diverse backgrounds, including differentiation of instruction (Bowe, 2005; Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Hunt & Marshall, 2006; Kennedy & Horn, 2004; Lewis & Doorlag, 2006; Mastropieri & Scruggs, 2007; Tomlinson, 2001; Wright & Wright, 2007)
   (Decision Makers, Knowledgeable, Collaborative, Empathetic; CEC* & INTASC** 3, 4, 10);

3. use diversified assessment strategies (e.g., curriculum-based, authentic, portfolio, etc.) and interpret assessment data to demonstrate students’ achievement of academic, behavioral, and functional skills and to make continuous instructional decisions (Bowe, 2005; Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Mastropieri & Scruggs, 2007; Tomlinson, 2001)
   (Decision Makers, Knowledgeable; CEC & INTASC 7, 8);

4. use knowledge of diverse student characteristics and environmental factors to plan, deliver, and evaluate instruction and learning using the reflective process (Bowe, 2005; Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Hunt & Marshall, 2006; Kennedy & Horn, 2004; Lewis & Doorlag, 2006; Tomlinson, 2001)
   (Culturally Sensitive, Knowledgeable, Empathetic; CEC & INTASC 3, 4);

5. recognize resources (school, community, etc.) available for providing services to children with disabilities (Downing, 2002; Haager & Klingner, 2005; Turnbull, Turnbull, Erwin, & Soodak, 2006; Winzer & Mazurek, 1998)
   (Adaptive, Knowledgeable; CEC & INTASC 9); and
6. answer questions and apply information related to best practices and/or demonstrate appropriate strategies for teaching students with disabilities and their nondisabled peers across grade levels, including assessment, differentiation of instruction, research-based instructional strategies, age appropriate instructional materials, instructional and assistive technology, co-teaching, collaboration, and classroom management (Bowen, 2005; Boyle & Danforth, 2001; Choate, 2004; Cooper & Tomlinson, 2006; Downing, 2002; Gartner & Lipsky, 2002; Haager & Klingner, 2005; Halmhuber & Beauvais, 2002; Kennedy & Horn, 2004; Lewis & Doorlag, 2006; Mastropieri & Scruggs, 2007; Tomlinson, 2001; Villa & Thousand, 2000; Weishaar & Scott, 2006) (Adaptive, Collaborative, Knowledgeable, Proactive; Reflective, Empathetic; CEC & INTASC 1, 4, 5, 7-10).

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles. CEC standards are available from: http://www.ccsso.org/projects/Interstate_Ne古怪Teacher_Assessment_and_Support_Consortium/Proiects/Standards_Development/*

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

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework**

Since this class serves as an introduction to the field of special education, the emphasis is on acquisition of information, basic skills and supportive values. Accordingly, the major Conceptual Framework descriptor incorporated into class is *Knowledgeable*; this descriptor is reflected in all of the class assignments and activities. In addition, other descriptors are tapped by specific assignments and activities, as follows: *Decision Makers* (students participate in activities related to processes used in special education to make decisions related to placement, for example, in the *Group Project*) and respond to questions reflecting these topics in *Exams and Quizzes*; *Adaptive* (students participate in activities related to planning/evaluation of adaptations and accommodations based on individual cases in the *Group Project* and respond to questions related to these topics in *Exams and Quizzes*); *Collaborative* (students are required to work collaboratively and to evaluate their success in the *Group Project*, and respond to questions
related to collaboration between personnel and between school and community in class

Participation, Exams, and Quizzes); Culturally Sensitive (students respond to questions
pertaining to cultural diversity as related to the field of special education and use people first
statements in Reflections, Group Project, Exams, and Quizzes); Empathetic (students
participate in activities designed to enhance their empathy with persons with disabilities, family
members, and service providers in the Reflection and Group Project); Proactive (through
Reading and Participation students will become aware of the need to use proactive strategies);
and Reflective (students will consider a variety of aspects related to practice in their Reflections).
The Reflection assignments and the Readings and Participation component also reflect various
Conceptual Framework descriptors, depending on the specific topic(s) under consideration.

Activities and Assessments

1. **Readings and Participation:** Students must do all assigned readings and participate in all
class activities. Participation requires attendance, discussion, and professional behavior
   towards others.
   (Objectives 1-6; attendance records and instructor observation)

2. **Reflections:** Students are required to write two (2) reflective summations containing their
   reactions, reflections, and insights. Each paper should focus on one topic from class and
   may be based upon class readings, discussions, presentations, observations, and/or
   activities. Each paper must be one to two pages in length, double-spaced, and presented in
   hard copy to the instructor on or before the due date. Both clarity of content and quality of
   mechanics (grammar, spelling, punctuation, etc.) will be reflected in grading. Less than a
   1% error rate in English mechanics is expected.
   (Objectives 1-6; instructor evaluation of content material)

3. **Group Project:** Each student will be involved in case studies to be provided in class. Group
   involvement is a requirement. This project will be discussed in detail when assigned.
   Grading is determined by individual and group contribution. The intention is to provide
   hands-on experience related to (but not limited to) the pre-referral process, SST, Child
   Study Team, teacher involvement, parental involvement, writing IEP goals, delivering and
   evaluating instruction, and creating a behavioral management plan.
   (Objectives 1-6, depending on individual topic; paper, class presentation, peer/self
   evaluation)

4. **Quizzes:** There will be five unannounced quizzes. One of these will be an assigned short
   chapter summary.
   (Objectives 1-6; quizzes)

5. **Exams:** There will be four examinations covering material from readings, class lectures
   and discussions.
   (Objectives 1-6; exams)

Evaluation Procedures
Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout material and/or discussion. Points assigned to assignments are as follows:

1. **Readings and Participation**: 20 points
2. **Reflections**: 40 points (20 points each) - Be sure you incorporate your own learning experiences. These are to be reflections and not summaries.
3. **Group Project**: 100 points (50 points for individual portion and 50 points for group portion)
4. **Unannounced quizzes**: 50 points (10 points each)
5. **Exams**: 400 points (100 points each) - Additional information about test type and content will be discussed in class.

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>560-610 points</td>
</tr>
<tr>
<td>B</td>
<td>509-559 points</td>
</tr>
<tr>
<td>C</td>
<td>458-508 points</td>
</tr>
<tr>
<td>D</td>
<td>407-457 points</td>
</tr>
<tr>
<td>F</td>
<td>fewer than 407 points</td>
</tr>
</tbody>
</table>

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

**CLASS POLICIES**

1. Work done outside of class meetings must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded (possibly not on some forms). All work (done both inside and outside of class meetings) must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.

2. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

3. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

4. Unless other arrangements are made, work not distributed in classes (due to student absence or lateness) will be available from the course instructors during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location.
5. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/~dserv/](http://www.westga.edu/~dserv/). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

### CLASS OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>CLASS CONTENT</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1    | Special Education in Inclusive Schools  
      | What Differentiated Instruction Is and Isn’t | Read Chapter 1 Haager & Klingner  
      |                                              | Read Chapter 1 Tomlinson |
| 2    | Characteristics of Students with High-Incidence Disabilities  
      | The Rationale for Differentiated Instruction in Mixed Ability Classrooms  
      | Form Groups | Read Chapter 2 Haager & Klingner  
      |                                              | Read Chapter 2 Tomlinson |
| 3    | Assessment-based Decision Making  
      | Grading in a Differentiated Classroom  
      | Exam 1 –Chapters 1 & 2 Haager & Klingner;  
      | Chapters 1 & 2 – Tomlinson | Read Chapter 3 Haager & Klingner  
      |                                              | Read Chapter 14 Tomlinson |
| 4    | Instructional Approaches for Inclusive Classrooms, P-5  
      | The Role of the Teacher in a Differentiated Classroom | Read Chapter 4 Haager & Klingner  
      |                                              | Read Chapter 3 Tomlinson |
| 5    | Preparing Students and Parents for a Differentiated Classroom  
      | The How Tos of Planning Lessons Differentiated by Learning Profile | Read Chapters 7 & 10 Tomlinson |
| 6    | Facilitating Social and Behavioral Competence for Students with Disabilities in Inclusive Settings  
      | The Learning Environment in a Differentiated Classroom | Read Chapter 5 Haager & Klingner  
      |                                              | Read Chapter 4 Tomlinson |
| 7    | Strategies for Managing a Differentiated Classroom | Read Chapter 6 Tomlinson |
| Exam II: Chapters 3, 4 & 5 - Haager & Klingner; Chapters 3, 4, 6, 7 & 10 – Tomlinson | Read Chapter 6 Haager & Klingner  
A look Inside Some Differentiated Classrooms | Read Chapter 5 Tomlinson |
| --- | --- | --- |
| 8 | Reading Instruction for Struggling Readers in Inclusive Classrooms  
The How Tos of Planning Lessons Differentiated by Readiness  
Differentiating Content | Read Chapter 7 Haager & Klingner  
Read Chapters 8 & 11 Tomlinson |
| 9 | Exam III – Chapters 6 & 7 Haager & Klingner;  
Chapter 4, 5, 7, 8 & 11-Tomlinson  
Teaching Math to Students with High-Incidence Disabilities in Inclusive Settings  
Differentiating Process | Read Chapter 8 Haager & Klingner  
Read Chapter 12 Tomlinson |
| 10 | Supporting Students Learning in the Content Areas  
Differentiating Products | Read Chapter 9 Haager & Klingner  
Read Chapter 13 Tomlinson |
| 11 | Inclusive Secondary Settings for Students with High-Incidence Disabilities  
The How Tos of Planning Lessons Differentiated by Interest | Read Chapter 10 Haager & Klingner  
Read Chapters 9 Tomlinson |
| 12 | Out of Class Group meetings for project preparation | |
| 13 | Group Project Presentations | |
| 14-15 | Final Comprehensive Exam | |

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
# Course or Program Addition, Deletion or Modification Request

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

## Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Check box] Course ![Check box] Program</td>
<td>![Check box] Modify ![Check box] Add ![Check box] Delete</td>
<td>![Check box] Undergraduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Check box] Credit ![Check box] Number ![Check box] Title ![Check box] Description ![Check box] Other</td>
<td>![Check box] Graduate ![Check box] Other*</td>
<td>![Check box] Yearly ![Check box] Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Check box] <em>Variable credit must be explained</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- ![Check box] Library resources are adequate  
- ![Check box] Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>3717</td>
<td>Diversity and Disabilities</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

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

Historical and current influences on and effects of cultural and ethnic diversity on children with disabilities in the classroom will be examined. Activities will focus on strategies that can be employed in P-12 settings to increase achievement of all students.

