Memorandum

To: General Faculty
Date: April 19, 2017
Regarding: Faculty Senate agenda for April 21, 2017 in TLC 1-203 at 3 p.m.

The agenda for the April 21, 2017 Faculty Senate meeting is as follows:

1. Call to order
2. Roll call
3. Minutes
   A) Approval of Minutes from March 17, 2017 (Addendum I)
4. Committee Reports

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

Action Items (Addendum II):

A) College of Arts and Humanities
   1) History
      a) Asian Studies Minor
         Request: Add

B) College of Education
   1) Sport Management, Wellness, and Physical Education Department
      a) Minor in Health and Community Wellness
         Request: Add
   2) Literacy and Special Education Department
      a) SPED 3700: Introduction to Special Education and Severe Disabilities
         Request: Add
      b) SPED 3704: Assessment of Students with Severe Disabilities
         Request: Add
      c) SPED 3750: Diverse Experiences Practicum
         Request: Add
      d) SPED 3760: Curriculum and Methods I: Students with Severe Disabilities
         Request: Add
      e) SPED 4722: Collaboration: Services for Students with Severe Disabilities
         Request: Add
f) **SPED 4760: Curriculum and Methods II: Students with Severe Disabilities**
Request: Add

C) College of Science and Mathematics

1) Geosciences Department
   a) **Bachelor of Science with a Major in Geography**
      Request: Modify
   b) **GEOG 4600: Applied Climatology**
      Request: Add

D) College of Social Sciences

1) Political Science Department
   a) **Bachelor of Arts with a Major in Political Science**
      Request: Modify
   b) **Bachelor of Science with a Major in Political Science**
      Request: Modify

E) Honors College and Interdisciplinary Studies

1) Center for Interdisciplinary Studies Department
   a) **XIDS 4000: Interdisciplinary Capstone**
      Request: Add

**Information Items:**

A) College of Arts and Humanities

1) English Department
   a) **ENGL 4000: Studies in British Literature I**
      Request: Modify
   b) **ENGL 4002: Studies in British Literature II**
      Request: Modify
   c) **ENGL 4003: Studies in American Literature I**
      Request: Modify
   d) **ENGL 4005: Studies in American Literature II**
      Request: Modify

2) Theater Department
   a) **Bachelor of Arts with a Major in Theater**
Request: Modify

B) Honors College and Interdisciplinary Studies

1) Center for Interdisciplinary Studies Department

   a) XIDS 2002: What Do You Really Know About the Science of Sustainability?
      Request: Add

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

Action Items (Addendum III):

A) College of Education

1) Early Childhood through Secondary Education

   a) SEED 8200: Culminating Project for the SEED Ed. S.
      Request: Add

   b) SEED 8202: Culminating Experience for the SEED Ed. S. Project
      Request: Add

   c) Specialist in Education with a Major in Secondary Education
      Request: Modify

2) Literacy and Special Education

   a) SPED 6701: Characteristics and Needs of Students with Severe Disabilities
      Request: Add

   b) SPED 7720: Assessment of Students with Severe Disabilities
      Request: Add

   c) SPED 7732: Collaboration and Inclusion in Programs for Students with Severe Disabilities
      Request: Add

   d) SPED 6776: Curriculum & Instructional Strategies for Students with Severe Disabilities
      Request: Add

   e) SPED 6777: Curriculum & Instructional Strategies for Students with Severe Disabilities
      Request: Add
f) **SPED 6751: Behavioral Strategies for Students with Severe Disabilities**
   Request: Add

g) **Autism Endorsement**
   Request: Add

h) **Master of Arts (MAT in Special Education), Special Education General Curriculum Track**
   Request: Add

i) **Master of Arts (MAT in Special Education), Special Education Adapted Curriculum Track**
   Request: Add

j) **Master of Education with a Major in Reading Instruction**
   Request: Modify

3) Communication Sciences and Professional Counseling
   a) **Doctor of Education in Professional Counseling and Supervision**
      Request: Modify

4) Leadership, Research, and School Improvement
   a) **Doctor of Education with a Major in School Improvement, Concentration in Early Childhood Education**
      Request: Add

**Information Items:**

A) College of Education

1) Literacy and Special Education
   a) **Specialist in Education with a Major in Special Education (Ed. S.)**
      Request: Modify

**Committee V: Faculty Development Committee (David Boldt, Chair)**

**Information Item:**

A) Dr. Megumi Fujita will serve as chair of the Faculty Development committee during AY 2017-18

**Committee VII: Student Affairs Committee**

**Information Item:**
A) Dr. Markesha Henderson will serve as chair of the Student Affairs committee during AY 2017-18

Committee VIII: Technology Committee (Craig Schroer, Chair)
Information Item:
A) Dr. Craig Schroer will serve as chair of the Facilities and Technology committee during AY 2017-18

Committee IX: Facilities and Services (Molly McCullers, Chair)
Action Item (Addendum IV):
A) AY 2017-18 Parking Code

Committee XI: Intercollegiate Athletics Committee (Michelle Frazier Trotman Scott, Chair)
Information Item:
A) Dr. Ashley Smallwood will serve as chair of the Intercollegiate Athletics and University Advancement committee during AY 2017-18

Committee XII: Budget (Bradford Yates, Chair)
Information Item:
A) Dr. Leanne DeFoor will serve as chair of the Budget committee during AY 2017-18

Committee XIII: Rules Committee (Susan Welch, Chair)
Action Items (Addenda V-VIII, below):
A) UWG Faculty Handbook, Modification of Section 209
   1) UWG Faculty Handbook
      a) Section 209, Office Hours (Addendum V)
         Request: Modify
   B) UWG Procedure 2.7.9, Office Hours
      1) UWG Academic Affair Policies
         a) UWG Procedure 2.7.9, Office Hours (Addendum VI)
            Request: Approve
   C) UWG Faculty Handbook, Modification of Section 206
      1) UWG Faculty Handbook
         a) Section 206, Final Examinations (Addendum VII)
Request: Modify

D) UWG Procedure 2.7.11, Final Examinations
   1) UWG Academic Affair Policies
      a) UWG Procedure 2.7.11, Final Examinations (Addendum VIII)

Request: Approve

Information Item:

   A) Dr. Susan Welch will serve as chair of the Rules committee during AY 2017-18

5. Old Business

6. New Business

7. Announcements
   A) Myrna Gantner. Elimination of pre-majors per Title IV requirements and implementation steps for meeting federal regulations
   B) Dale Driver and Annmarie Eades. IT governance process, Steering Board, and Business Integrations Team
   C) Call for Senate liaison to the Wellness Committee
   D) Introduction of new Senators for AY 21017-18

8. Adjournment
Addendum I: Minutes
Faculty Senate Meeting
Draft Minutes
March 17, 2017

1. Call to order

Chair Farmer called the meeting to order at 3:01 p.m.

2. Roll call

Present:
Blair, Boldt (Smith substituting), Butler, Connell, DeFoor, Farran, Fujita (Basu-Dutt substituting), Gerhardt, Henderson, Hipchen, Johnson (Chumney substituting), Lee (Pazzani substituting), Lopez, Mahmoud, McCord, Miller, Mindrila, Ogletree (Head substituting), Remshagen, Roberts, Rutledge (Besnosov substituting), Schoon, Seay, Self, Stanfield, Sterling, Stuart, Trotman-Scott, Varga, Velez-Castrillon, Webb, Welch, Williams (Van Valen substituting), Willox, Yates, Zamostny, and Zot

Absent:
Bohannon, Elman, Hoang, Mbaye, McCullers, McGuire, McKendry-Smith, Neely, Pencoe, Robinson, Schroer, Smallwood, and Tefend

3. Minutes

A) Approval of Minutes from February 24, 2017

Minutes approved by unanimous vote.

4. Committee Reports

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

Action Items:

A) College of Science and Mathematics

1) Chemistry Department

   a) Bachelor of Science with a Major in Chemistry (ACS Track—Applied Chemistry, Option A)

      Request: Modify

      Item approved by unanimous vote.

2) Mathematics Department

   a) MATH 1112: Trigonometry
Request: Add

*Item approved by unanimous vote.*

**Information Item:**

A) Dr. Nick Sterling will serve as chair of the Undergraduate Programs Committee during AY 2017-18.

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

**Action Items:**

A) College of Education

1) Department of Communication Sciences and Professional Counseling
   a) SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society
      Request: Add
      *Item approved by unanimous vote.*
   b) SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing
      Request: Add
      *Item approved by unanimous vote.*
   c) Master of Education with a Major in Speech-Language Pathology
      Request: Modify
      *Item approved by unanimous vote.*
   d) CEPD 9210 History of Higher Education
      Request: Add
      *Item approved by unanimous vote.*
   e) CEPD 9211 Organizational Theory
      Request: Add
      *Item approved by unanimous vote.*
   f) CEPD 9212 Advanced Seminar in Leadership
      Request: Add
      *Item approved by unanimous vote.*
   g) CEPD 9213 Critical Issues in Higher Education
      Request: Add
      *Item approved by unanimous vote.*
h) **CEPD 9214 Analysis of Higher Education Literature**
   Request: Add
   *Item approved by unanimous vote.*
   
i) **CEPD 9215 Advanced Legal Issues and Policy Analysis**
   Request: Add
   *Item approved by unanimous vote.*
   
j) **CEPD 9216 Values and Ethics in Higher Education Leadership**
   Request: Add
   *Item approved by unanimous vote.*
   
k) **CEPD 9217 Diversity Issues in Higher Education**
   Request: Add
   *Item approved by unanimous vote.*
   
l) **CEPD 9218 Higher Education Finance and Advancement**
   Request: Add
   *Item approved by unanimous vote.*
   
m) **CEPD 9219 Governance in Higher Education**
   Request: Add
   *Item approved by unanimous vote.*
   
n) **CEPD 9220 Enrollment Management**
   Request: Add
   *Item approved by unanimous vote.*
   
o) **CEPD 9221 Qualitative Research in a Higher Education Environment**
   Request: Add
   *Item approved by unanimous vote.*
   
p) **CEPD 9222 Quantitative Research in a Higher Education Environment**
   Request: Add
   *Item approved by unanimous vote.*
   
q) **CEPD 9223 Applied Research Practices**
   Request: Add
   *Item approved by unanimous vote.*
   
r) **CEPD 9224 Institutional Assessment and Program Effectiveness**
   Request: Add
   *Item approved by unanimous vote.*
   
s) **CEPD 9225 Directed Doctoral Research**
   Request: Add
Item approved by unanimous vote.

**Information Items:**

A) College of Social Sciences
   1) Criminology Department
      a) [Master of Arts with a Major in Criminology—academic grade policy for graduate catalogue](#)
         Request: Modify

B) Dr. Susan Hall-Webb will serve as chair of the Graduate Programs Committee chair during AY 2017-18.

**Committee XIII: Rules Committee (Susan Welch, Chair)**

**Action Items** (Figures One-Four):

A) UWG Policy 2.2, Promotion
   1) UWG Academic Affair Policies
      a) UWG Policy 2.2, Promotion ([Figure One](#))
      Request: Approve

Item approved by unanimous vote.

B) UWG Policy 2.3, Tenure
   1) UWG Academic Affair Policies
      a) UWG Policy 2.3, Tenure ([Figure Two](#))
      Request: Approve

Item approved by unanimous vote.

C) UWG Policy 2.4, Recurring Evaluations
   1) UWG Academic Affair Policies
      a) UWG Policy 2.4, Recurring Evaluations ([Figure Three](#))
      Request: Approve

Item approved by unanimous vote.