**Prerequisite(s):**

**Present or Projected Enrollment:** 25 (Students per year)  
**Effective Date:** Fall /2007

**Grading System:**  
- ![Check box] Letter Grade  
- ![Check box] Pass/Fail  
- ![Check box] Other

**Approval:**

- **Department Chair**
  - Date: 3/1/2007
  - Department Chair (if cross listed) Date:  
  - **Dean of College**
    - Date: 3/1/2007
    - Dean of College (if cross listed) Date:  
- **Chair of TEAC (if teacher prep. program)** Date:  

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

- **Chair, Undergraduate Academic Programs Committee** Date:  
- **Chair, Committee on Graduate Studies** Date:  

**Vice President for Academic Affairs** Date: Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multicategorical certification areas: Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12) and Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12).

New Description: (Proposed)

Historical and current influences on and effects of cultural and ethnic diversity on children with disabilities in the classroom will be examined. Activities will focus on strategies that can be employed in P-12 settings to increase achievement of all students.
SPED 3717

DIVERSITY AND DISABILITIES

Semester Hours: 3
Semester/Year:
Instructor:
Office location:
Office Hours:
Telephone:
Fax: 678-839-6162
E-Mail:

COURSE DESCRIPTION

Historical and current influences on and effects of cultural and ethnic diversity on children with disabilities in the classroom will be examined. Activities will focus on strategies that can be employed in P-12 settings to increase achievement of all students.

CONCEPTUAL FRAMEWORK

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

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

Students will:

1. develop and demonstrate attitudes and behaviors that influence the behaviors of individuals with disabilities (Banks & Banks, 2007; Cushner, McClelland, & Safford, 2006; Gallagher & Lambert, 2006; Gollnick & Chinn, 2006; Obiakor & Wilder, 2003) (Culturally Sensitive, Empathetic, Knowledgeable, Reflective: CEC* & INTASC** 3);

2. demonstrate sensitivity for the diversity (race, ethnicity, culture, language, religion, gender, disability, socioeconomic status, or sexual orientation) of individuals (Cushner et al., 2006; Duarte & Smith, 2000; Geenen, Powers, & Lopez-Vasquez, 2001; Harry, 2002) (Adaptive, Culturally Sensitive, Knowledgeable; CEC & INTASC 9);

3. model increased awareness of their own culture and use of language and identify how these differ from other cultures and uses of languages (Banks & Banks, 2007; Bennett, 2007; Cushner et al., 2006; Mazel, 1998) (Culturally Sensitive, Knowledgeable, Reflective; CEC & INTASC 6);

4. demonstrate the ability to create a safe, equitable, positive, and supportive learning environment for students with disabilities in which diversities are valued (Anguiano, 2003; Bennett, 2007; Cushner et al., 2006; Gunter, Coutinho, & Cade, 2002; Kroeger & Bauer, 2004) (Decision Makers, Leaders, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; CEC & INTASC 5);

5. demonstrate ways to create learning environments that allow individuals with disabilities to retain and appreciate their own and each other’s respective language and cultural heritage (Cushner et al., 2006; Kroeger & Bauer, 2004; Nieto, 2004) (Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Reflective, CEC & INTASC 5); and

6. demonstrate understanding and use of a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills within the context of a diverse classroom (Boyd et al., 2006; Cushner et al., 2006; Duarte & Smith, 2000; Gunter et al., 2002; Kroeger & Bauer, 2004; Nieto, 2004) (Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Reflective, CEC & INTASC 4)

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

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

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


References:


Link to Conceptual Framework

The focus of this course is preparing culturally competent teachers and teacher leaders by developing awareness, knowledge, and skills required for teaching and leading in a multicultural
society. The assignments of this course are designed to develop competencies in these areas. The course assignments reflect the conceptual framework descriptors of decision makers, leaders, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective. Through the use of various activities on WebCt (Assignments 1, 2, 3, 4) as well as classroom lectures, discussions, and activities (Assignments 1, 2, 3, 4, 5) students will demonstrate achievement as culturally sensitive, collaborative, adaptive, proactive and decision makers through reactions to assigned readings in the professional literature, reactions to personal and professional experiences, classroom activities, and the development and presentation of a project addressing a critical issue in special and multicultural/urban education. Students will increase their knowledge of resources and strategies available for teaching diverse students through reactions to assigned readings in professional literature, reactions to personal experiences, classroom activities, and in their development and presentation of the final project (Assignments 1, 2, 3, 4, 5). Students will demonstrate their disposition as leaders and through reactions to readings and discussions, and the development and presentation of a final group project to inform other practitioners in the application of theory and strategy to the diverse classroom (Assignments 2, 4, 5). Students will become more empathetic and reflective through reactions to readings and discussions, participation in case based activities, and the development and presentation of their final project.

Activities and Assessments

1. Class lectures/meetings/participation
   (Objectives 1, 2, 3, 6; instructor evaluation of participation in on-line and classroom discussions and class activities)

2. Opinion Paper/Discussion: You are required to submit a 1 – 2 page opinion paper on an assigned week’s reading. This paper should include a brief summary of your reading (reflecting a good understanding of the content) and your reaction or perspectives on what you read. You will also be required to lead the class discussion on the reading. You will be expected to identify what is considered to be the most important concept in the chapter/article and engage the class in a brief discussion on these points.
   (Objectives 2, 3, 5, 6; instructor evaluation of e-mailed material (papers), instructor evaluation of student leadership of discussion)

3. Chapter Quizzes
   (Objectives 1-6, depending on chapter topic; quiz)

4. Workbook Activities: You are required to complete 11 assigned individual and/or group activities from the workbook text. Topics include culture, intercultural interaction, and modifying curriculum and instruction to address diverse issues and goals. Activities include:
   1. activity 2, cross cultural sensitivity
   2. activity 3, the nature of culture and culture learning
   3. activity 5, understanding cultural complexity
   4. activity 6, proverbs as a window into one’s culture
   5. activity 13, critical incident review
6. activity 16, community scan: analyzing available resources that support multicultural education.
7. activity 20, what does it feel like to be excluded?
8. activity 25, the student with special needs
9. activity 30, ethnic literacy test: a cultural perspective differentiating stereotypes from generalizations.
10. activity 32, learning styles
11. activity 34, modifying existing instructional material to reflect the goals of diversity (Objectives 1-6, papers, peer/self evaluation).

5. **Final Group Project and Presentation:** The project must address a ‘real’ or critical issue in the field of special and urban education. This gives you a chance to apply and synthesize what you have learned from the course. The last day(s) of class will be used for class presentations. Presentation length will depend on the size of the class.
Choose one (1) of the following:
A. Design an inservice topic related to educating students in an urban setting. The audience should be novice teachers. Develop the inservice as if you have 30 minutes to present.
B. Prepare an in-depth case study of an urban gifted student that focuses on one of the course topics. The case study must include an intervention. Provide copies of all relevant information in an appendix. The case study should be 7-10 pages in length.
C. Design a curriculum unit or series of lesson plans (4-5 lesson plans) that has a special education and multicultural focus. The length of the plans will vary.
(Objectives 1-6; instructor evaluation of paper, presentation; peer/self evaluation)

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Grade</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>10</td>
<td>written entries in on-line discussion boards, teacher evaluation of participation in in-person discussions, rubric</td>
</tr>
<tr>
<td>2. Opinion paper/discussion</td>
<td>5</td>
<td>Paper, teacher and peer evaluation of discussion leadership, rubric</td>
</tr>
<tr>
<td>3. Chapter Quizzes (12)</td>
<td>24 (2% per)</td>
<td>Papers, rubric, peer evaluation, self evaluation</td>
</tr>
<tr>
<td>4. Workbook Activities (11)</td>
<td>33 (3% per)</td>
<td>Papers</td>
</tr>
<tr>
<td>5. Final Group Project and Presentation</td>
<td>28</td>
<td>Paper, peer evaluation, teacher evaluation, self evaluation, rubric</td>
</tr>
</tbody>
</table>

**Grading Policy:**

Final grades will be distributed according to the following scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

CLASS POLICIES

1. Assignments should be completed for quality, not quantity. Focus on stating points clearly. Correct grammar is expected.
2. Examine the language used within the assignments. Remember to remove the focus on a person's behavior or disability by making statements in a people first format (e.g., a person with a disability).
3. Avoid judgmental statements and focus on the facts when writing about students. As teachers, our own biases and opinions must be aside in order to view each student as a capable and valuable human being.
4. Be sure to maintain confidentiality of student(s), setting(s), and teacher(s). All identifying names and information should be omitted from written work and discussions.
5. Late work policy: Assignments will be considered late if they are not turned in on the day for which they are assigned. There will be a 20% grade deduction for late work, including same day after time deadline. Late work will be accepted for full credit in instances of documented emergencies.
6. Attendance: Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. Indeed, attendance is not only important, but also required. It is understood that some absences are unavoidable. Examples of such absences include personal illness, death in the immediate family, etc. Whenever possible, prior notice should be given to the course instructor when these absences are anticipated. If prior notice of absence cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 absences for the semester must contact the instructor immediately.
7. Just as attendance is important, punctuality and commitments are the hallmarks of a professional. Punctuality and commitment demonstrate respect for yourself, your colleagues, and your instructor. Punctuality allows classroom activities and instruction to occur without disruption.
8. Candidates are responsible for any content they miss. Class time will not be used to go over material/information missed by individuals (or small groups).
9. All cell phone ringers must be placed on silent or vibrate so that the classroom instruction is not interrupted.
10. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In
addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