D) Revised Senate committees ([Figure Four](#))
   Request: Approve

Item approved by unanimous vote.

5. Old Business
A) Hannes Gerhardt, revised draft of the “UWG Faculty Senate’s Declaration of Support for International Faculty and Students and the Value of a Global Education” (See Figure Five)

A friendly amendment was proposed and accepted in number two of the document. Instead of reading “we therefore oppose any barriers that will impede access to global opportunities. . .” the document will now read “we therefore oppose any unwarranted barriers that will impede access to global opportunities. . .” Such an emendation now implicitly indicates that some barriers—customs or passport requirements, for instance—are unavoidable.

Dr. DeFoor requested a Roll Call vote, the details of which follow:

Blair, aye
Bohannon, absent
Boldt, Joey Smith substituting and voting as proxy, aye
Butler, aye
Connell, aye
DeFoor, nay
Elman, absent
Farran, aye
Fujita, Basu-Dutt substituting and voting as proxy, aye
Gerhardt, aye
Henderson, aye
Hipchen, aye
Hoang, absent
Johnson, Chumney substituting and voting as proxy, aye
Lee, Pazzani substituting and voting as proxy, aye
Lopez, aye
Mahmoud, aye
Mbaye, absent
McCord, aye
McCullers, absent
McGuire, absent
McKendry-Smith, absent
Miller, aye
Mindrila, aye
Neely, absent
Ogletree, Head substituting and voting as proxy, aye
Pencoe, absent
Remshagen, aye
Roberts, aye
Robinson, absent
Rutledge, Besnosov substituting and voting as proxy, aye
Schoon, abstain
Schroer, absent
Seay, nay
Self, aye
Smallwood, absent
Stanfield, aye
Sterling, aye
Stuart, aye
Tefend, absent
Trotman-Scott, aye
Varga, aye
Velez-Castrillon, aye
Webb, aye
Welch, aye
Williams, Van Valen substituting and voting as proxy, aye
Wilcox, aye
Yates, aye
Zamostny, aye
Zot, aye

Results:
35 aye
2 nay
1 abstention

The document entitled “UWG Faculty Senate’s Declaration of Support for International Faculty and Students and the Value of a Global Education” passes.

6. New Business

A) Nominations for Chair-Elect and Parliamentarian

Dr. Judy Butler was nominated for the position of Chair-Elect by Dr. Cale Self.

Dr. David Boldt was nominated for the position of Parliamentarian by Dr. Sal Lopez

B) President’s Council for Campus Inclusion (PCCI)

Matt Varga made a motion to request that the PCCI draft a more inclusive statement of support. Lara Willox, the Senate’s PCCI liaison, agreed to take this request to that group.

7. Announcements

A) Lara Willox, Campus Inclusion Committee campus climate survey

The committee will conduct this survey again in coming weeks.
8. Adjournment

*Dr. Farmer adjourned the meeting at 3:20 p.m.*

Respectfully Submitted,

Dr. Angela Insenga

Associate Professor

Executive Secretary of the Faculty Senate and General Faculty
Figure One

UWG POLICY NUMBER: 2.2
UWG POLICY NAME: Promotion

POLICY:
The University of West Georgia (UWG) will comply with the Board of Regents of the University System of Georgia (BOR) policies and University procedures when promoting qualified faculty members to advanced professional positions.

CONTEXT:
This policy applies to:

- All UWG faculty

The purpose of this policy is to ensure that promotions are made objectively, equitably, impartially, and in accordance with associated procedural guidelines.

*The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.*

SIGNATURE OF THE PRESIDENT:

_____________________________________________                  ________________________________
University President                   Date

Reviewed by University General Counsel: __________
ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Promotion
Previous Versions: N/A
Oversight: Chief Academic Officer
Additional Resources:
Board of Regents Policies
  ● Board of Regents Policy Manual
    ▪ 8.3.5 Evaluation of Personnel
    ▪ 8.3.6 Criteria for Promotion
  ● Academic & Student Affairs Handbook
    ▪ 4.7 Evaluation of Faculty
  ● Human Resources Administrative Practice Manual: Classification, Compensation, and Payroll
Associated Procedures:
  ● Time Limits
  ● Criteria for Promotion
  ● Evaluation Process
  ● Appeal of Negative Evaluation
**Figure Two**

**UWG POLICY NUMBER: 2.3**  
**UWG POLICY NAME: Tenure**

**POLICY:**  
The University of West Georgia (UWG) will comply with the Board of Regents of the University System of Georgia (BOR) policies and university procedures when awarding tenure.

**CONTEXT:**  
This policy applies to:  
- All UWG faculty, units and employees implementing the associated procedures.  
The purpose of this policy is to ensure that tenure is granted based on a faculty member's achievements in teaching and student learning, scholarship and creative activity, and professional service.  
*The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.*

**SIGNATURE OF THE PRESIDENT:**

University President ____________________________ Date

Reviewed by University General Counsel: __________
ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Tenure
Previous Versions: N/A
Oversight: Chief of Human Resources
Additional Resources:
Board of Regents Policies
- Board of Regents Policy Manual
  ▪ 8.3.4 Notice of Employment and Resignation
  ▪ 8.3.5 Evaluation of Personnel
  ▪ 8.3.7 Tenure and Criteria for Tenure
  ▪ 8.3.9 Discipline and Removal of Faculty Members
  ▪ 8.3.11 Faculty Contract Forms
- Academic & Student Affairs Handbook
  ▪ Section 4.0 Academic Personnel
Associated Procedures:
- Time Limits
- Criteria for Tenure
Figure Three

UWG POLICY NUMBER: 2.4
UWG POLICY NAME: Recurring Faculty Evaluations

POLICY:
The University of West Georgia (UWG) will comply with the Board of Regents of the University System of Georgia (BOR) policies and university procedures for recurring faculty evaluations.

CONTEXT:
This policy applies to:
  ● All UWG faculty, deans, and chairs

The purpose of this policy is to establish and communicate the BOR and UWG expectations of faculty members, and to establish procedures for evaluation.

*The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.*

SIGNATURE OF THE PRESIDENT:

_____________________________________                  ______________________________
University President                                                  Date

Reviewed by University General Counsel: ____________
ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Evaluations
Previous Versions: N/A
Oversight: Chief Academic Officer
Additional Resources:
Board of Regents Policies
- Board of Regents Policy Manual
  - 8.3.5 Evaluation of Personnel
- Academic & Student Affairs Handbook
  - 4.7 Evaluation of Faculty
- Human Resources Administrative Practice Manual: Performance Evaluation
Associated Procedures:
- Annual Evaluation
- Pre-Tenure Review (“Third Year Review”)
- Post-Tenure Review
- Evaluation of Chairs
- Evaluation of Deans
Figure Four: Final Draft of Senate Sub-Committee Descriptions

Undergraduate Programs Committee

Purpose: to receive and consider requests for modifications to the undergraduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning undergraduate degrees and academic programs (including majors, concentrations and minors) and individual undergraduate courses; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews. The Core, Honors, and Interdisciplinary Programs (CHIP) subcommittee of this committee, consisting of four senators and three representatives, will make recommendations about curricula in the stated areas. The members of this sub-committee will be chosen by the committee as a whole.

Membership: ten senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: the Registrar and a Provost appointee will sit on the main committee; the Dean of the Honors College and the Executive Director of Interdisciplinary Programs will sit on the CHIP subcommittee; one student, appointed by SGA. (Total: 22)

Graduate Programs Committee

Purpose: to receive and consider requests for modifications to the graduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; one student, appointed by the Dean of the Graduate School. (Total: 15)

Academic Policies

Purpose: to recommend policy and procedures concerning advising, undergraduate admissions, retention, progression and graduation, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement and other programs regarding dual enrolled students, commencement, and catalog-- including catalog content; to consider undergraduate student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; and to advise with respect to Admissions, Enrollment Management, Learning Support, Testing, Registrar, Registration and Records. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above items.
The chair of the Academic Policies Committee will represent the Senate on the university calendar committee.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the Registrar, one appointed by the Provost, and one appointed by the Senior Diversity Officer; one student, appointed by SGA. (Total: 15)

Faculty Development Committee

Purpose: to recommend policy concerning appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to serve in an advisory capacity on faculty and institutional research, institutional diversity, sponsored projects, and other faculty development issues as may be requested by administration; A member of this committee will serve as Senate representative on the Alternative Dispute Resolution Committee. It is also recommended that a member of this committee serve on the university’s advisory committee on honorary degrees.

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs; one appointed by the Senior Diversity Officer; and the University Counsel. (Total: 15)

Institutional Planning Committee

Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. It is recommended that members of this committee be invited to represent the Senate on related committees across campus, e.g., QEP.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Associate Vice President for Institutional Effectiveness and Assessment and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA. (Total: 14)

Student Affairs Committee

Purpose: to serve in an advisory capacity to the Vice President for Student Affairs and Enrollment Management and to recommend policy and procedures concerning financial aid, orientation, housing, health, career and counseling services, student security and safety, student discipline, student publications, student organizations and government, student development, internship programs, and other student matters referred to the committee. It is recommended that
members of this committee be invited to serve on related committees across campus, e.g., SAFBA.

Membership: three senators; seven faculty, one elected from each the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs and Enrollment Management, and one by the Dean of the Graduate School; two students, one appointed by SGA and one appointed by the Dean of the Graduate School. (Total: 15)

Facilities and Information Technology Committee

Purpose: to serve in an advisory capacity to the Vice President for Business and Finance and the Vice President for Information Technology and Chief Information Officer; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities such as telephone services, mail services, technology planning and support, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

Membership: three senators; seven faculty, one elected from the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President of Business and Finance; and one by the Vice President of Information Technology and Chief Information Officer; one student, appointed by SGA. (Total: 14)

Intercollegiate Athletics and University Advancement Committee

Purpose: to serve in an advisory capacity to the Vice President of Business and Finance and Vice President for University Advancement, 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; to recommend policy and procedures concerning university public relations, alumni relations, marketing, university events, and convocations; to consult on priorities for fund raising and capital campaigns. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., athletic budget, graduation ceremony planning committee.

Membership: three senators; eight faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing and the Library; and the University’s NCAA Faculty Athletics Representative; three administrators: the Director of Athletics; one appointed by the Provost, and one by the Vice President for University Advancement; one student, appointed by SGA (Total: 14)
Budget Committee

**Purpose:** to serve in an advisory capacity to the Vice President for University Advancement and Vice President of Business and Finance; to review the budget of the University and make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University; and to consult on discussions concerning salaries and benefits.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; five administrators: the Director of Budget Services and one each appointed by the Provost, the Vice President for Student Affairs and Enrollment Management, the Vice President for Business and Finance, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

Rules Committee

**Purpose:** to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the UWG *Faculty Handbook, Statutes, Bylaws, Policies, and Procedures,* and any operating protocols the Senate establishes.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the University General Counsel; and one appointed by the Provost. (Total: 13)

Diversity and Internationalization Committee

**Purpose:** to advise the Senior Diversity Officer; to advise the Center for Diversity and Inclusion; to advise on issues of internationalization; to advise and consult regarding adherence to Title IX requirements; to advise on incorporating diversity and inclusion into curricula as appropriate. One member of the committee will represent Faculty Senate on the Education Abroad Advisory Council. It is also recommended that a member of this committee serve on other related committees across campus, e.g. Presidential Committee on Campus Inclusion.