11. **Disability policy:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/~dservol](http://www.westga.edu/~dservol). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>TOPICS</strong></th>
<th><strong>READINGS AND ASSIGNMENTS DUE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to course, media, and WebCT Vista</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of critical issues in multicultural special education</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Foundations for Multicultural Teaching</td>
<td>Chapters 1, 2</td>
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<tr>
<td>WebCT Vista</td>
<td>Activity 2 – cross cultural sensitivity</td>
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<tr>
<td>Session 3</td>
<td>Structural Theories of Culture</td>
<td>Activity 5 – understanding cultural complexity</td>
</tr>
<tr>
<td>Session 4</td>
<td>Culture and the culture-learning process</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>WebCT Vista</td>
<td>Activity 3 – the nature of culture and culture learning</td>
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<tr>
<td>Session 5</td>
<td>Classrooms and schools as cultural crossroad</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>WebCT Vista</td>
<td>Activity 6 – proverbs as a window into one’s culture</td>
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<tr>
<td>Session 6</td>
<td>Intercultural development: considering the growth of self and others</td>
<td>Chapter 5</td>
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<td></td>
<td>Activity 13 – critical incident review</td>
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<tr>
<td>Session 7</td>
<td>Creating classrooms that address race and ethnicity</td>
<td>Chapter 6</td>
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<tr>
<td>WebCT Vista</td>
<td>Activity 16 – community scan</td>
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<td>Session 8</td>
<td>The classroom as a global community: Nationality and region</td>
<td>Chapter 7</td>
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<td>WebCT Vista</td>
<td>Activity 20 – what does it feel like to be excluded?</td>
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<td>Session 9</td>
<td>Developing learning communities: language and learning style</td>
<td>Chapter 8</td>
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<td></td>
<td>Activity 30 – ethnic literacy test</td>
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<tr>
<td>Session 10</td>
<td>Developing a collaborative classroom</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>WebCT Vista</td>
<td>Creating a developmentally appropriate classroom</td>
<td>Chapter 11</td>
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<tr>
<td>Session 11</td>
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<td>Activity 32 – learning styles</td>
</tr>
<tr>
<td>WebCT Vista</td>
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<tr>
<td>Session 12</td>
<td>Creating inclusive classrooms</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>WebCT Vista</td>
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<td>Activity 25 – the student with special needs</td>
</tr>
<tr>
<td>Session 13</td>
<td>Group activity applying theory to case studies of diverse classrooms</td>
<td>Activity 34 – modifying instructional materials</td>
</tr>
<tr>
<td>Session 14</td>
<td>The role of social class and social status in teaching and learning</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>WebCT Vista</td>
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<td></td>
</tr>
<tr>
<td>Session 15</td>
<td>The diverse classroom</td>
<td>Final Project and Presentation Due</td>
</tr>
<tr>
<td>Final Examination</td>
<td></td>
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</tr>
</tbody>
</table>

**ACADEMIC HONESTY**

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Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix Course Title

Action

☐ Course  □ Program

□ Modify    □ Add    □ Delete

☐ Credit  □ Number  □ Title  □ Description  □ Other

Credit

☐ Undergraduate

□ Graduate

□ Other*

*Variable credit must be explained

Frequency

☐ Every Term

□ Yearly

□ Other

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

☐ Library resources are adequate  □ Library resources need enhancement

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

Prefix  Course  Title

SPED  3761  Curriculum and Methods: Mild Disabilities 3 / 0 / 3

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

A study and application of curriculum methods, classroom organization, and management for students with mild/moderate disabilities.

Prerequisite(s) Prerequisite: Admission to Teacher Education. All courses from Block I.

Present or Projected Enrollment: 25  Students per year

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

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

Effective Date*: Fall 2007

Term/Year

Approval:

Department Chair

Date

Department Chair (if cross listed)

Date

Dean of College

Date

Dean of College (if cross listed)

Date

Chair of TEAC (if teacher prep. program)

Date

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

Chair, Committee on Graduate Studies

Date

Chair, Undergraduate Academic Programs Committee

Date

Vice President for Academic Affairs

Date

Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission's [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multicategorical certification areas: Special Education General Curriculum Program ("Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment," P-12) and Special Education Adapted Curriculum Program ("Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment," P-12).

**New Description: (Proposed)**

Prerequisite: Admission to Teacher Education. All courses from Block I.

A study and application of curriculum methods, classroom organization, and management for students with mild/moderate disabilities.
SPED 3761

CURRICULUM AND METHODS: MILD DISABILITIES

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone (678) 839-6567 (department)

E-mail:

FAX: (678) 839-6162

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. All courses from Block I.

A study and application of curriculum methods, classroom organization, and management for students with mild/moderate disabilities.

CONCEPTUAL FRAMEWORK

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

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

**COURSE OBJECTIVES**

Students will:

1. **demonstrate knowledge of learning strategies and teaching strategies that apply to enhancing thinking, listening, vocabulary development, reading, writing, and in content areas (Bender, 2004; Bos & Vaughn, 2006; Cohen & Spenciner, 2005; Deshler, Ellis, & Lenz, 1996; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway, Patton, & Serna, 2005) (Lifelong Learners, Knowledgeable; CEC* & INTASC** 1-7);**

2. **demonstrate knowledge of social skills curricula and the impact of social skill deficits on life success, incorporating elements of socio-economic environments and culture (Cohen & Spenciner, 2005; Hoover & Patton, 1997; Kerr & Nelson, 2006; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway et al., 2005; Turnbull, Turnbull, Erwin, & Soodak, 2006) (Knowledgeable; CEC & INTASC 2-7);**

3. **describe a variety of classroom organization and management procedures (Bos & Vaughn, 2006; Cohen & Spenciner, 2005; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Larkin & Ellis, 2004; Long & Morse, 1996; Mercer & Mercer, 2005 Polloway et al., 2005) (Knowledgeable; CEC & INTASC 4, 5, 7);**

4. **demonstrate knowledge of general education and alternative curriculum models, theories, planning, implementation, and environmental factors that impact instruction (Cohen & Spenciner, 2005; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway et al., 2005) (Adaptive, Knowledgeable; CEC & INTASC 2, 3, 4, 5, 7);**

5. **implement and adapt general education core curricula to meet the needs of students with mild/moderate disabilities (Bos & Vaughn, 2006; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway et al., 2005) (Adaptive, Culturally Sensitive, Knowledgeable; CEC & INTASC 1, 2, 3, 7);**

6. **select, modify, and evaluate instructional materials and techniques to meet the specific needs of individual students based on evaluated outcomes; develop supplementary curriculum materials to meet individual needs; and plan for continuous evaluation (Beirne-Smith, Patton, & Kim, 2006; Bos & Vaughn, 2006; Cohen & Spenciner, 2005; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Larkin & Ellis, 2004; Long & Morse, 1996; Mercer & Mercer, 2005) Adaptive, Knowledgeable; CEC & INTASC 2-8);**
7. demonstrate knowledge of instructional strategies, curriculum, and materials in the areas of listening, oral language, written language, basic reading skill, reading comprehension, math calculation, math reasoning, and preacademics (Bos & Vaughn, 2006; Cohen & Spenciner, 2005; Gallagher, 2000; Hoover & Patton, 1997; Kerr & Nelson, 2006; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway et al., 2005) (Lifelong Learners, Knowledgeable; CEC & INTASC 3, 4, 6, 7);

8. demonstrate understanding of current research in the areas of assessment, social skill development, alternative curriculum development, student management, and instruction in the specific academic diagnosis areas (Bender, 2004; Bos & Vaughn, 2006; Cohen & Spenciner, 2005; Gallagher, 2000; Hoover & Patton, 1997; Long & Morse, 1996; Mercer & Mercer, 2005; Polloway et al., 2005) (Lifelong Learners, Adaptive, Knowledgeable; CEC & INTASC 3-8); and

9. identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating technology into the instructional process (Bray, Brown, & Green, 2004; Heide, 1994) (Adaptive, Knowledgeable; CEC & INTASC 4, 7).

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cccs.spced.org/pw/perf_based_stds/standards.html#standards


TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


Required Instructional Resources:

Handouts
Web/Library Resources

References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework:** The focus of this class is primarily on acquisition of information and basic skills related to curriculum development, modification, adaptation, and accommodation of children with mild/moderate disabilities. Accordingly, the major Conceptual Framework descriptor incorporated into this class is Knowledgeable; this descriptor is reflected in all of the class assignments and activities. In addition, other descriptors are tapped by specific assignments and activities, as follows:

- **Lifelong Learners** (students practice accessing information and resources that will be useful to them in their work with pupils who have disabilities in the future; in addition, they will learn strategies for accessing information to meet needs of themselves, other service providers, and their pupils in the future in the Strategy Instruction and Child Change Project activities);
- **Adaptive** (students become familiar with adaptations they can use in making curricula more accessible in the future for the Strategy Instruction activity as well as Midterm and Final Exams);
- **Culturally Sensitive** (cultural influences on the incorporation of behavioral modifications will be evidenced in the Child Change Project and Midterm and Final Exams);
• **Collaborative** (students will learn more about working with fellow teachers as they develop and present the **Technology Group Project**); and
• **Reflective** (students will consider a variety of aspects related to practice in their **Reflections**).

**Activities and Assessments:**

1. **Technology Group Project:** Students will be assigned to a group and expected to use the Internet to locate articles, strategies, and activities related to a selected topic. Topics will relate to modifications, accommodations and adaptations that are appropriate to students with mild/moderate disabilities. Each group will make an oral presentation of its findings. Students will be graded on oral presentations and peer evaluation. Students will write a brief description of each site and provide the link (Internet address) used to access the site. The outcome of the project will result in an oral presentation and demonstration of findings in a PowerPoint presentation. (Objective 9; project)

2. **Strategy Instruction:** Students will select a teaching strategy from the text (Chs. 4-8) and create a lesson plan based on that strategy. The strategy will be taught to the whole class in a format that is appropriate to a population of students with mild/moderate disabilities. The lesson plan will include unit integration, objectives, instructional strategy, assessment, and materials. The lesson will be presented as the material is covered in class. (Objectives 1-9; projects, rubric)

3. **Reflections:** Students will select two current research-based peer reviewed journal articles that relate to the course material. A one- to two-page single-spaced abstract will be submitted for each article. This abstract will detail the outcome of the research and the relevance to current teaching practices with students with mild/moderate disabilities. (Objectives 7, 9; rubric)

4. **Midterm and Final Exams:** A midterm and a final will be given. Tests could possibly be project form or test format to include multiple choice, matching, true/false and/or short answer questions. Format will be announced before each test. Study information will be discussed. (Objectives 1-5; tests)

5. **Child Change Project:** Students will be expected to develop a child change project involving a student with a mild/moderate disability. The outcome of the project will result in the submission of a binder with the following details: IEP annual goal (one curricular area or behavioral area), Benchmarks; Intervention (including materials used and implementation steps); Assessment process (daily, weekly, monthly); Progress of child change (charts, table, graphs, etc.); and Recommendations (continue current process, continue goal with different process, go to next goal, drop to prerequisite goal). (Objectives 1-9; project)
6. **Participation** in class activities: Students are expected to engage in professional behavior, including coming to class on time, displaying courtesy and respect for others, collaborating actively in completing projects/activities, and demonstrating a commitment to the field. (Objectives 1-5; instructor’s observation, in-class projects)

**Evaluation Procedures**

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in written guidelines. Assignments will be graded according to number of points earned. Assignments # 1, 2, and 5 in the chart below may be resubmitted for additional points after given corrective feedback, if desired. Points given to assignment #6 will be based on the instructor’s records.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Reflection</td>
<td>2 @ 5 each, total 10 pts.</td>
</tr>
<tr>
<td>3. 2 Tests</td>
<td>10 pts. each; total 20 pts.</td>
</tr>
<tr>
<td>4. Technology Group Project</td>
<td>20</td>
</tr>
<tr>
<td>6. Participation</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

**Grading Policy**

\[ A = 90-100 \text{ points} \]
\[ B = 80-90 \text{ points} \]
\[ C = 70-80 \text{ points} \]
\[ D = 60-70 \text{ points} \]
\[ F = < 60 \text{ points} \]

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

**CLASS POLICIES**

1. Each student is expected to come prepared for class by having the text and/or handouts available and having done previous assigned readings and assignments.
2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded whenever possible (possibly not on some forms). All work (done both inside and outside of class) must be legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.
3. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and
accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

4. Any student who feels that an assignment would not be meaningful may demonstrate mastery and suggest an alternative (to be agreed upon in written “contract” form in advance).

5. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

6. Unless other arrangements are made, work not distributed in class (due to student absence or lateness) will be available from the instructor during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location. After a term of not being claimed, materials become the property of the course instructor!

7. Students needing to miss class should let the instructor know in advance (as a matter of courtesy and to facilitate access to information/resources presented in class). Students who miss class (or any portion of class) are responsible for the content; while the instructor does provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class.

8. Submission of work taken directly from another source (e.g., material copied from another student) will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations that will help them complete assignments. (Also see College of Education Academic Honesty Statement below.)

9. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either through the Coordinator of Disability Services, Dr. Ann Phillips, or by yourself. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve/.

10. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

CLASS OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapter 1</td>
<td>• Introductions, Go over syllabus • The Teaching – Learning Process</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>READINGS</td>
<td>TOPICS</td>
<td>ASSIGNMENTS DUE</td>
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<tr>
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</tr>
</tbody>
</table>
| 2.   | Chapter 2 | • Approaches to Learning & Teaching  
• Group Technology Assignments  
• Strategy Instruction Assignments |                |
| 3.   | Chapter 9 | • Socialization & Classroom Management |                |
| 4.   | Chapter 4 | • Reading: Phonological Awareness,  
Alphabetic Principle, and Word  
Recognition | Begin Strategy  
Instruction  
Reflection #1 |
| 5.   | Chapter 5 | • Reading: Fluency and Comprehension |                |
| 6.   |          | • Share technology projects | Technology  
Project |
| 7.   |          | • IEPs  
• Review for Midterm exam |                |
| 8.   |          | • MIDTERM ON CHAPTERS 1, 2, 4, 5,  
9 | MIDTERM |
| 9.   | Chapter 6 | • Written Expression |                |
| 10.  | Chapter 7 | • Content Area/Study Skills | Reflection #2 |
| 11.  | Chapter 8 | • Mathematics | Strategy Instruction  
Ends |
| 12.  | Chapter 10 | • Transition |                |
| 13.  | Chapter 11 | • Coordinating Instruction, Collaborating,  
and Co-teaching |                |
| 14.  |          | • Present Child Change Findings | Child Change  
Project |
| 15.  |          | • Present Child Change Findings  
• Review for final |                |
| 16.  |          | • FINAL ON CHAPTERS 6, 7, 8, 10, 11 |                |

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Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

<table>
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<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tr>
<td>☐ Credit</td>
<td>☐ Number</td>
<td>☐ Title</td>
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<td>☐ Other</td>
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Action: Credit

<table>
<thead>
<tr>
<th>Credit</th>
<th>Frequency</th>
</tr>
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<tbody>
<tr>
<td>✔️ Undergraduate</td>
<td>☐ Every Term</td>
</tr>
<tr>
<td>☐ Graduate</td>
<td>☐ Yearly</td>
</tr>
<tr>
<td>☐ Other*</td>
<td>☐ Other</td>
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</tbody>
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*Variable credit must be explained

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

✔️ Library resources are adequate  ☐ Library resources need enhancement

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

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

Coverage of ethical guidelines, policies, and procedures pertinent to teachers providing special education services, including current laws, ethical standards, federal and state regulations, and individualized education programs.

Prerequisite(s) Prerequisite: Admission to Teacher Education. All courses from Block II.

Present or Projected Enrollment: 25 (Students per year)  
Effective Date*: Fall /2007

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

Approval:

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

Chair of TEAC (if teacher prep. program)  Date

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

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

Vice President for Academic Affairs  Date

Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multiculturally certification areas: Special Education General Curriculum Program (“Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment,” P-12) and Special Education Adapted Curriculum Program (“Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment,” P-12).

New Description: (Proposed)

Prerequisite: Admission to Teacher Education. All courses from Block II.

Coverage of ethical guidelines, policies and procedures pertinent to teachers providing special education services, including current laws, ethical standards, federal and state regulations, and individualized education programs.
SPED 4710

ETHICS, POLICIES, & PROCEDURES IN SPECIAL EDUCATION

Semester Hours: 2

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: 678/839-6567 (department)

E-mail:

Fax: 678/839-6162

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. All courses from Block II.

Coverage of ethical guidelines, policies and procedures pertinent to teachers providing special education services, including current laws, ethical standards, federal and state regulations, and individualized education programs.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. locate, answer questions about, and discuss information related to federal laws and regulations concerning special education (Council for Exceptional Children, 2005; Gibb & Dyches, 2007; Wright & Wright, 2005; Wright, Wright, & Heath, 2004) (Decision Makers, Leaders, Knowledgeable; CEC* & INTASC** 1, 9, 10);

2. locate, answer questions about, and discuss information related to Georgia state special education rules and policies concerning special education (Georgia Department of Education, 2000) (Decision Makers, Leaders, Knowledgeable; CEC & INTASC 1, 9);

3. demonstrate knowledge of federal and state regulations and procedures and of expert professional recommendations regarding Individual Education Program plans (IEPs) (Bateman & Herr, 2005; Council for Exceptional Children, 2005; Georgia Department of Education, 2000; Gibb & Dyches, 2007; Gorn, 2003; Turnbull, Turnbull, Erwin, & Soodak, 2006) (Decision Makers, Leaders, Collaborative, Knowledgeable, Proactive; CEC & INTASC 1, 7, 9);

4. write curriculum-portion IEP components (current levels of performance, goals, and short-term objectives/benchmarks) for hypothetical or real students (Alberto & Troutman, 2006; Bateman & Herr, 2003; Choate, Enright, Miller, Poteet, & Rakes, 1995; Gibb & Dyches, 2007) (Decision Makers, Knowledgeable; CEC & INTASC 7); and

5. discuss ethical guidelines pertinent to special education and to education in the state of Georgia, and use these guidelines to identify and evaluate potential actions/activities of educators (Council for Exceptional Children, 2003; Professional Standards Commission, 2005) (Decision Makers, Knowledgeable, Proactive, Reflective; CEC & INTASC 9).

*CEC* refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cce.sped.org/ps/perf_based_stds/standards.html#standards

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


Additional Required Materials:


References:


River, NJ: Prentice Hall.