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the University General Counsel; one appointed by the Director of International Student Admissions and Programs; and one appointed by the Senior Diversity Officer; one student, appointed by SGA (Total: 14)

Teaching, Learning, & Assessment Committee

**Purpose:** to advise the Provost and Vice President for Academic Affairs and the Vice President for Information Technology and Chief Information Officer; to consult with ITS regarding issues related to instruction and research on campuses and online; to advise and assist with QEP
implementation; to advise the Center for Teaching and Learning; and to advise the Executive Director of Extended Learning (eCore, continuing education, distance and distributed education, satellite campuses.) It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: one appointed by the Provost and Vice President for Academic Affairs, one appointed by the Vice President for Information Technology and Chief Information Officer, one appointed by the Executive Director of Extended Learning, and the Director of Assessment; one student, appointed by SGA. (Total: 15)
We, the members of the University of West Georgia Faculty Senate, affirm our commitment to uphold our university’s global educational mission and values. At a time when some members of the UWG community have expressed concern about the effects of unfolding travel and immigration policies on their work and lives, we declare our support for our international students, staff, and faculty, and we also assert our commitment to give all of our students a global education, with full access to international resources that are integral to their success.

We realize that immigration policies are complex and that there is a wide spectrum of political opinion on these issues within the UWG community. We encourage open expression of diverse political opinions on these subjects, and we favor informed, respectful debate.

Without attempting to restrict the expression of any particular political perspective, we reaffirm our support for the following UWG values, especially as they shape the academic success of our students and faculty who are affected by the current political debate and actions on immigration and international travel:

1) The UWG value of inclusiveness. We declare that it is essential to our university’s educational mission to have globally diverse faculty and students, and we oppose discrimination against any of our students and faculty.

2) The UWG value of achievement. As our university’s mission statement declares, we are committed to the “academic and social success of our students, staff and faculty,” and we therefore oppose any unwarranted barriers that will impede access to global opportunities that are critical to the “academic and social success” of our faculty, staff, and students.

3) The UWG value of caring. Because we are committed to “consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve,” we declare our support for our international community members and for all faculty who are persisting in their efforts to give their students a global education in the midst of current challenges.

Signed:
Faculty Senate
Addendum II: UPC
<table>
<thead>
<tr>
<th>Program Selection</th>
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<tbody>
<tr>
<td>Honors College</td>
</tr>
<tr>
<td>Asian Studies Program</td>
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<tr>
<td>College</td>
</tr>
<tr>
<td>Program Name</td>
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<tr>
<td>Minor</td>
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<th>Center for Interdisciplinary Studies</th>
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<td>Department</td>
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<th>Program View (Read-Only)</th>
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<td>Attachments</td>
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<tr>
<th>Originator</th>
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<tr>
<td>College of Arts and Humanities</td>
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<tr>
<td>History Department</td>
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<td>Pidhainy, ihor</td>
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<tr>
<th>What would you like to do?</th>
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<tr>
<td>Add New Track/Concentration</td>
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<td>Senate Action Item</td>
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<td>Program Location</td>
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<td>Effective Semester/Year</td>
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</table>
SAGSGC: Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments
Edited by admin (ziee) on 4/18/17 to update attachment

(Max 4000 characters)

College Approvals
Ihor Pidhainy  [APPROVED 2016-03-07]
Originator of Process or Document

Other Approvals
Cale Self  [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval
Proposal for Minor in Asian Studies

Submitted by

Faculty members of

College of Arts and Humanities

College of Education

College of Science and Mathematics

College of Social Sciences

February 24, 2016

Modified April 13, 2017
Submitted by the following faculty members of the College of Arts and Humanities, College of Education, College of Science and Mathematics, and College of Social Sciences:

- Li Cao (Educational Psychology)
- Steve Goodson (History)
- Elaine Mackinnon (History)
- Emily McKendry-Smith (Sociology)
- Neema Noori (Sociology)
- Alan Pope (Psychology)
- Ihor Pidhainy (History)
- Francis Stonier (Learning and Teaching)
- Rita Tekippe (Art)
- Andy Walter (Geography)
- Yan Yang (Educational Psychology)

I. **Program Title:**

Minor in Asian Studies

II. **Rationale for Proposal**

An Asian Studies Program (ASP) would bring immense benefits to the University of West Georgia. It would meet needs and interests of the university, students, faculty and the community. It would also help boost our school in a number of areas: as an intellectual leader in West Georgia; maintain our status with aspirant and peer institutions; meet criteria of our strategic plan; further efforts at diversity in our school and community; and it would help bond us with our international students and collaborating partner institutions.
The needs and interests of our university: The ASP will diversify and elevate the standing of the University of West Georgia. The ASP will make UWG more attractive to our Asian partners (sister schools and international students). This attractiveness will draw greater student interest and attendance from overseas.

Our students appear to be very interested. Students have inquired about studying Asian regions, countries, religions, arts, education, and languages. Students already take courses on Asia in various departments (History, Art, Education, Psychology) and often participate in Asian study-abroad courses (mainly to countries in East Asia). Indeed, some half-dozen study abroad programs are run annually by a variety of departments. International students would also be attracted to taking courses on Asia, as our Asian students are interested in hearing what academics/professionals have to say about their home cultures. Asian heritage students (students whose parents or grand-parents are from Asia) also would be quite interested. In addition, we have conducted a survey where students indicated they were interested in taking courses on Asia.

For our students, there are great benefits in having a program. It adds a key region for them to study and become informed about. And, beyond the important didactic goal of enhancing their understanding of this critical part of the world, developing student knowledge of Asia will create employment options both for students who want to work in Asia and for students to work with Asian partners in the US.

For our faculty, we also have a great interest to teach courses on Asia. Many of us have trained at the graduate level and continued with research in a variety of disciplines that speak to our expertise in Asia. Our faculty also indicated their interest in a survey we conducted.

Administration is also interested in this as we expand our offerings on Asia. One of the great benefits of our school’s faculty, though, is that no additional faculty or resources would be required for this. It would also allow us to meet the criteria of our strategic plan, which we highlight below. Staff also showed great interest in Asian studies in a survey we administered. Finally, this is also an excellent way to promote diversity.
We would be meeting the interests and needs of our community. In the state of Georgia, there are some 310,000 Asian and Asian-Americans, the vast majority who live in the Greater Atlanta area. (US Census information 2010). In particular, there are sizeable Chinese, Korean, Indian and Bhutanese populations. Further, there is community interest, particularly on the part of the Chamber of Commerce, whose interest in attracting Asian businesses to Carrollton would be enhanced by our own efforts in establishing a program. (This would provide a nexus between Asia and our local community).

As an institution, we also desire to keep pace with our peers and to take aim at the achievements of our aspirants. Suffice to say, we have fallen behind in offerings on Asia with both cohorts. (See attached chart comparing our status with those of our Georgia cohorts; peers and aspirants). By developing the program and offering a minor, we would also provide intellectual leadership on Asia in West Georgia. We would also position ourselves to be part of the larger Greater Atlanta/Georgia academic community on Asia.

It would allow us to become better partners with our Asian partner institutions. This would first of all clearly indicate to our partners that we are serious in our commitment to sharing and broadening international understanding. Further, it will help non-Asian focused colleagues to work with international scholars and students to a greater degree.

In conclusion, committing to a minor in Asian Studies would be a great step forward for our institution.

III. Learning Outcomes

- Students will be able to indicate the relationship of Asian to the rest of the world in a historical framework.
- Students will be able to demonstrate a knowledge of several Asian civilizations within a socio-cultural perspective, including but not limited to religion, economics, environment, politics, culture, society etc.
- Students will be able to demonstrate a multi-disciplinary understanding of Asia.
IV. Contribution to University Vision, Mission, and Values

The proposed minor in Asian Studies contributes to the University Vision, Mission, and Values Statement in the following ways:

It will add an important part of what makes a ‘comprehensive university,’ as centers, departments and programs in Asian Studies is a standard feature of the best of these institutions.

It will allow for ‘effective and innovative teaching, experiential learning, scholarship, research...’ in a key region of the world, which is at the nexus of political, economic and leadership issues in our ‘complex 21st Century global society.’

It will contribute to the values of ‘caring,’ ‘inclusion,’ and ‘integrity’ both within our local and university communities and the larger world beyond.

V. Contribution to UWG Strategic Plan

Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond: Through the study of Asia, students will be part of a program that addresses global needs. Faculty and staff will assist students in taking part of the greater world through this program.

Create and cultivate new partnerships to support strategic initiatives: This will be done through the growth of the Asian Studies Program and its connections with study-abroad programs.
Expand community awareness, visibility, and support of university activities and mutually beneficial partnerships: It will also serve as a touchstone for the larger community by allowing a go-to for business in search of expertise and also future employees.

Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community: Much of this has highlighted above, but in addition, the program would allow another space for intellectual and personal growth on the campus.

VI. Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

VII. Contribution to College of Arts and Humanities Mission:

The proposed minor in Asian Studies supports all of the core values outlined in the “COAH Guiding Principles and Procedures.” However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;
- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

VIII. Required Courses:

The proposed minor in Asian Studies is interdisciplinary in that it requires students to complete coursework in multiple fields.

The minor requires 16 credit hours, including a one-credit capstone, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. All students must take the one-credit Asian Studies Capstone (XIDS 4000).

The listed courses are considered electives. Students are required to complete 15 hours of these courses from at least three departments.

Sample of Courses that Potentially Fulfill Elective Requirement:

Arts Department

ART 3210 History of Non-Western Art

Asian Studies (the following will be submitted for approval once the program is approved)

ASN4385 Special Topics: Asia (This will allow for faculty to offer a special topics course on Asia)

Education

ECED 4285/SPED 4785-01 Special Topics: Education in China.

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts [specific sections modified to focus on Asia]

Foreign Language Department
FORL 1598 Elementary Arabic I
FORL 1599 Elementary Arabic II
FORL 1698 Elementary Chinese I
FORL 1699 Elementary Chinese II
FORL 1798 Elementary Japanese I
FORL 1799 Elementary Japanese II
FORL 2200 Survey of National Literatures
FORL 3111 World Film
FORL 4300 Seminar in Global Studies

Geography Department
GEOG 1013 World Geography

History Department
Hist 3315 Civilization of India
HIST 3351 Imperial Russia
HIST 4419 The Cold War
Hist 4385 Special Topics (all new courses in Hist must be taught under this number initially)
  Late Imperial History
  Early China
  Buddhism (Approved by Philosophy to be cross-referenced as PHIL 4385 – Special Topics)
  Women in East Asia
  Central Asia: Society and Culture
Hist 4430 Vietnam War
Hist 4433 Introduction to Modern China
Hist 4443 Introduction to Modern Japan
HIST 4446 Soviet Russia
Hist 4485 History of US Immigration

Sociology

SOCI 4325 Social Change in the Middle East

SOCI 4999 Special Topics (only those relevant to the region)

Philosophy

Phil 4385 – Special Topics

Buddhism (cross-referenced from Hist 4385)

Islamic Philosophy (to be proposed)

Psychology

PSYC 4130 – Eastern and Transpersonal Psychologies

Other Courses:

Other courses will be added to this list as they become offered. In general, in order to be considered for the Asian Studies minor courses will need to consist of at least 33% Asian content.

IX. Program Coordinator

There will be a program co-ordinator responsible for ensuring students meet requirements of the minor. The initial coordinator will be Karen Khayni from the History Department.

X. Assessment Plan

Upon completion of credit hours for the minor students will be required to complete the following to receive accreditation:

- An online quiz that serves as a checklist on aspects of Asian studies. (I envision something like 50-100 questions that require response). Students could retake the quiz as often as they needed to. This quiz will be administered at least twice—once when the student signs up for the minor and once during the semester before the student graduates. It will not be evaluated for a grade but will be used for assessment purposes. (Administered in XIDS 4000)
• An outgoing essay that connects their study of Asia with their
discipline/major/profession. This would be read by the program director, and could be
done in consultation with a faculty member of the discipline/major/profession. This would
be strictly for assessment purposes and not be evaluated for grade. (Administered in
XIDS 4000)

• A portfolio of key assignments from Asian Studies classes along with other Asian
activities (such as study abroad/away; participation in Asian local events etc). This could
be submitted digitally (on-line) or through hard-copy. Upon signing up for the minor, the
student will be informed of the portfolio requirement and the program coordinator will
provide models/examples as well as regular check-ins. A portfolio will include, at a
minimum: (Administered in XIDS 4000)
  • For each course taken to satisfy the minor, one piece of work
  • For each of those courses, one reflective essay (~1-2 pages) discussing its
    contribution to the student’s understanding of Asia;
  • A reflective essay (~3+ pages) relating two of the courses taken to satisfy the
    minor, comparing and contrasting the different perspectives on Asia the student
developed through them.
Appendices to

Proposal for Minor in Asian Studies Program

1. Faculty and Administrators in Asian Studies at UWG
2. Chart of Asian studies at Elite, Peer and Aspirant Schools
3. Comparative programs at University of West Georgia
4. Curriculum Map
University of West Georgia, Faculty and Staff interested in Asian Studies

Faculty:  Department  Courses and/or fields

Danilo Baylen  Ed. Tech. & Foundations
Li Cao  Ed. Psychology  Education in China
Steve Goodson  History  Vietnam; Immigration in the US
Elaine Mackinnon  History  Central Asia; Women of Central Asia
Emily McKendry-Smith  Sociology  Nepal/South Asia: sociology; religion
Neema Noori  Sociology  Central Asia; Gulf Cities
Tami Ogletree  Literacy and Special Ed
Ihor Pidhainy  History  Asian history, religion
Alan Pope  Psychology  Meditation (Buddhism; Daoism)
Francis Stonier  Learning & Teaching  Comparative education
S. Swamy-Mruthinti  Biology
Rita Tekippe  Art History  Buddhist Art History
Andy Walter  Geography  world geography
Yan Yang  Ed. Psychology
Alan Yeong  Theatre Design

Administrators

Steve Bronack  (former) Assistant Dean of College of Education
Maria Doyle  Director of Education Abroad Office
Michael Jiang  Director of International Student Admissions and Programs
Doris Kleh  Program Co-ordinator, Department of Center for Diversity and Inclusion, Student Affairs and Enrollment Management
<table>
<thead>
<tr>
<th>Georgia Schools</th>
<th>Program/Center</th>
<th>Faculty: Core/afl</th>
<th>Asian Studies M/Min hours</th>
<th>Lang Requirements</th>
<th>Languages</th>
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<tbody>
<tr>
<td>Ga Tech</td>
<td>Asian Studies</td>
<td>22</td>
<td>Intl affairs + ML BSc</td>
<td>24+6 (Ch or J)</td>
<td>Arabic, Ch, J, I Persian</td>
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<tr>
<td>Sam Nun School Of Intl Affairs</td>
<td></td>
<td></td>
<td>App L &amp; Intcrl affairs BSc</td>
<td>18 (Ch or J)</td>
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<tr>
<td></td>
<td>Chinese/Jpn/K</td>
<td>5/7/3</td>
<td>Gl Econ &amp; ML M/m/cert</td>
<td>24 + 7 (Ch of J)</td>
<td></td>
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<tr>
<td>U of GA</td>
<td>Center for A S</td>
<td>90+</td>
<td>Asian St Cert 18 Ch L&amp;Lit M 30 min</td>
<td>(Adv Lvl Foreign lang)</td>
<td>Ch, J, K, Arabic Urdu, Sanskrit, Bengali, Indonesian, Turkish, Persian, Pash</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>J L&amp;Lit M 30 min</td>
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<td>K: minor</td>
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<td>Emory</td>
<td>Mid E&amp; SAsian East Asian</td>
<td>22</td>
<td>M 47</td>
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<td>Arabic (full), Hebrew (f), Hindi (f), Persian, Tibetan [ME&amp;SA]</td>
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<td>Rus&amp; EAsian Lang&amp;Cult</td>
<td>27</td>
<td>M 39/ m 16</td>
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<td>Ch (M, min), J (M, min), K</td>
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<td>67 [starts Spring 2016]</td>
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<td>Mid East min 12</td>
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<td>Agnes Scott</td>
<td>Asian Studies</td>
<td>6</td>
<td>Min 18</td>
<td>6 (Ch or J)</td>
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<td>Language Requirement</td>
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<td>Georgia Southern State</td>
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<td>18</td>
<td>None (recommended)</td>
<td>J (m:15 + 12) Ch (m:15+ 12)</td>
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<td>Kennesaw</td>
<td>Asian Studies</td>
<td>Scattered</td>
<td>BA</td>
<td>Arabic (I &amp; II) Hindi (I &amp; I) Ch (full!!!) J (I &amp; II) Kor</td>
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<td>Valdosta st</td>
<td>Asian Council</td>
<td>Scattered</td>
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<td>Mandarin Arabic</td>
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<td>Central Washington U</td>
<td>Asia Pacific Studies</td>
<td>12/9</td>
<td>M 61-65 min 31-32</td>
<td>Ch (m) J (M/m)</td>
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<td>E Kentucky U</td>
<td>Asian Studies</td>
<td>35</td>
<td>Min 18 certificate 12</td>
<td>J (c: 15)</td>
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<td>Sam Houston St</td>
<td>[Ch. Students and Scholars Assoc]</td>
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<td>Stephen F. Austin</td>
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<td>Ch (I&amp;II) J (I&amp;II)</td>
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<td>J min 18 Ch (I&amp;II)</td>
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<tr>
<td>Uof Minn Duluth</td>
<td>Chinese Area Studies</td>
<td>Maj</td>
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<td>Min</td>
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<td>Uof N Colorado</td>
<td>Asian Studies</td>
<td>8</td>
<td>BA 64</td>
<td>BA 28 Ch min 18</td>
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<td>Min Language</td>
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<tr>
<td>U of Tenn Chattanooga</td>
<td>UTC Asia Program (K-12 teachers mainly)</td>
<td>Min 18</td>
<td>None</td>
<td>J (intermediate)</td>
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<td>Internl studies minor</td>
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<td>Ch (ele &amp; int) J (ele &amp; int)</td>
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<tr>
<td>Ball State</td>
<td></td>
<td>Min 15-17</td>
<td>Min: 8</td>
<td>J M:37 min:2 Ch Min: 22+3</td>
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<td>Indiana University of Pennsylvania</td>
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<td>14</td>
<td>BA 33+ Min 18</td>
<td>BA: Intermediate Level Min: 3</td>
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<td></td>
<td></td>
<td></td>
<td>Ch J Kor Arabic Hindi</td>
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<tr>
<td>James Madison</td>
<td>Asian Studies (Cross Disciplinary Programs)</td>
<td>16</td>
<td>Min 18</td>
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<td>Arabic M&amp;mi Ch: minor J &amp; Persian (2 yrs)</td>
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<td>Ch (intro &amp; Fudan prof J (1st &amp; 2nd)</td>
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<tr>
<td>U of N Iowa</td>
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<td></td>
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<td>Ch (3 courses)</td>
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<td>15</td>
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<td>Ga Regents</td>
<td>None</td>
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<td>Albany St</td>
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### Comparative Programs at UWG

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<th>Faculty M/min/cert</th>
<th>hours</th>
<th>Language Rqmt</th>
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<tr>
<td>Africana Studies</td>
<td>4 (?)</td>
<td>Minor</td>
<td>15 hours</td>
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<td>Canadian Studies</td>
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<td>Certificate</td>
<td>18 hours</td>
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<td>Classical Studies</td>
<td>12</td>
<td>Minor</td>
<td>15 hours</td>
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<tr>
<td>Gender &amp; Sexuality</td>
<td>24</td>
<td>Min</td>
<td>15 hours</td>
</tr>
<tr>
<td>Latin American?</td>
<td>Minor</td>
<td>12-18 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>27</td>
<td>Minor</td>
<td>15 hours</td>
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**Specific Requirements for a Minor**

1. Complete 15-18 semester hours of required coursework in an approved minor.
2. A minimum of 9 semester hours of the courses must be numbered 3000 and above.
3. Courses taken to satisfy Core Areas A through E may not be counted.
4. Courses taken in Core Area F may be counted.
5. Courses taken to satisfy major requirements may not be counted.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the minor.

From: [http://www.westga.edu/undergrad/1812.htm](http://www.westga.edu/undergrad/1812.htm)
<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>COURSES</th>
<th>PL-SLO 1</th>
<th>PL-SLO 2</th>
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<tr>
<td>PROGRAM:</td>
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<tr>
<td>3. Under the “Courses” Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</td>
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<td></td>
<td>1 ART 3210</td>
<td>I,R</td>
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<td>2 ASN 4385 (to be proposed)</td>
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<td>3 ECED 4285/SPED 4785</td>
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<td>INTRODUCED:</td>
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<tr>
<td>Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</td>
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<td>4 EDUC 2120</td>
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<tr>
<td>5 FORL 1598</td>
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<tr>
<td>Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level.</td>
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<tr>
<td>6 FORL 1599</td>
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<td>7 FORL 1698</td>
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<td>8 FORL 1699</td>
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<tr>
<td>10 FORL 1799</td>
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<td>11 FORL 2200</td>
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<td>FORL 3111</td>
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<td>FORL 43000</td>
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<td>GEOG 1013</td>
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<td>HIST 4419</td>
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<td>HIST 4385</td>
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<td>HIST 4433</td>
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<td>HIST 4443</td>
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<td>XIDS 4000</td>
<td></td>
<td>M, I, R</td>
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**Please note:** All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.
Rationale

Health and Community Wellness is an interdisciplinary field of study that attracts students with a variety of professional interests. The program often fields requests from students in other majors seeking permission to enroll in courses for elective credit. A minor in Health and Community Wellness would allow students in other fields access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

The proposal for a new minor does not include or require new course offerings. The Health and Community Wellness program would open current course offerings to students interested in this field of study. A minor in Health and Community Wellness would require a total of 15 credit hours, including the minor prerequisite courses CMWL 2100 Introduction to Health and Community Wellness and PHED 262 First Aid and CPR for Education Majors. Students would need to complete CMWL 2100 and PHED 202 with a grade of C or better and maintain a GPA of 2.0 as part of the required minor before taking any of the remaining four courses below.