Some Relevant Web Sites:

http://expage.com/page/ieponly
http://www.pacer.org/
http://www.wrightslaw.com/idea/index.htm
http://www.doe.k12.ga.us/curriculum/exceptional/index.asp
http://www.doe.k12.ga.us/curriculum/exceptional/rules.asp
http://curry.edschool.virginia.edu/sped/projects/ose/resources/legal.html
http://www.gapsc.com/

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework  The focus of this course is on acquisition of knowledge and skills basic to practice in special education, with emphases on laws and regulations and on planning. As such, the major Conceptual Framework descriptor incorporated into class is Knowledgeable; this descriptor is reflected in all of the class assignments and activities.
In addition, other descriptors are tapped by specific assignments and activities, as follows:

- **Decision Makers** (students work to prepare themselves to make a variety of program and instructional decisions in the IEP Section and Ethical Exercise assignments)
- **Leaders** (students work to prepare themselves for leadership roles surrounding formulation of the Individualized Education Plan through knowledge of rules and regulations governing the special education process included in the Tests assignment and in activities pertaining to IEP Forms, Federal Policies and Procedures, and Georgia Regulations)
- **Lifelong Learners** (students work on accessing original sources and professional resources in taking the open-book Tests and in Federal Policies and Procedures and Georgia Regulations activities)
- **Adaptive** (students plan individualized programs through the IEP Section assignment); **Collaborative** (students learn about regulations regarding parental involvement, interdisciplinary collaboration, etc. in the schools in the Federal Policies and Procedures and Georgia Regulations activities and engage in inclass group activities as part of the Participation requirement)
- **Proactive** (candidates engage in planning activities designed to help them make decisions in advance about appropriate instruction and programs for pupils with learning and behavioral challenges in the IEP Section assignment, identify appropriate actions based on ethical standards in the Ethics Exercise assignment, and learn about processes and regulations that include a proactive approach to meeting child needs and safeguarding participant rights in the Federal Policies and Procedures and Georgia Regulations activities)
The Participation requirement, because it reflects all class activities, also reflects all the conceptual framework descriptors mentioned above, as well as Culturally Sensitive since there are aspects of special education to be covered in this class that reflect linguistic/cultural issues. The Tests requirement reflects the Lifelong Learning descriptor (since tests are open book and students must learn to organize and use their resources) and the Knowledgeable, Leaders, Adaptive, Collaborative, and Proactive descriptors because tests tap a variety of the specific content covered in class.

Activities and Assessments:

1. Two Open-Book Tests based on readings, discussion, and class activities. One test will be given approximately halfway through the term; the other will be given at the designated final examination time. A summary of readings and list of major topics for each test for which students will be responsible will be provided. (Objectives #1-5; exam)

2. IEP Section: Students will write the “curriculum section” (current performance levels, goals, objectives/benchmarks) of an IEP for a real or hypothetical child, following procedures and conventions discussed and practiced in class and following written guidelines which will be distributed. (Objectives #3-4; rubric)

3. Ethics Exercise: Students will engage in an activity focusing on application of ethical standards to situations encountered in educational settings. Specific guidelines will be provided in class. (Objective #5; instructor observation, short papers, self/peer evaluation form)

4. Participation: Students are expected to attend all classes and to be present throughout structured and activity portions of the classes. Students are responsible for any content missed due to unavoidable circumstances such as illness. Class meetings will include practice activities (group practices of class assignments) and learning activities, such as those presented below; participation in these activities is expected and the content covered in these activities will be reflected in class assignments and/or exams. (Objectives #1-5; instructor observation, exams, projects)

   a. IEP Forms: Students will engage in a variety of inclass group activities designed to acquaint them with the content and format of Individualized Education Program plans used in Georgia school systems, including computerized systems. Specific guidelines for each activity will be provided in class. (Objectives #2-4; instructor observation, inclass projects, completion of forms, exam)

   b. Federal Policies and Procedures: Students will engage in a variety of inclass group activities designed to introduce them to specific terminology and requirements of the
most recent major federal laws and regulations governing special education for children and youth with disabilities. Specific guidelines will be provided in class. (Objectives #1, 3; instructor observation, inclass projects, exams)

c. **Georgia Regulations:** Students will engage in a variety of inclass group activities designed to introduce them to specific terminology and requirements of the Georgia rules and regulations governing special education for children and youth with disabilities, as well as related information from the Georgia Department of Education (such as that found on line and in the various state manuals pertaining to special education and related services). Specific guidelines will be provided in class. (Objectives #2-4; instructor observation, inclass projects, completion of forms, exam)

**Evaluation Procedures:**

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or practiced in class and/or provided in written guidelines. Information as to expectations will be provided and discussed in class. Assignments will be graded according to number of points earned.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two open-book tests</td>
<td>30 points each, for a total of 60 points</td>
</tr>
<tr>
<td>2. IEP Section</td>
<td>10 points</td>
</tr>
<tr>
<td>3. Ethics Exercise</td>
<td>10 points</td>
</tr>
<tr>
<td>4. Participation</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**Grading Policy:**

A = at least 90 points, distributed as follows ("A" earned on each item/set of items):
* at least 90% average on tests
* at least 9 points earned on IEP Section
* at least 9 points earned on the Ethics Exercise
* at least 18 points earned for participation

B = 80-89 total points (or 90+ points but not meeting requirements for an "A")

C = 70-79 total points

D = 60-69 total points

F = below 60 total points

**Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.**
CLASS POLICIES

1. Each student is expected to come prepared for class by having the text and/or packet available and having done previous readings and assignments.

2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded (possibly not on some forms). All work (done both inside and outside of class) must be legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.

3. University policy requires that all students have access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways in this class, including communication (e.g., class announcements) via e-mail, and accessing some materials needed for class via the portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

5. Unless other arrangements are made, work not distributed in class (due to student absence or lateness) will be available from the instructor during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location.

6. As stated above, students who miss class (or any portion of class) are responsible for the content; while the instructor can provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class.

7. Submission of work taken directly from another source (e.g., a lesson plan copied verbatim from a book or internet resource, or reliance on material developed by another student) will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations that will help them complete assignments. Any sources used in preparation of materials must be referenced. (Also see COE Academic Honesty Statement below.)

8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either through the Coordinator of Disability Services, Dr. Ann Phillips, or by yourself. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information,
please contact Disability Services at the University of West Georgia:
http://www.westga.edu/~dserve/.

9. We cannot call telephones that block calls from phones not providing caller ID. State of 
Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

**CLASS OUTLINE (SCHEDULE)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of major laws (history)</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Special Education and the Individualized Education Program</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ethics Part 1</td>
<td>PSC, CEC</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Prereferral and Referral Evaluation &amp; Eligibility Determination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Present Level Information for the IEP</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Goals and Intermediate Steps</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>(continued)</td>
<td>(cont.)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>TEST ONE</td>
</tr>
<tr>
<td>9</td>
<td>IEP Services</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Placement</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>(continued)</td>
<td>(cont.)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Testing and Accommodations</td>
<td>Ch. 6</td>
<td>IEP SECTION DUE</td>
</tr>
<tr>
<td>13</td>
<td>Transitions</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Behavior and Discipline Issues</td>
<td>PSC, CEC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics Part 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Georgia procedures more on IEPs</td>
<td></td>
<td>ETHICS EXERCISE DUE</td>
</tr>
<tr>
<td>16</td>
<td>Final examination as scheduled</td>
<td></td>
<td>TEST TWO</td>
</tr>
</tbody>
</table>
ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Action

- [ ] Course
- [ ] Program
- [ ] Modify
- [x] Add
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit

- [x] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency

- [x] Every Term
- [ ] Yearly
- [ ] Other

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

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>4712</td>
<td>Language, Communication, and Technology: Mild Disabilities</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

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

A survey of the communication characteristics and needs of students with disabilities. Characteristics and acquisition of normal speech and language will be discussed, as well as the variations and deviations of speech and language in students with disabilities. Intervention strategies, materials, and resources are also included. In addition, assistive technology for use in educational programs for students with disabilities will be discussed.

Prerequisite(s)

- [ ] Prerequisites: Admission to Teacher Education. All courses from Block II.

Present or Projected Enrollment: 25 (Students per year)

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

Effective Date*: Fall 2007

Grading System:

- [x] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>Lynne, G. Grispen</td>
<td>3/14/2007</td>
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</table>

<table>
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<tr>
<th>Dean of College</th>
<th>Date</th>
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<tr>
<td></td>
<td>3/14/2007</td>
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</tbody>
</table>

Chair of TEAC (if teacher prep. program) Date

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

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<td>4/13/07</td>
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<table>
<thead>
<tr>
<th>Chair, Committee on Graduate Studies</th>
<th>Date</th>
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Vice President for Academic Affairs Date

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New Description: (Proposed)

Prerequisites: Admission to Teacher Education. All courses from Block II.

A survey of the communication characteristics and needs of students with disabilities. Characteristics and acquisition of normal speech and language will be discussed, as well as the variations and deviations of speech and language in students with disabilities. Intervention strategies, materials, and resources are also included. In addition, assistive technology for use in educational programs for students with disabilities will be discussed.
SPED 4712

LANGUAGE, COMMUNICATION, AND TECHNOLOGY: MILD DISABILITIES

Semester Hours: 3

Instructor:

Office Location:

Office Hours:

Telephone (678) 836-6567 (department)

E-mail:

FAX: (678) 839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. All courses from Block II.