Coursework Eligible to Fulfill the Minor Requirement:

CMWL 4100  Wellness Coaching
PHED 3210  Healthy Eating and Nutrition
PHED 3220  Health Promotion, Education, and Program Evaluation
PHED 3240  Current Issues and Trends
PHED 4501  Contemporary Health Issues
PHED 4803  Advanced Concepts of Personal Training

The proposal for a Minor in Health and Community Wellness is aligned with UWG Strategic Imperative 2A - Assure that all academic programs have the capacity to transform lives and address the needs of the region, state and beyond. The health and wellness industry is a $3.7 trillion industry that intersects many facets of society and population. The creation of a Minor in Health and Community Wellness allow students in other disciplines to receive the training necessary to apply their knowledge to address global challenges on the health and wellness landscape.
SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments

(Max 4000 characters)

College Approvals

<table>
<thead>
<tr>
<th>Brian Mosier</th>
<th>[APPROVED 2017-03-09]</th>
</tr>
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<td>Chair, Course Department</td>
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<th>Laura Smith</th>
<th>[APPROVED 2017-03-14]</th>
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<tr>
<td>Associate Dean, College of Education</td>
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Other Approvals

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<th>Cale Self</th>
<th>[APPROVED 2017-04-14]</th>
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<table>
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<tr>
<th>Julia Farmer</th>
<th>[REQUIRED]</th>
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<tr>
<td>Chair of the Faculty Senate</td>
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Final Approval

<table>
<thead>
<tr>
<th>David Jenks</th>
<th>[REQUIRED]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Approver</td>
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</table>
Rationale:

Health and Community Wellness is an interdisciplinary field of study that attracts students with a variety of professional interests. Some examples include:

- Public Health
- Health Education
- Wellness Coaching
- Personal Training
- Athletic Training
- Non-profit Administration
- Corporate Wellness Specialist
- Nutritionist

The health and wellness industry is a $3.7 trillion industry that intersects many facets of society and population. Consequently, the Health and Community Wellness Program has the ability to appeal to other majors who would like to expand their study to areas involving health and wellness. A minor in Health and Community Wellness would allow students in other fields of study access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

GLOBAL WELLNESS ECONOMY: $3.7 trillion in 2015

Note: Numbers may not add due to overlap in segments.
Compatible Majors

The Health and Community Wellness Program often receives requests from students in other majors seeking permission to enroll in courses for elective credit. Efforts would be made to specifically market a Health and Community Wellness Minor to certain students majoring in related disciplines. Considering the CMWL course offerings and industry trends, listed below are some compatible majors offered at UWG that would pair well with a Health and Community Wellness Minor:

- Biology
- Business Administration
- Environmental Studies
- Management
- Marketing
- Mass Communications
- Physical Education
- Psychology
- Sociology
- Sport Management

Proposed Requirements:

The proposal for a new minor does not include or require new course offerings. The Health and Community Wellness program would open current course offerings to students interested in this field of study. A minor in Health and Community Wellness would require a total of 15 credit hours, including the minor prerequisite courses CMWL 2100 Introduction to Health and Community Wellness and PHED 2628 First Aid and CPR for Education Majors. Students would need to complete CMWL 2100 and PHED 2628 with a grade of C or better and maintain a GPA of 2.0 as part of the required minor before taking any of the remaining four courses below.

Coursework Eligible to Fulfill the Requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMWL 4100</td>
<td>Wellness Coaching</td>
</tr>
<tr>
<td>PHED 3210</td>
<td>Healthy Eating and Nutrition</td>
</tr>
<tr>
<td>PHED 3220</td>
<td>Health Promotion, Education, and Program Evaluation</td>
</tr>
<tr>
<td>PHED 3240</td>
<td>Current Issues and Trends</td>
</tr>
<tr>
<td>PHED 4501</td>
<td>Contemporary Health Issues</td>
</tr>
<tr>
<td>PHED 4603</td>
<td>Advanced Concepts of Personal Training</td>
</tr>
</tbody>
</table>
*CMWL 2100 Introduction to Health and Community Wellness*
This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, the current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue.

*PHED 2628 First Aid and CPR for Education Majors*
Knowledge and skills necessary to respond in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. Specific situations relating to child injuries and emergencies will be addressed. Certification accompanies successful completion of CPR and First Aid knowledge and skill.

*Pre-requisite courses as part of the minor requirements*

**CMWL 4100 Wellness Coaching**
Develop theory, skills, and techniques related to guiding groups and individuals through meaningful lifestyle changes by emphasizing motivational strategies and behavioral and holistic practices. Motivational interviewing techniques and diverse coaching methodologies will be taught, practiced, and compared and contrasted.

**PHED 3210 Healthy Eating and Nutrition**
This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

**PHED 3220 Health Promotion, Education, and Program Evaluation**
This undergraduate course provides students with a comprehensive overview of the practical and theoretical skills needed to plan, implement, and evaluate health promotion programs in a variety of settings. The course helps students develop a health education program, work through examples and activities for program planning application, and review the essential tools for effective practices in health promotion, education, and evaluation.

**PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership**
This undergraduate course gives students an overview of the current issues and trends in the health, fitness, and wellness industry, by providing quality opportunities for gaining in-depth knowledge of the most relevant topics impacting the field. The course specifically highlights career opportunities and code of conduct for professionals, legal issues and responsibilities, working with special populations, nutrition and weight control, fitness and wellness promotion, current certifications, healthcare, and the business of the industry. Additional content may vary based on recent trends related to epidemiology, exercise and aging, psychology of health and fitness, program adherence, research methods, exercise prescription and assessment, consumer choices, and sport concerns.

**PHED 4501 Contemporary Health Issues**
This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. In addition, the course focuses on the behavioral,
social, economic, and community factors that influence health. Students examine the influences of the family, school, and culture on an individual's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course also includes teaching strategies and peer teaching experiences. Finally, the course will significantly explore the myriad opportunities for a career in the allied health professions.

**PHED 4603 Advanced Concepts of Personal Training**
This class focuses on the physiological responses and adaptations of the human body during exercise. In depth analysis of the responses of the respiratory and circulatory systems will be a major focus. Laboratory activities include data collection and analysis of a variety of physiological processes.

**Elective courses (pick 4 of the 6 listed)**
### Course Details

**SPED 3700**

**Introduction to Special Education and Severe Disabilities**

A study of the characteristics and needs of persons with disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. “Best” teaching practices for these learners will be examined.

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
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<th>Every Term</th>
<th>Letter Grade</th>
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</table>
**Prerequisites**

Teacher Education Admission TE

**Corequisites**

**Rationale**

We are adding a certification option to our BSEd program that would enable students to earn certification in either general curriculum or adapted curriculum. This course is the introduction to special education course for the adapted curriculum concentration.
<table>
<thead>
<tr>
<th>College Approvals</th>
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<tbody>
<tr>
<td><strong>John Ponder</strong> [APPROVED 2017-01-12]</td>
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<tr>
<td><strong>David Jenks</strong> [REQUIRED]</td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
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</table>
SPED 3700 Introduction to Special Education and Severe Disabilities Proposed Syllabus

UNIVERSITY of West Georgia

College of Education

SPED 3700 Introduction to Special Education and Severe Disabilities
Proposed Syllabus

Class Meeting Time/Location | Distance (online) sessions are asynchronous. | Online Hours
---|---|---
Instructor | westga email | (978) 839-xxxx (direct line)
Office Location | Telephone (978) 839-6179 (department line)
Office Hours | FAX number (978) 839-6099

Support for Courses:

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

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

D2L UWG Online Help (M-F 8 AM - 5 PM)
http://uwgonline.westga.edu/students.php
Call: 878-839-6248 or 1-855-933-5945 or email: online@westga.edu

Center for Academic Success
http://www.westga.edu/cas/878-839-6280

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

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

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

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

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

**COURSE INFORMATION**

**Course Description**
A study of the characteristics and needs of persons with disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. "Best" teaching practices for these learners will be examined.

Prerequisites: Admission to Teacher Education Corequisites:
Required Text
(Note: Portions of this text will be used for this class; textbook will be supplemented.)

Required Instructional Resource: "Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)"

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.**

This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

Other Required Instructional Resources: The textbook will be supplemented with items uploaded to CourseDen and items obtained elsewhere online.

**Course References:**

Approaches to Instruction
These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content (e.g., student presentations).

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1600 minutes</td>
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<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
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</tr>
<tr>
<td>Participating in specific activities projects</td>
<td>450 minutes</td>
</tr>
<tr>
<td>Communicating with others</td>
<td>200 minutes</td>
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</tbody>
</table>

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

Course Objectives and Learning Outcomes
Students will:
1. Summarize major federal legislation, regulations, and litigation pre- and post- PL 94-142 affecting the instruction of children with disabilities, including the current status of implementation (Chapman, 2015; Hallahan, Kauffman, & Pullen, 2015; Turnbull, Turnbull, Wehmeyer, & Shogren, 2016; Yell, 2016) (Standards: CEC/GaPSC*6/vi; InTASC***9, 10)
2. Discuss models, theories, and philosophies that form the basis for special education practice (Agran, Brown, Hughes, Quirk, & Ryndak, 2014; Hallahan et al., 2015; Turnbull
et al., 2016; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi; InTASC 2, 5, 9, 10)

3. Summarize and discuss terminology and definitions of disabilities identified in federal and state special education law and regulations, as well as in official sources from other relevant entities (e.g., Social Security Administration) (Batshaw, Roizen, & Lotrecchiano, 2013; Hallahan et al., 2015; Turnbull et al., 2016; Yell, 2016; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC/GaPSC 1/i; InTASC 2, 9)

4. Compare and contrast characteristics and support needs of persons of various ages who have various types and levels of disabilities (Batshaw et al., 2013; Hallahan et al., 2015; Turnbull et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1, 2)

5. Summarize and discuss major features of special education processes, including screening, prereferral, referral, evaluation, eligibility determination, development of individualized education programs, placement in the least restrictive environment, provision of related services, disciplinary and dispute issues, and transition of students with disabilities (Chapman, 2015; Hallahan et al., 2015; Turnbull et al., 2016; Yell, 2016) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)

6. Recognize and discuss the impact of family, community, economic, linguistic, and cultural variables on identification of and services for individuals with disabilities across the lifespan (Hallahan et al., 2015; Kalyanpur & Harry, 2012; Turnbull, Turnbull, Enwin, Soodak, & Shogren, 2015; Turnbull et al., 2016; Wehmeyer, 2013) (Standards: CEC/GaPSC 1/i; 6/vi; InTASC 2)

7. Define and discuss various perspectives and viewpoints regarding terminology and definitions related to severe disabilities (Beirne-Smith, Patton, & Kim, 2006; Brown, McDonnell, & Snell, 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)

8. Identify etiology and diagnostic factors, including features and implications of health, sensory, and medical aspects of severe disabilities (Batshaw et al., 2013; Brown et al., 2016; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 7/vii; InTASC 1, 2)

9. Summarize features of persons with severe disabilities in major developmental/functional domains (cognitive, academic, social/emotional, motoric, self-care, etc.), including contrasting these with typical development (Batshaw et al., 2013; Beirne-Smith et al., 2006; Brown et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1, 2)

10. Discuss political, social, and professional factors, including classic studies and major contributors, influencing perceptions of and services for individuals with severe disabilities (Agran, Brown, Hughes, Quirk, & Ryndak, 2014; Brown et al., 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)

11. Recognize and discuss the impact of an individual with severe disability on the family, school, and community (Agran et al., 2014; Beirne-Smith et al., 2006; Brown et al., 2016; Turnbull et al., 2015; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 7/vii; InTASC 10)

12. Identify features and characteristics of appropriate educational and support services for persons with severe disabilities, including use of technology, evidence-based and "best" practices, assessment strategies and resources, person-centered planning, self-advocacy and self-determination strategies, instructional and differentiation strategies, collaborative teaming, and behavioral strategies designed to promote individual growth
and establish a positive and safe learning environment (Agran et al., 2014; Brown et al., 2016; Cook & Tankersley, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

13. Recognize and use appropriate resources (school, community, etc.) for provision of educational and support services to individuals with severe disabilities and their families (Agran et al., 2014; Brown et al., 2016; Porter et al., 2014; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling & Fox, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 7, 9, 10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards%20Initial%20Preparation%20Standards%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A _Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. Quizzes (8 quizzes, each worth 6 points; lowest grade will be dropped; total 42 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on the textbook and other instructional materials. Study information will be provided.
   (Course Objectives 1-13)