A survey of the communication characteristics and needs of students with disabilities. Characteristics and acquisition of normal speech and language will be discussed, as well as the variations and deviations of speech and language in students with disabilities. Intervention strategies, materials, and resources are also included. In addition, assistive technology for use in educational programs for students with disabilities will be discussed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors,
principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**COURSE OBJECTIVES**

Students will:

1. demonstrate the ability to define, compare, and discuss basic concepts of communication, speech, language acquisition, and language disorders (Bernstein & Tiegerman-Farber, 2002; Gleason, 2005; Kuder, 2003; Owens, 2005; Polloway & Smith, 2004) (Lifelong Learners, Knowledgeable; CEC* & INTASC** 2);

2. demonstrate knowledge of the social and cognitive bases of language acquisition (Gleason, 2005; Kuder, 2003; Owens, 2005) (Knowledgeable; CEC & INTASC 2, 6);

3. describe the process of normal communication/language development (Gleason, 2005; Kuder, 2003; Owens, 2005) (Knowledgeable; CEC & INTASC 2);

4. describe the impact of language disabilities in exceptional children (Bernstein & Tiegerman-Farber, 2002; Kuder, 2003; McCormick, Loeb, & Schiefelbusch, 2003; Polloway & Smith, 2004; Smith, 2006) (Adaptive, Knowledgeable; CEC & INTASC 2, 3);

5. demonstrate an understanding of the educational problems encountered by dialectical and second language children (Baca & Cervantes, 2004; Kuder, 2003; Vaughn, Bos, & Schumm, 2003; Winzer & Mazurek, 1998) (Culturally Sensitive, Knowledgeable; CEC & INTASC 1, 6);

6. demonstrate knowledge of the range of assistive technology available to pupils with disabilities, including both low-tech and high-tech devices (Biklen & Cardinal, 1997; Bray, Brown, & Green, 2004; Bryant & Bryant, 2003; Flippo, Inge, & Barcus, 1998; Glennen & DeCoste, 1997; Judge & Parette, 1998) (Decision Makers, Lifelong Learners, Adaptive, Collaborative, Knowledgeable, Proactive; CEC & INTASC 1, 2, 3, 8, 9, 10);

7. demonstrate understanding of augmentative/alternative communication devices and their application in both school and nonschool environments (Bray, Brown, & Green, 2004; Bryant & Bryant, 2003; Flippo et al., 1998; Glennen & DeCoste, 1997) (Decision Makers, Lifelong Learners, Adaptive, Collaborative, Knowledgeable, Proactive; CEC & INTASC 1-4, 6, 8, 9, 10); and
8. demonstrate awareness of implications of family issues and cultural diversity regarding language and assistive technology issues (Bray et al., 2004; Kelker & Holt, 1998; Turnbull, Turnbull, Erwin, & Soodak, 2006; Winzer & Mazurek, 1998) (Adaptive, Collaborative, Culturally Sensitive, Empathetic; CEC & INTASC 1, 5, 6, 9, 10).

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards


TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


Required Instructional Resources:

Handouts

Web/Library Resources

References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework** The focus of this class is primarily on acquisition of information and basic skills related to language and communication of children with mild disability. Accordingly, the major Conceptual Framework descriptor incorporated into class is *Knowledgeable*; this descriptor is reflected in all of the class assignments and activities. In addition, other descriptors are tapped by specific assignments and activities, as follows: The **Resource File** and **Resources Project** both include *Lifelong Learners*, since students practice accessing information and resources that will be useful to them in their work with pupils who have disabilities in the future; in addition, they will learn strategies for accessing information to meet needs of themselves, other service providers, and their pupils in the future. In addition, the **Resources Project** is a group project requiring *Collaboration* and the **Resource File** will help students become familiar with strategies they can use in making adaptations in the future (Adaptive). Depending on the specific topic, the **Resources Project** could tap a variety of conceptual framework descriptors, e.g., if students include cultural influences on language use by children with mental retardation, *Culturally Sensitive* will be incorporated. The **Speech/Hearing/Language Evaluation** reflects *Collaborative and Empathetic* descriptors, as students will learn more about working with speech-language pathologists and more about concerns for their pupils when receiving SLP services. The **Vocabulary Quizzes** and **Final Examination** reflect *Adaptive* and *Culturally Sensitive* descriptors in that students will be responding to questions tapping cultural issues related to language and communication as well as questions requiring them to understand and/or formulate adaptations.

Activities and Assessments:
1. **Resource File**: Students will assemble a collection of resources regarding language and assistive technology and designed to support future work with pupils identified as having mild/moderate disabilities. Both levels and all ages must be represented and at least half the items must be focused on intervention as opposed to characteristics. Written guidelines will be distributed and discussed in class.  
(Objectives 2, 4, 8; rubric)

2. **Speech/Hearing/Language Evaluation**: Students will receive routine screening in these areas at the UWG Speech and Hearing Clinic and will answer specific questions about their experiences and implications of this type of activity for children with disabilities. Written information will be distributed and discussed in class.  
(Objectives 1, 3; documentation of completion by Clinic supervisor and submission of written responses to questions)

3. **Vocabulary Quizzes**: Four unannounced quizzes focusing on vocabulary from class content (lecture, activities, reading) will be given. The lowest grade of the four will be dropped.  
(Objectives 1-5; tests)

4. **Resources Project**: As a group collaborative activity, students will prepare an annotated bibliography on a relevant topic (e.g., language/communication issues for individuals with specific handicapping conditions/language disorders — VI, HI, D-B, OI, OHI, TBI, SLD, autism; voice and fluency disorders; articulation disorders). Written guidelines will be distributed and discussed in class. Copies will be distributed to all class members.  
(Objectives 1, 4; instructor evaluation of written product, rubric)

5. **Fact Sheet for Assistive Technology**: Format and components will be distributed in written guidelines and discussed in class, with topics assigned via drawing from a “hat.” Students need to make sure that materials used in preparation of the fact sheets represent reputable sources. The length should be no more than two sides of an 8 ½” x 11” paper (for each fact sheet). Copies to be distributed to the class should be provided to the instructor on the due dates indicated in the Course Outline.  
(Objectives 6-8; papers, rubric)

6. **Participation in class activities**: Students are expected to engage in professional behavior, including coming to class on time, displaying courtesy and respect for others, collaborating actively in completing projects/activities, and demonstrating a commitment to the field.  
(Objectives 1-8; instructor’s observation, attendance records, inclass projects)

7. **Final Examination**: Students will take a test stressing application. Study information will be discussed.  
(Objectives 1-8; test)

Evaluation Procedures:
Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in written guidelines. Assignments will be graded according to number of points earned. Assignments #1, 4, and 6 in the chart below may be resubmitted for additional points after given corrective feedback, if desired. Points given to assignment #7 will be based on the instructor's records.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resource File</td>
<td>25 points</td>
</tr>
<tr>
<td>2. Speech/Hearing/Language Evaluation</td>
<td>10 points</td>
</tr>
<tr>
<td>3. 4 Vocabulary Quizzes (unannounced)</td>
<td>5 pnts each; lowest grade dropped; total 15 points</td>
</tr>
<tr>
<td>4. Resources Project</td>
<td>10 points</td>
</tr>
<tr>
<td>5. Fact Sheet</td>
<td>15 points</td>
</tr>
<tr>
<td>6. Participation</td>
<td>15 points</td>
</tr>
<tr>
<td>7. Final Examination</td>
<td>25 points</td>
</tr>
</tbody>
</table>

Grading Policy:

A = 103-115 points
B = 92-102 points
C = 80-91 points
D = 69-79 points
F = < 69 points

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

CLASS POLICIES

1. Each student is expected to come prepared for class by having the text and/or handouts available and having done previous readings and assignments.

2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded whenever possible (possibly not on some forms). All work (done both inside and outside of class) must be legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.

3. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
5. Unless other arrangements are made, work not distributed in class (due to student absence or lateness) will be available from the instructor during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location. After a term of not being claimed, materials become the property of the course instructor!

6. Students needing to miss class should let the instructor know in advance (as a matter of courtesy and to facilitate access to information/resources presented in class). Students who miss class (or any portion of class) are responsible for the content; while the instructor does provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assis-tance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class.

7. Submission of work taken directly from another source (e.g., material copied from another student) will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations that will help them complete assignments. (Also see College of Education Academic Honesty Statement below.)

8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either through the Coordinator of Disability Services, Dr. Ann Phillips, or by yourself. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve/.

9. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading*</th>
<th>Evaluation**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>H.O. : Learning Styles</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Language and Language Disorders</td>
<td>Kuder, Ch. 1</td>
<td>Resources Project Due</td>
</tr>
<tr>
<td></td>
<td>Looking at Gender, Culture, and Other</td>
<td>Bray et al., Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Elements of Language</td>
<td>Kuder, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language Acquisition: Bases &amp; Models</td>
<td>Kuder, Ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Closer Look at the Diverse Learner</td>
<td>Bray et al., Ch. 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Development of Language</td>
<td>Kuder, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Language and Students with Learning</td>
<td>Kuder, Ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disabilities</td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Language and Students with Mental</td>
<td>Kuder, Ch. 6</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Resource</td>
<td>Assignment</td>
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<tr>
<td>9</td>
<td>Language and Students with Autism Spectrum Disorder</td>
<td>Kuder, Ch. 7</td>
<td>Resource File Due</td>
</tr>
<tr>
<td>10</td>
<td>Language and Students with Sensory Disabilities</td>
<td>Kuder, Ch. 8</td>
<td>Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Language and Students with Emotional and Behavioral Difficulties</td>
<td>Kuder, Ch. 9</td>
<td>Presentations</td>
</tr>
<tr>
<td>12</td>
<td>Assessing Language and Communication Curriculum, Technology, and the Diverse Learner</td>
<td>Kuder, Ch. 10, Bray et al., Ch. 4</td>
<td>Presentations</td>
</tr>
<tr>
<td>13</td>
<td>Enhancing Language and Communication</td>
<td>Kuder, Ch. 11</td>
<td>Instructional Project Due; Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Augmentative and Alternative Communication Diverse Learners and Innovative Technology</td>
<td>Kuder, Ch. 12, Bray et al., Ch. 3</td>
<td>Presentations Fact Sheet for Assistive Technology Due</td>
</tr>
<tr>
<td>15</td>
<td>Speech/Hearing/Language Evaluation</td>
<td>Speech Clinic</td>
<td></td>
</tr>
</tbody>
</table>

*Others will be added.

**The unannounced Vocabulary Quizzes are not reflected in the schedule.

**ACADEMIC HONESTY**

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

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.
Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Hours: Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Modify</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>□ Add</td>
<td>□ Undergraduate</td>
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<td>□ Graduate</td>
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<td></td>
<td>□ Other*</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>*Variable credit must be explained</td>
<td></td>
</tr>
</tbody>
</table>

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

☑ Library resources are adequate  □ Library resources need enhancement

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

SPED 4713 Collaboration in School Settings  2 / 0 / 2

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

Covers various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.

Prerequisite(s) Prerequisites: Admission to Teacher Education. All courses from Block II.

Present or Projected Enrollment: 25 (Students per year)  Effective Date*: Fall 2007

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

Approval:

[Signature]  3/12/07

Department Chair  Date  Department Chair (if cross listed)  Date

[Signature]  3/14/007

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

Chair of TEAC (if teacher prep. program)  Date

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

[Signature]  4/13/02

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

Vice President for Academic Affairs  Date

Revised 1/09/02
Courses in the BSEd Special Education: General Curriculum (Mild Disabilities) program are being modified or added in response to the changes at the state level (i.e., the Professional Standards Commission’s [PSC] new Special Education Preparation Rules) in terms of requirements for teacher qualifications. Teacher preparation programs will no longer exist in the areas of Mental Retardation. This preparation program will be replaced by two multicategorical certification areas: Special Education General Curriculum Program ("Students whose individualized education program (IEP) indicates instruction in the general education curriculum and participation in the general statewide assessment," P-12) and Special Education Adapted Curriculum Program ("Students whose IEP indicates instruction in a curriculum leading to participation in the Georgia alternate assessment," P-12).

New Description: (Proposed)

Prerequisites: Admission to Teacher Education. All courses from Block II.

Covers various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.
SPED 4713

COLLABORATION IN SCHOOL SETTINGS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: 678/839-6567 (department)

E-mail:

FAX: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. All courses from Block II.

Covers various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of federal and state policies and procedures related to collaboration and inclusion, and their ramifications (Byrnes, 2005; Mostert, 1998; Wood, 2006) (Collaborative, Knowledgeable; CEC* & INTASC** 1, 10);

2. demonstrate knowledge of the positions of professional organizations, other states/school systems, and advocacy agencies related to collaboration and inclusion, and discuss these positions and their ramifications (Byrnes, 2005; Mostert, 1998; Turnbull, Turnbull, Erwin, & Soodak, 2006) (Collaborative, Knowledgeable; CEC & INTASC 1, 5, 9, 10);

3. demonstrate knowledge of resources available to assist service providers in collaboration and inclusion (Correa, Jones, Thomas, & Morsink, 2005; Friend & Cook, 2007; Mostert, 1998) (Collaborative, Knowledgeable; CEC & INTASC 1, 4, 7, 10);

4. demonstrate knowledge of roles and perspectives of team members, and of strategies for enhancing collaboration and team function with parents, educators, related service providers, and other agencies (Dettmer, Dyck, & Thurston, 2005; Friend & Cook, 2007; Harry, 1992; Mostert, 1998; Pickett & Gerlach, 2003; Thousand, Villa, & Nevin, 2002; Turnbull et al., 2006) (Collaborative, Culturally Sensitive, Empathetic; CEC & INTASC 7, 10);

5. recognize the role of parents, general education classroom teachers, counselors, administrators, and other support personnel in providing services to exceptional children (Correa et al., 2005; Friend & Cook, 2007; Mostert, 1998) (Collaborative, Knowledgeable; CEC & INTASC 1, 7, 9);

6. write plans designed to facilitate inclusion of, and integrated service delivery for, youngsters with diverse special needs and of diverse ages and cultural/ethnic backgrounds using various formats (Friend & Cook, 2007; Mostert, 1998; Wood, 2006) (Adaptive, Collaborative, Culturally Sensitive; CEC & INTASC 1, 2, 5, 6, 8, 9); and

7. recognize school and community resources applicable to and available for providing services to children with identified exceptionalities (Friend & Cook, 2007; Mostert, 1998; Wood, 2006) (Collaborative, Knowledgeable; CEC & INTASC 7, 10).
*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework  The focus of this course is on acquisition of knowledge and skills that promote the implementation of the collaboration process between special education professionals, general education professionals, and all other service providers. As such, the
major Conceptual Framework descriptor incorporated into this course is Knowledgeable; this descriptor is reflected in all of the class assignments and activities. In addition, other descriptors are tapped by specific assignments and activities, as follows: Decision Makers (students work to prepare themselves to make a variety of program and instructional decisions in the Collaborative Teaching Project assignment); Leaders (students work to prepare themselves for leadership roles surrounding the formulation and implementation of planned activities associated with the Collaboration Cohort project which targets specific situations and scenarios that may occur in the school setting, and knowledge of rules and regulations governing the special education process which is included in the Collaborative Teaching Project, Collaboration Cohort, and Exams); Lifelong Learners (students become familiar with professional resources in the field of special education in the Article Critiques assignments and in taking the Exams); and Collaborative (students learn about regulations regarding parental involvement, interdisciplinary collaboration, etc. within the school setting in the Collaborative Teaching Project and through scenarios linked to the Collaboration Cohort activities).

Activities and Assessments:

1. **Exams:** There will be a Midterm Exam and a comprehensive Final Exam which will cover all required reading and information presented during the course. (Objectives #1-5; exam)

2. **Article Critiques:** Students will write two article critiques on collaboration or related topics. The first critique must review a specific court case or legal issue regarding collaboration/inclusion of students with disabilities into the general education classroom. The second critique must review an article about a specific classroom or school setting that has successfully implemented inclusion of children with special needs into the general education setting. The critiques should be no more than two pages typed, double-spaced. Article critique format must be APA. (Objectives #1-4; instructor observation, paper)

3. **Collaborative Teaching Project:** Group members will demonstrate their ability to collaborate, plan, and teach a lesson to students as if in an inclusive general education classroom setting. A description of the class will be given to each group by the instructor. Each group will use the class description to plan a comprehensive lesson that will meet the needs of all children in the classroom. Each project will include lesson plan, resource materials that will be used with the students, handouts or worksheets. A complete description of requirements will be given during class. Peer and self-evaluation will be a part of the final grade for the project. (Objectives #2-7; self evaluation, peer evaluation, instructor evaluation of material submitted)

4. **Collaboration Cohort:** Students will be placed in a cohort (team) that will be selected by the instructor (random drawing). This cohort team will work together just as teaching teams in the school system. Students will be individually assessed by the instructor on their willingness to work as a team member, collaborative effort, compromising skills, adjustment to change, problem solving skills, and general attitude toward team members.
(Objectives #1-4; instructor observation, project)

Evaluation Procedures:

Points will be assigned (see below) by the course instructor based on evaluation of consistency of assignments with class requirements and guidelines.

1. Final Exam – 60 points: Individual student
2. Midterm Exam – 40 points: Cohort
3. Article Critiques – 20 points (10 pts. each): Individual student
4. Collaboration Teaching Project – 50 points: Cohort
5. Collaboration Cohort – 40 points: Cohort

Grading Policy:

A = 189 – 210 pts.
B = 168 – 188 pts.
C = 147 – 167 pts.
D = 126 – 146 pts.
F = 125 pts. and below

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

CLASS POLICIES

1. Attendance is expected. Students who miss class (or a portion of class) are responsible for obtaining the content from another class member. More than 1 unexcused absence requires a conference with the instructor, and may result in additional assignments. The instructor will discuss excused versus unexcused absences in class.
2. Each student is expected to come to class prepared. This includes having the text available and having done assigned readings and projects.
3. Late assignments will not be accepted without prior approval from the instructor. Assignments not accepted will be assigned a grade of zero.
4. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
5. APA style is required by the College of Education and this class. All assignments should be typed and double-spaced (except for those completed in class).
6. Absence from the final exam will result in zero points for the exam unless prior arrangements have been made with the instructor.
7. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either through the Coordinator of Disability Services, Dr. Ann Phillips, or by yourself. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dservc/.

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**COURSE OUTLINE (Schedule)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fundamentals of Collaboration</td>
<td>Ch. 1 Friend</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Legal Issues/Problem Solving</td>
<td>Ch. 5 Friend</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>LRE Decision Making Process/Team Concepts</td>
<td>Ch. 6 Friend</td>
<td>Article Critique #1 (court case) due</td>
</tr>
<tr>
<td>5</td>
<td>Collaboration with Parents/Effective Communication Skills</td>
<td>Chs. 2 &amp; 10 Friend</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Collaboration with General Educators and other Professionals</td>
<td>Ch. 8 Friend</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Collaborations with Para-Educators</td>
<td>Ch. 9 Friend</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lesson Plans for Inclusion Settings</td>
<td>Ch. 13 Friend</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Midterm Exam</td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>10</td>
<td>Inclusion of Students with LD and ID</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Inclusion of Students with Behavior Challenges</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Inclusion of Students with Vision, Hearing, or Speech Impairments</td>
<td>TBA</td>
<td></td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignments</td>
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<td>Inclusion continued</td>
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<td>Article Critique # 2 due</td>
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<td>Collaboration with Administrators</td>
<td>Chs. 11 &amp; 12 Friend</td>
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<td>Presentations</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
<td>Final Exam</td>
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</tbody>
</table>

**ACADEMIC HONESTY**

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

Purpose: to recommend policy and procedures concerning undergraduate degrees and academic programs (including majors, concentration and minors, continuing education, core curriculum, and individual undergraduate courses; to approve all undergraduate course additions or deletions from the curriculum and any reorientation of existing programs.

Membership specified by Policies and Procedures:

Senate 5 (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 8 (4 Arts and Sciences, 2 Business, 2 Education); Students 2 (their majors representing different colleges). Total membership: 15. The Registrar is a non-voting, ex-officio member. College Deans and their representatives are excluded from membership.

Senate
Dwight, Debra Education 2008
Vacant Arts and Sciences 2010
Fulkerson, Diane Library 2008
Rutherford, Brian Business 2009
Vacant Arts and Sciences 2010

Arts and Sciences
Vacant 2009
Vacant 2009
Vacant 2009
McCleary, Ann 2008

Business
 Parsa, Faramarz 2008
 Deng, Joan 2009

Education
 Butler, Judy 2009
 Duplechain, Rosalind 2009

SGA
Vacant 2009
Vacant 2009

Ex-officio(non-voting)
Overfield, Denise Academic Affairs 2008
Stevens, Bonnie Registrar 2008
Academic Policies and Procedure

Purpose: to recommend policy concerning advisement, undergraduate admissions, and retention, registration, university calendar, class scheduling, final examinations, and examination scheduling, commencement, and catalog-- including catalog content: to hear undergraduate student petitions for exceptions to academic policy, including graduation requirements as authorized by the Vice President for Academic Affairs. Membership specified by Statutes:

Senate 3 (1 Arts and Sciences, 1 Business, 1 Education); Faculty 9 (5 Arts and Sciences, 1 Business, 2 Education, 1 Library); Administration 3; Student 1. Total membership 16.

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<thead>
<tr>
<th>Senate</th>
<th>Arts and Sciences</th>
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<td>Gibbs, Lucretia</td>
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<td>Johnson, Robert S.</td>
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Faculty and Administrative Staff Personnel

Purpose: to recommend policy concerning appointments, promotions, tenure, salaries, benefits, grievances, discipline and dismissals; to hear and make recommendations in grievance, discipline and dismissal cases.

Membership specified by Statutes:

Senate 5 (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 11 (6 Arts and Sciences, 1 Business, 4 Education); Administration 2; Students 0. Total membership 18.

**Senate**
- Huff, Chris
- Murphy, James
- Hooper, Mary
- Lloyd, Will
- Mayer, James

**Arts and Sciences**
- Vacant
- Luken, Paul
- Vacant
- Samples, Clint
- Yang, Li

**Business**
- Dutt, Bashu

**Education**
- Morris, Bob
- Holbein, Marie
- Larkin, Martha
- Stanard, Becky

**Administration**
- Barr, Patsy
- McIntire, Faye
**Learning Resources**

Purpose: to recommend policy, making procedural recommendations and organizational and developmental recommendations for library, computer center, faculty and institutional research, and the FM radio station (a subcommittee must be constituted according to FCC regulations).

Membership specified by Policies and Procedures:

Senate 3 (2 Arts and Sciences, 1 Education); Faculty 7 (5 Arts and Sciences, 1 Business, 1 Education); Administration 2; Students 2. Total membership 14.

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| **Arts and Sciences**                   |                      |               |
| Vacant                                  |                      |               |
| Hendricks, Joseph                       |                      |               |
| Remshagen, Anja                         |                      |               |
| Santini, Debra                          |                      |               |
| Vacant                                  |                      |               |
| **Business**                            |                      |               |
| Vacant                                  |                      |               |

| **Education**                           |                      |               |
| Strickland, Janet                       |                      |               |

| **Administration**                      |                      |               |
| Flanders, Lorene                        | Library              |               |
| Clay, Melanie                           | Distance Learning     |               |

| **SGA**                                 |                      |               |
| Vacant                                  |                      |               |
| Vacant                                  |                      |               |
Student Life

Purpose: to recommend policy and procedures concerning financial aid, housing, health and food services, counseling services, student security and safety, student discipline, student publications, student organizations, and other student matters referred to the committee.

Membership specified by Policies and Procedures:

Senate 2 (1 Arts and Science, 1 Education); Faculty 8 (5 Arts and Sciences, 1 Business, 1 Education, Library 1); Administration 1; Students 4 (3 undergraduates, 1 graduate). Total membership 15.

Senate
Holland, Laurel (Chair)  Arts and Sciences  2008
Ramanathan, Hema  Education  2010

Arts and Sciences
Carter, Scott  2008
Vacant  2009
Vacant  2009
Vacant  2009
Xu, Rui  2008

Business
Clenney, Beth  2009

Education
Goodman, Janet  2008

Library
Goodson, Goodson  2008

Administration
Picklesimer, Linda  Student Activities  2008

SGA
vacant  Graduate  2008
Vacant  Undergraduate  2008
Vacant  Undergraduate  2008
Vacant  Undergraduate  2008
# General University Matters

Purpose: to recommend policy and procedures for public relations, convocations, campus security and safety, telephone services, mail services, parking and traffic control, physical plant problems, etc.

Membership specified by Policies and Procedures:

Senate 2 (1 Arts and Sciences, 1 Business); Faculty 8 (5 Arts and Sciences, 2 Education, 1 Library); Administration 2; Students 2. Total membership 14.

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<tr>
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<th>Arts and Sciences</th>
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<td>Webb</td>
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<td>McCord, Dawn</td>
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<tr>
<td>Kawulich, Barbara</td>
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<td>Reigner, Ron</td>
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<td>Alberg, Yumi</td>
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<td>Watkins, Bob</td>
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Institutional Studies and Planning

Purpose: to recommend policy concerning university purposes and goals (to evaluate their degree of suitability and attainment), academic planning and growth, and campus development.

Membership specified by Policies and Procedures:

Senate 3 (1 Arts and Sciences; 1 Business, 1 Education); Faculty 5 (3 Arts and Sciences, 1 Education, 1 Library); Administration 6; Students 2. Total membership 16.

Senate
Chibbaro, Julie (Chair) Education 2008
Gaytan, Jorge Business 2010
Hendricks, Randy Arts and Sciences 2009

Arts and Sciences
Vacant 2009
Fuller, John 2008
Vacant 2009

Education
Gantner, Myrna 2009

Library
Ruskell, Jan 2008

Administration
Clower, John Residence Life 2008
Driver, Dale Arts & Sciences 2008
Johnson, Bobby Admissions 2008
Kral, Kathy Inform. Resources & Tech. 2008
Ledbetter, Lisa Public Relations 2008
Luna, Andrew Instit. Research & Planning 2008

SGA
Vacant 2008
Vacant 2008
Intercollegiate Athletics

Purpose: to recommend policy and procedures concerning athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; and to oversee the enforcement of conference, association and accreditation rules and regulations.

Membership specified by Policies and Procedures:

Senate 3 (1 Arts and Sciences, 1 Business, 1 Education); Faculty 4 (1 Arts and Sciences, 1 Business, 1 Education, 1 Library); Administration 2; Students 3; Ex-officio (non-voting) - The Director of Athletics and the NCAA Faculty Athletic Representative. Total membership 14.

Senate
Smith, Joey  Business  2008
Mowling, Claire  Education  2008
Penco, Nancy  Arts and Sciences  2008

Arts and Sciences
Sykes, Scott  2008

Business
Haynes, Joel  2008

Education
Ponder, John  2008

Library
Lankford, Shirley  2008

Administration
Singer, Tara  University Advancement  2008
Renfrow, Mike  Facilities Administration  2008

SGA
Vacant  2008
Vacant  2008
Vacant  2008

Ex-officio (non-voting)
Douvanis, Gus  NCAA Faculty Athletic Representative
Murphy, Edward  Athletic Director
Technology Planning Committee

Purpose: To assess and recommend policy and procedures that contribute to the fulfillment of UWG's technology vision. That vision is "... to integrate information technology into West Georgia's academic and administrative mission to ensure that students, faculty, staff, and the community are well prepared for life in a knowledge-based and technologically dynamic society."

The Technology Planning Committee will produce a Yearly Evaluation of Campus IT as a summation of the state of information technology at UWG over the previous academic year. This report, to be completed by the end of the fall semester, will include:

An assessment of annual reports from IT units, evaluations from the Technology Coordination Council, user surveys, and other documents that provide evidence that the university is actively participating in the strategies articulated in the UWG IT Strategic Plan.

An evaluation of existing campus policies, procedures, standards, and processes related to the allocation and use of technology to ensure that academic and administrative needs are adequately addressed.

A summary of the committee's findings and any recommendations for increased activity to fulfill participation in the IT Strategic Plan and/or recommendations for changes, additions or other improvements to the UWG IT Strategic Plan and accompanying process.

The Technology Planning Committee will meet jointly once each semester with the Technology Coordination Council to promote communication and cooperation.

Membership, to be specified in UWG’s Policies and Procedures:

The committee members will be 2 Senators (1 Arts and Sciences, 1 Business or Education); 6 elected faculty members (3 Arts and Sciences, 1 Business, 1 Education, 1 Library); 4 senior-level administrators (1 each from the divisions of Academic Affairs, Business and Finance, Student Services, and University Advancement); the University Technology Officer; and 3 students (appointed by the SGA). The total membership is 16, with members representing the Senate and faculty serving for staggered three-year terms.

**Senate**

Espinosa, James  
Arts and Sciences  
2009

Bray, Marty (Chair)  
Education  
2008

**Arts and Sciences**

Dvorske, Tom  
2008

Vacant  
2010

Rocco, Daniel  
2009

**Business**

Prince, Brad  
2010

**Education**

Huett, Jason  
2010

**Library**

Vacant  
2010

**Administration**
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<tr>
<th>Name</th>
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<tr>
<td>Ledbetter, Lisa</td>
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