2. Discussions (6 discussions, each worth 3 points; total 18 points toward final grade)
   Discussions (using the Discussions tool in CourseDen) will be set up for six specific class topics related to the portion of the course specifically focusing on Severe Disabilities. Graduate students will provide leadership for the discussions. Guidelines will be provided for both graduate and undergraduate participants.
   (Course Objectives 2, 6, 10, 11, 12, 13)

3. Projects (3 projects, one worth 8 points and two worth 4 points; total 16 points)
   Two projects will focus on disability types, while the third will focus on provision of educational services to learners with severe disabilities. Products will be shared with all classmates. Specific guidelines will be provided.
   (Course Objectives 3, 4, 8, 9, 12)

4. Activities/Participation (24 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-13)

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 guidelines.
Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>42 points total (8 quizzes @ 6 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Discussions</td>
<td>Rubric</td>
<td>18 points total (6 discussions @ 3 points each)</td>
</tr>
<tr>
<td>3. Projects</td>
<td>Rubrics</td>
<td>16 points</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>24 points</td>
</tr>
</tbody>
</table>

Grading

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. **You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
• a grade penalty on the assignment
• 0 points on the assignment
• report to the Provost/Vice President for Academic Affairs
• flunking the class

2. Attendance and Participation: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. Late Work: Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

14. Submission of Assignments:

a. APA is the required style for students in education programs at UWG. Components of APA style will be required for specific portions of specific assignments (e.g., references in the Test Review). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: [http://www.apa.org/styleguide/index.aspx?utm=12968039.9252928.1369942674.1384961981.1419967238.6.1utm=12968039.1.10.1419967238&_utm=12968039&__utmz=12968039.1419967238.6.1.utmcsr=(direct)&utmccn=(direct)&utmcmd=(none)&_utm=229646108]. Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [https://owl.english.purdue.edu/owl/resource/560/01/]. Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style
required for this class, the requirements are not the same as those outlined for Purdue students.

b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See http://westga.edu/sits/.) Word should be your first choice. R Ichtext is another option.

e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through http://westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments. A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings. Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up
in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days.
Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

**Class Schedule Information**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional Information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview&lt;br&gt;Historical, Legal, and Philosophical Perspectives&lt;br&gt;Professional Resources&lt;br&gt;Syllabus; Items in Week One Module</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Terminology and Definitions&lt;br&gt;Disability Types and Characteristics&lt;br&gt;Georgia Special Education Rule 5; Items in Weeks Two-Three Module</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td>3</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Special Education Processes Overview&lt;br&gt;Items in Week Four Module</td>
<td>Disability Project due Quiz TWO</td>
</tr>
<tr>
<td>5</td>
<td>Family, Community, and Cultural Variables&lt;br&gt;Items in Week Five Module</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Severe Disabilities: Historical &amp; Social Influences Severe Disabilities: Terminology &amp; Definitions Westling et al., Chs. 1-2; Items in Week Six Module</td>
<td>Discussion #1: Influences Quiz THREE</td>
</tr>
<tr>
<td>7</td>
<td>Severe Disabilities: Etiologies &amp; Diagnoses; Specific Disabilities and their Characteristics Westling, Ch. 1; Items in Weeks Seven-Nine Module</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td>8</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(continued)</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>10</td>
<td>Severe Disabilities: Physical, Health, &amp; Sensory Aspects Westling et al., Chs. 13-14; items in Week Ten Module</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>11</td>
<td>Severe Disabilities: Developmental Features Items in Week Eleven Module</td>
<td>Severe Disability Type Project due</td>
</tr>
<tr>
<td>12</td>
<td>Severe Disabilities: Family &amp; Lifespan Concerns Westling et al., Ch. 4; Items in Week Twelve</td>
<td>Discussion #2: Family Impact Discussion #3: Adulthood</td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** *** Additional Information will be provided in CourseDen.</td>
</tr>
<tr>
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<tr>
<td>Module</td>
<td>Quiz SEVEN</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Severe Disabilities: Educational and Support Services Selected sections of the Westling et al. text; items in Weeks Thirteen-Fifteen Module</td>
<td>Discussion #4: Placement</td>
</tr>
<tr>
<td>14 (continued)</td>
<td>Discussion #5: Instruction</td>
<td></td>
</tr>
<tr>
<td>15 (continued)</td>
<td>Quiz EIGHT Services Project due</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up Professional Resources, revisited items in Week Sixteen Module</td>
<td>Discussion #6: Professional Resources Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.
**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.
***Specific components of the Activities/Participation assignment do not appear in this schedule.
## Course Details

**SPED 3704 Assessment of Students with Severe Disabilities**

Application and interpretation of formal and informal test measures designed for classroom evaluation of children. In addition to general information related to assessment in special education, this course focuses on youngsters with severe cognitive disabilities, those for whom Adapted Curriculum teacher certification is needed.

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017 Effective Term</th>
<th>Every Term Frequency</th>
<th>Letter Grade Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Approvals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>John Ponder</strong></td>
<td>[APPROVED 2017-01-12]</td>
<td></td>
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<tr>
<td>Chair, Course Department</td>
<td></td>
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<tr>
<td><strong>Laura Smith</strong></td>
<td>[APPROVED 2017-02-07]</td>
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<tr>
<td>Associate Dean, College of Education</td>
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<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cale Self</strong></td>
</tr>
<tr>
<td>Chair, Undergraduate Programs Committee</td>
</tr>
<tr>
<td><strong>Julia Farmer</strong></td>
</tr>
<tr>
<td>Chair of the Faculty Senate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
</tbody>
</table>
SPED 3704 Assessment of Students with Severe Disabilities  Proposed Syllabus

UNIVERSITY of West Georgia  College of Education

SPED 3704 Assessment of Students with Severe Disabilities
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td></td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(678) 839-5179 (department line)</td>
<td></td>
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<tr>
<td>Office Hours</td>
<td>FAX number (678) 839-6099</td>
<td></td>
</tr>
</tbody>
</table>

Support for Courses

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

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

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

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

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

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

**Distance Learning Library Services**
http://libguides.westga.edu/content.php?pid=194430

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

**COE Vision**
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

COURSE INFORMATION

Course Description
Application and interpretation of formal and informal test measures designed for classroom evaluation of children. In addition to general information related to assessment in special education, this course focuses on youngsters with severe cognitive disabilities, those for whom Adapted Curriculum teacher certification is needed.

Prerequisites: Admission to Teacher Education
Corequisites:

Required Texts

Venn, J. J. (2014). *Assessing students with special needs* (5th ed.). Boston, MA: Pearson. (Note: Selected portions of this text will be emphasized.)

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.**

This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

Other Required Instructional Resources: items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

Course References:


**Approaches to instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/Listening to class materials and participating in activities,</td>
<td>1700 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/Viewing activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>450 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:


2. Define basic terminology used in assessment (McLean et al., 2004; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv;
3. Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum, Bracken, & Wasserman, 2001; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2010; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 6, 7)

4. Create, administer and score teacher-produced assessments to assess student strengths and weaknesses (Brown et al., 2016; Kleinart & Kearns, 2010; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)

5. Develop a behavioral performance objective (Alberto & Troutman, 2017; Brown et al., 2016; Westling et al., 2015) (Standards: CEC/GaPSC 5/v; InTASC)

6. Use assessment information to plan student IEP goals and objectives and describe ways to use assessment results in planning and making curricular decisions (Brown et al., 2016; McLean et al., 2004; Pierangelo & Giuliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling & Fox, 2015; Shermis & Di Vesta, 2011) (Standards: CEC/GaPSC 1/ii, 4/iv, 5/v; InTASC 4, 6, 7)


8. Evaluate the special education instructional program (Alberto & Troutman, 2017; Brown et al., 2016; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 6, 9)

9. Identify issues involved in preschool assessment (McCallum, Bracken, & Wasserman, 2001; McLean et al., 2004; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

10. Identify issues in career/vocational assessment (Brown et al., 2016; Pierangelo & Giuliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)

11. Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and students with special needs (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum et al., 2001; McLean et al., 2004; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 1, 2, 6)

12. Interpret scores from standardized tests as they relate to classroom practices (American Educational Research Association, American Psychological Association, National Council for Measurement in Education, 2014; Brown et al., 2016; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv; InTASC 6)

13. Develop rubrics and checklists to use in grading (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

14. Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices (Brown et al., 2016; Kleinart & Kearns, 2010; McLean et al., 2004; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 7/vii; InTASC 6, 10)

15. Demonstrate knowledge and skill in valid grading procedures (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
• CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards%20Initial%20Preparation%20Elaborations.pdf

• GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.

• InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_April_2011.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 9 points; lowest grade will be dropped; total 45 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-13)

2. **Assessment Reports** (total 30 points)
   One report will be written based on results of two standardized tests administered by the student, an academic achievement or developmental test administered directly and an adaptive behavior test administered by interview. A second report will be written based on results of a criterion-referenced test or strategy and will include a program planning component. Specific guidelines will be provided.
   (Course Objectives 5, 6, 7, 12, 14)

4. **Activities/Participation** (25 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-13)

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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>45 points total (6 quizzes @ 9 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Test Reports</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>25 points total</td>
</tr>
</tbody>
</table>

Grading
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.

   **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
   - a grade penalty on the assignment
   - 0 points on the assignment
   - report to the Provost/Vice President for Academic Affairs
   - flunking the class

3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. **Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment.** For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at
a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. Submission of Assignments:
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Test Review). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: [http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmc=12968039&__utmz=-__utmb=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmv=-&__utmclk=229646108]. Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.
   
   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
   
   c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see [https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf](https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf).
   
   d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See [http://www.westga.edu/sits/](http://www.westga.edu/sits/)) Word should be your first choice. Richtext is another option.
   
   e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.
   
   f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or
to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. Use of Resources:
   a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through [http://www.westga.edu/index_students.php](http://www.westga.edu/index_students.php).
   b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
   c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at [http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/](http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/)) and to keep up with events that could impact your use of CourseDen.
   d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

**Additional Support Information**

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

**UWG Cares**
If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGcares](http://www.westga.edu/UWGcares). The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.
Student Services
Click on the following link Student Services for a listing of all services available to students at UWG.

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional Information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview Assessment Basics Ethics Syllabus; designated portions of Venn text, Chs. 1-2; Items in Week One Module</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** ***</td>
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<tr>
<td>2</td>
<td>General Assessment Concepts and Skills designated portions of Venn text, Chs 3-5; Items in Weeks Two-Three Module</td>
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<tr>
<td>3</td>
<td>(continued)</td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of Intelligence and Adaptive Behavior Venn text, Ch. 6; Items in Weeks Four-Five Module</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(continued)</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td>6</td>
<td>Developmental Assessment</td>
<td></td>
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<tr>
<td></td>
<td>Language Assessment</td>
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<td></td>
<td>Behavior Assessment</td>
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<tr>
<td></td>
<td>Venn text, Ch. 7, designated portions of Ch. 8, Ch. 9; Items in Weeks Six-Seven Module</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>(continued)</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td>8</td>
<td>Specialized Assessment Concepts and Skills (focus on Severe Disabilities) Westling et al. text, Chs. 5-6; Georgia DOE website; Items in Weeks Eight-Ten Module</td>
<td>Test Report #1 due</td>
</tr>
<tr>
<td>9</td>
<td>(continued)</td>
<td></td>
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<tr>
<td>10</td>
<td>(continued)</td>
<td>Quiz FIVE</td>
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<tr>
<td>11</td>
<td>Classroom Assessment</td>
<td></td>
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<tr>
<td></td>
<td>designated portions of Venn text, Chs. 11-15; Westling et al. text, Ch. 7; Items in Weeks Eleven-Thirteen Module</td>
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<tr>
<td>12</td>
<td>(continued)</td>
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<tr>
<td>13</td>
<td>(continued)</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>14</td>
<td>Planning based on Assessment</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>(continued)</td>
<td>Test Report #2 due</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up</td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbooks. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major
| Week | Topic/Activity***/Reading Assignment* | Assignment Name & Due Date**,**,* || Additional information will be provided in CourseDen. |
|------|-------------------------------------|---------------------------------|

*Topic/Readings*

Assignments, papers, and exams are in bold.

**Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
Course View (Read Only)

- **Attachments**
  - Current File: Proposed_SPED_3750.pdf

- **Originator**
  - Literacy and Special Education
  - College of Education
  - Bucholz, Jessica

**What would you like to do?**
- [ ] Add New Course
- [ ] Modify Existing Course
- [ ] Delete Existing Course

- **Modifications**
- [ ] Prerequisites
- [ ] Corequisites
- [ ] Description
- [ ] Title
- [ ] Credit
- [ ] See Comments

- **Shared Governance Process**
- [ ] Senate Action Item
- (See Procedure)

### Course Details

<table>
<thead>
<tr>
<th>SPED</th>
<th>3750</th>
<th>Diverse Experiences Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
<td>Course Title</td>
</tr>
</tbody>
</table>

This course involves observations in the public schools under the supervision of an experienced, qualified classroom teacher on the level of and in the field of intended certification. This course is designed to provide students with the opportunity to observe in diverse settings.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>Lec Hrs</td>
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<tr>
<td></td>
</tr>
<tr>
<td>College Approvals</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>John Ponder</td>
</tr>
<tr>
<td>[APPROVED 2016-12-16]</td>
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<tr>
<td>Chair, Course Department</td>
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<tr>
<td>Laura Smith</td>
</tr>
<tr>
<td>[APPROVED 2017-02-07]</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
</tbody>
</table>
SPED 3750: Diverse Experiences Practicum

Class Meeting Time/Location

Instructor:

Office Location:

Office Hours:

Online hours (if applicable):

Telephone: (678) 839-6567

WestGa E-mail:

Fax: (678) 839-6162

Support for Courses

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

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

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

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education

This course involves observations in the public schools under the supervision of an experienced, qualified classroom teacher on the level of and in the field of intended certification. This course is designed to provide students with the opportunity to observe in diverse settings.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Educator Preparation Field Experiences Handbook found at this webpage: https://www.westga.edu/academics/education/ofe-student-resources.php

Suggested Text:

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campus toolshighered/start.do.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.
Course References:


APPROACHES TO INSTRUCTION

This class includes field observation, group discussion, and reflective writing.

COURSE OBJECTIVES

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings (College of Education Field Experience Handbook; Council for Exceptional Children, 2015; deBettencourt & Howard, 2007; Friend & Cook, 2007) (CEC* & INTASC** 6);

2. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family needs, and specific handicapping conditions (Cohen, Gayle, Meyer, 2005; Hamayan, Marler, Sanchez-Lopez, & Damico, 2016) (INTASC CEC & INTASC 1-7);

3. Demonstrate awareness of implications of cultural and linguistic diversity (including issues for English Language Learners) in relationship to communication, assistive technology, and educational programs for learners with disabilities (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standards: *CEC & **INTASC 1, 6, 7)

4. Demonstrate through reflection and conversation with peers methods for creating culturally responsive learning environments to engage individuals with exceptionalities in meaningful
learning activities and social interactions (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standard: *CEC & INTASC 2)

Assignments and Evaluation Procedures

1. Attendance: Students will demonstrate regular and timely ATTENDANCE in the school setting and at University meetings. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. Attendance at University meetings also is required. In cases of illness or emergencies, students are responsible for notifying the principal and the supervising teacher, and must also notify their University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented. (Objectives #1-4; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)

2. Code of Ethics and Standards of Conduct: follow the Code of Ethics for Educators (Georgia PSC), as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor, the Department Chairperson, and/or the Director of the Office of Field Experiences. (Objectives #1-3; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)

3. Weekly Reflection: Students will write a weekly reflection based on their observation in the schools. Specific topics to observe and reflect on will be provided each week. Sample topics include: a. What are some benefits that you’ve experienced from collaborating with others who come from a background that is different from yours? What services and supports are in place in the school where you are observing that are designed to help and support students who are English Language Learners? How is the learning environment where you are observing responsive to the diverse needs of the students? What are some examples you’ve observed of educators incorporating students’ interests and/or cultural experiences into the curriculum? (Objectives 1-3, instructor evaluation)

4. Diversity Project: Students will engage in a project designed to enhance knowledge and use of information focused on cultural and language diversity in relationship to communication, technology, and educational programs. (Objectives 3 & 4, rubric)
Evaluation Procedures:

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory), based on requirements outlined in this syllabus and in guidelines to be distributed and discussed in classes/meetings.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>REQUIRED for a grade of S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the Georgia Code of Ethics and CEC Code of Ethics</td>
<td>REQUIRED for a grade of S</td>
</tr>
<tr>
<td>Weekly Reflection</td>
<td>REQUIRED for a grade of S</td>
</tr>
<tr>
<td>Diversity Project</td>
<td>REQUIRED for a grade of S</td>
</tr>
</tbody>
</table>

Grading Policy:
All activities must be completed satisfactorily to pass the class.

S = satisfactory general and specific participation, performance, and completion of assignments, including demonstration of satisfactory attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

U = unsatisfactory general or specific participation, performance, or completion of selected assignments, including evaluation of attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

Note: Professional Development Plans may be required for students during or at the conclusion of this experience should students demonstrate deficiencies in or problems with any aspect of the practicum

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism
occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. As a program policy, if an Ed.S. student plagiarizes an assignment, the assignment will be a zero without opportunity to resubmit. Plagiarizing may result in a zero for the course. It may also result in dismissal from the EdS program.

Attendance:

Extra Credit: There are no extra credit opportunities for this course.

Late Work: Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

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

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on
CourseDen. Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

Additional Support Information

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

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

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

Communication Rules:

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

Expected Response Times
I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. Additionally, you can expect that Monday – Friday I will return emails within 24-48 hours.

CLASS OUTLINE (Schedule) (planned)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get Acquainted</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>3</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>4</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>5</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
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<tr>
<td>6</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
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<tr>
<td>7</td>
<td>Observations in schools</td>
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<td>8</td>
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<td>9</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td>12</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
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<td></td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
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</tr>
<tr>
<td>13</td>
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<td>15</td>
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<tr>
<td>16</td>
<td></td>
<td>Weekly reflection</td>
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<tr>
<td></td>
<td></td>
<td>Diversity Project</td>
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</table>
### Course View (Read Only)

**Attachments**
Current File: SPED3760-CandM-ONE-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

**Originator**
- Literacy and Special Education
- College of Education
- Bucholz, Jessica

**What would you like to do?**
- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**
- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Course Details**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPED</td>
<td>3760</td>
<td>Curriculum and Methods I: Students with Severe Disabi</td>
</tr>
</tbody>
</table>

An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Fall</td>
<td>Every Term</td>
<td></td>
</tr>
</tbody>
</table>

Effective Term: Fall - 2017
Frequency: Every Term
Grading:
Prerequisites
SPED 3700

Corequisites

Rationale
This new methods course has been created to be used for students who would be earning the adapted curriculum certification in special education. It is one of two methods courses that will be part of the adapted curriculum concentration in the BSEd program in special education.
<table>
<thead>
<tr>
<th>Planning Info</th>
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</thead>
<tbody>
<tr>
<td>* Library Resources are Adequate</td>
</tr>
<tr>
<td>* Library Resources Need Enhancement</td>
</tr>
<tr>
<td>Is this a SACS substantive change? NO (See Policy)</td>
</tr>
<tr>
<td>Present or Projected Annual Enrollment: 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current File: SPED3750-CandM-ONE-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf</td>
</tr>
<tr>
<td>College Approvals</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>John Ponder</strong> [APPROVED 2017-01-17]</td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
<tr>
<td><strong>Laura Smith</strong> [APPROVED 2017-02-07]</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
</tbody>
</table>
### SPED 3760 Curriculum and Methods I: Students with Severe Disabilities

#### Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number (678) 839-6099</td>
</tr>
</tbody>
</table>

#### Support for Courses

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

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

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

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

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

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

- **Distance Learning Library Services**
  
  http://libguides.westga.edu/content.php?pid=194430

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

#### COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

#### COE Mission

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

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

**COURSE INFORMATION**

**Course Description**
An examination of curriculum and instructional strategies for students with severe disabilities.
Topics to be addressed include planning and implementing instruction, connections with general
education curricula, specialized curricula in relevant areas, specialized strategies for addressing
specific needs, and evaluation of instruction. Children of preschool and elementary age will be
the focus of this class, although much of the content applies across the lifespan.

**Prerequisite:** SPED 3700
**Corequisite:**

**Required Text**
ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information
about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For
assistance, email tk20@westga.edu.

*This class does not include any key assessments (assignments/artifacts) that are to be
submitted through Tk20.*

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained
elsewhere online, including materials from the Georgia Department of Education

**Course References:**
Boston, MA: Pearson.
Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication:
Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with
significant cognitive disabilities.* Baltimore, MD: Brookes.
New York, NY: Guilford.
severe disabilities.* Baltimore, MD: Brookes.
Baltimore, MD: Brookes.


Sarathy, P. (2005). *Serving students with severe and multiple disabilities.* Horsham, PA: LRP.

Sarathy, P. (2008). *Striking a balance between IDEA and NCLB for students with severe disabilities: Techniques and tools for aligning standards-based instruction, alternate assessments and IEPs.* Horsham, PA: LRP.


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1400 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities</td>
<td></td>
</tr>
<tr>
<td>to assist with comprehension of information</td>
<td></td>
</tr>
</tbody>
</table>
Participating in specific activities/projects | 750 minutes
Accessing and investigating online resources | 100 minutes

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4

2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Oreluke, Sobsey, & Gilles, 2016; Sarathy, 2005; 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, & Shogren, Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/ii; iii; InTASC 1, 4)

3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2018; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Oreluke, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigaffoos, 2004; Oreluke, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Oreluke, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)

6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)

7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Oreluke, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2007; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Oreluke, Sobsey, & Gilles, 2016; Shermis & Di Vesta,
2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Brower & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelowe, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)

- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-9)

2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)
   Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.
   (Course Objectives 4, 5, 8, 9)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-9)

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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.
<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Instructional Planning, Implementation, and Evaluation</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

Grading

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.

Work completed for another class is not acceptable for this class.

**Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**

- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class
2. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

   **SED program policies related to late submissions:**
   - All online quizzes completed after the assigned due date and time will receive 0 points.
   - All discussion posts that are made after the assigned due date and time will receive 0 points.
   - All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day. In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. **Submission of Assignments:**
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:

   ([http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmc=12968039&__utmz=-&__utmz=12968039.1419967238.6.1.utmcsr=(direct)utmcmd=(none)&__utmv=-&__utmk=229646108](http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmc=12968039&__utmz=-&__utmz=12968039.1419967238.6.1.utmcsr=(direct)utmcmd=(none)&__utmv=-&__utmk=229646108)). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing
over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see

d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/.) Word should be your first choice. RichText is another option.

e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments. A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings. Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

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

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

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- **When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.**

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**
## Class Schedule Information

| Week | Topic/Activity***/Reading Assignment* | Assignment Name & Due Date**,**,**  
Additional information will be provided in CourseDen. |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Syllabus; Westling et al., Ch. 2; Items in Week One Module</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Goals and Planning</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td></td>
<td><em>Westling et al., Chs. 5-6; items in Week Two</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Specific Curricular Resources</td>
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<tr>
<td></td>
<td>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>5</td>
<td>Addressing Physical, Health, Behavioral, and Communication Needs</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td></td>
<td><em>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</em></td>
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<tr>
<td>6</td>
<td>(continued)</td>
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<tr>
<td>7</td>
<td>Instructional Strategies</td>
<td>Quiz FOUR</td>
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<tr>
<td></td>
<td><em>Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module</em></td>
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<tr>
<td>8</td>
<td>(continued)</td>
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<tr>
<td>9</td>
<td>Progress Monitoring</td>
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<tr>
<td></td>
<td><em>Westling et al., Ch. 9; Items in Week Nine Module</em></td>
<td>Quiz FIVE</td>
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<tr>
<td>10</td>
<td>Lesson Planning</td>
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<td></td>
<td>Assistive Technology</td>
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<td><em>Westling et al., Ch. 19; Items in Week Ten Module</em></td>
<td>Quiz FIVE</td>
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<tr>
<td>11</td>
<td>Planning, Implementing, and Evaluating Instruction</td>
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<td><em>Items in Weeks Eleven-Thirteen Module</em></td>
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<td>12</td>
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<tr>
<td>13</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Learning Environments for Preschoolers and Elementary Students</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
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<td></td>
<td><em>Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module</em></td>
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<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** ***</td>
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<tr>
<td>15</td>
<td>(continued)</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up</td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
**Course Details**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>3760</td>
<td>Curriculum and Methods I: Students with Severe Disabi</td>
</tr>
</tbody>
</table>

An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
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<tbody>
<tr>
<td>3</td>
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<td>Lec Hrs</td>
<td>Credit Hrs</td>
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<table>
<thead>
<tr>
<th>Fall - 2017</th>
<th>Every Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Term</td>
<td>Frequency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grading</th>
</tr>
</thead>
</table>
Prerequisites

SEED 3700

Rationale

This new methods course has been created to be used for students who would be earning the adapted curriculum certification in special education. It is one of two methods courses that will be part of the adapted curriculum concentration in the BSEd program in special education.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED3780_CaseM.ONE_AdvancedCurriculumProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf
<table>
<thead>
<tr>
<th>College Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ponder</td>
</tr>
<tr>
<td>Laura Smith</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cale Self</td>
</tr>
<tr>
<td>Julia Farmer</td>
</tr>
<tr>
<td>Chair, Undergraduate Programs Committee</td>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Jenks</td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
</tbody>
</table>

Class Meeting Time/Location  Distance (online) sessions are asynchronous.

Instructor  westga email

Office Location  Telephone
(678) 839-xxxx (direct line)
(678) 839-6179 (department line)

Office Hours  FAX number  (678) 839-6099

Support for Courses

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

COURSE INFORMATION

Course Description
An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

Prerequisite: SPED 3700
Corequisite:

Required Text
Westling, D. L., Fox, L., & Carter, E. W. (2015). Teaching students with severe disabilities (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campus toolshigher ed/start.do)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.
This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

Other Required Instructional Resources: items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

Course References:


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1400 minutes</td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>750 minutes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC** 3/iii; InTASC** 4)

2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/iii; InTASC 1, 4)

3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafoos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)

6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Brancowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)

7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2019; Brown & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,
2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelowe, Sobeey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-9)
2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)
   Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.
   (Course Objectives 4, 5, 8, 9)
3. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-9)

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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.
<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Instructional Planning, Implementation, and Evaluation</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

**Grading**

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
D = 60-69 points  
F = <60 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.  

   **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**  
   - a grade penalty on the assignment  
   - 0 points on the assignment  
   - report to the Provost/Vice President for Academic Affairs  
   - flunking the class
2. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for *extra credit* will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. *Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.* There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day. In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. **Submission of Assignments**
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:
   (http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-
   &__utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)
   &__utmv=&__utmk=229646108). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing
over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sites/) Word should be your first choice. Rich text is another option.

e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**

f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. **Use of Resources:**

   a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

   b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

   c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

   d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

**Additional Support Information**

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

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

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.
## Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date**,<strong>,</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Syllabus; Westling et al., Ch. 2; Items in Week One Module</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Goals and Planning</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td></td>
<td>Westling et al., Chs. 5-6; items in Week Two</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Specific Curricular Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>5</td>
<td>Addressing Physical, Health, Behavioral, and Communication Needs</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td></td>
<td>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional Strategies</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td></td>
<td>Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>(continued)</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>9</td>
<td>Progress Monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westling et al., Ch. 9; items in Week Nine Module</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>10</td>
<td>Lesson Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistive Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westling et al., Ch. 19; Items in Week Ten Module</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>11</td>
<td>Planning, Implementing, and Evaluating Instruction</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
</tr>
<tr>
<td></td>
<td><em>Items in Weeks Eleven-Thirteen Module</em></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Learning Environments for Preschoolers and Elementary Students</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
</tr>
<tr>
<td></td>
<td><em>Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module</em></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date**,<strong>,</strong>*</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>(continued)</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up&lt;br <em>&gt;items in Week Sixteen Module</em></td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
### Course Details

**SPED 4722**

**Collaboration: Services for Students with Severe Disabi**

This course examines collaborative relationships involved in education of preschool and school age youngsters with severe disabilities. Specific topics include teaming models, working with related services and medical personnel, friendships and peer support, integrated therapy/education approaches, interactions with family members and community agencies, working with paraprofessionals, inclusion of individuals with severe disabilities into school and community settings, and the influence of cultural and community factors on interaction and collaboration.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 LEC Hrs</td>
</tr>
<tr>
<td>Lab Hrs</td>
</tr>
<tr>
<td>Prerequisites</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>SPED 3700</td>
</tr>
</tbody>
</table>

**Rationale**

We are adding an adapted curriculum concentration to our BSEd program to allow students to earn initial certification in either adapted curriculum or general curriculum special education. This is the collaboration course that would be part of the adapted curriculum concentration.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments
We are adding an adapted curriculum concentration to our BSEd program to allow students to earn initial certification in either adapted curriculum or general curriculum special education. This is the collaboration course that would be part of the adapted curriculum concentration.
### SPED 4722 Collaboration: Services for Students with Severe Disabilities
**PROPOSED Syllabus**

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td>(678) 839-xxx (direct line)</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number</td>
<td>(678) 839-6099</td>
</tr>
</tbody>
</table>

#### Support for Courses

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

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

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

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

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

**Center for Academic Success**
http://www.westga.edu/cas/
678-839-5280

**Distance Learning Library Services**
http://libguides.westga.edu/content.php?pid=194430

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

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

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

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

**COURSE INFORMATION**

**Course Description**
This course examines collaborative relationships involved in education of preschool and school age youngsters with severe disabilities. Specific topics include teaming models, working with related services and medical personnel, friendships and peer support, integrated therapy/education approaches, interactions with family members and community agencies, working with paraprofessionals, inclusion of individuals with severe disabilities into school and community settings, and the influence of cultural and community factors on interaction and collaboration.

**Prerequisite:** SPED 3700  
**Corequisite:**

**Required Text**
(Note: Portions of this text will be used for this class; textbook will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do))  
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.**

*This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.*

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online

**Course References:**
Approaches to Instruction
These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.
This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1350 minutes</td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>800 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelove, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC*** 10)

2. Explain the skills, roles, and contributions of school and other personnel involved in services to students with severe disabilities and their families (Brown et al., 2016; King-Sears et al., 2006; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)

3. Identify strategies for working effectively with paraeducators (paraprofessionals) in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelove et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)

4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelove et al., 2016; Rainforth & York-Barr, 1997; Silco & Prater, 2010; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)

5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelove et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 7, 10)

6. Define and discuss the features of integrated versus isolated therapy/education, as well as approaches for integrating highly specialized instruction into general education classes and other settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2008; Giangreco, Cloninger, & Iverson, 2011; Leach, 2010; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 7, 10)

7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs
Collaboration: Services for Students with Severe Disabilities Proposed Syllabus


8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2008; Orelve et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)

9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Sileo & Prater, 2010; Turnbull et al., 2015; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)

- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at [http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf](http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf)
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-9)

2. **Collaboration Project** (20 points)
   Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.
   (Course Objectives 1-4, 6, 9 – depending on nature of project)

3. **Inclusion Project** (20 points)
   Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-9 – depending on nature of project)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-9)
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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>30 points total (6 quizzes @ 6 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Collaboration Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>3. Inclusion Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

Grading
A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:

- **a grade penalty on the assignment**
- **0 points on the assignment**
- **report to the Provost/Vice President for Academic Affairs**
- **flunking the class**

3. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

5. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- **All online quizzes completed after the assigned due date and time will receive 0 points.**
- **All discussion posts that are made after the assigned due date and time will receive 0 points.**
- **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.**

*In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late.* Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

6. **Submission of Assignments:**

a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Collaboration Project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:

(http://www.apastyle.org/index.aspx?_utm_medium=12968039.9252928.1369942674.1384961981.1419967238.6.1.utmcct=12968039.1.10.1419967238&_utmcmcri=12968039&_utmcct=12968039.1419967238.6.1.utmcct=(direct)|utmccn=(direct)|utmcmd=(none)&_utmcmri=12968039.6.1.utmcct=12968039.1419967238.6.1.utmcct=(direct)|utmccn=(direct)|utmcmd=(none)&_utmcmri=229648109). **Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource:** [https://owl.english.purdue.edu/owl/resource/560/01](https://owl.english.purdue.edu/owl/resource/560/01)

**Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style**
**Course Details**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>4760</td>
<td>Curriculum and Methods II: Students with Severe Disab</td>
</tr>
</tbody>
</table>

This course expands on an earlier Curriculum and Methods class to focus on planning, curriculum, instructional strategies, and management pertinent to secondary education and transition programming for learners with severe disabilities. Self-determination and self-advocacy are among the specific topics addressed.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
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<td>3</td>
<td></td>
<td>Every Term</td>
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<td></td>
<td></td>
<td></td>
<td>Fall - 2017</td>
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<tr>
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</tbody>
</table>
Prerequisites
SPED 3700

Gorequisites

Rationale
This is the second methods course that will be part of the adapted curriculum concentration for the BSEd in special education. Students who complete this concentration will be eligible for a teaching certificate in special education adapted curriculum.
<table>
<thead>
<tr>
<th>College Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ponder</td>
</tr>
<tr>
<td>[APPROVED 2017-01-17]</td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
<tr>
<td>Laura Smith</td>
</tr>
<tr>
<td>[APPROVED 2017-02-07]</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cale Self</td>
</tr>
<tr>
<td>[APPROVED 2017-04-14]</td>
</tr>
<tr>
<td>Chair, Undergraduate Programs Committee</td>
</tr>
<tr>
<td>Julia Farmer</td>
</tr>
<tr>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair of the Faculty Senate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Jenks</td>
</tr>
<tr>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
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</table>
SPED 4760 Curriculum and Methods II: Students with Severe Disabilities  
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td></td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number (678) 839-6099</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

Center for Academic Success
http://www.westga.edu/cas/
678-839-5280

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

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

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

**COURSE INFORMATION**

**Course Description**
This course expands on an earlier Curriculum and Methods class to focus on planning, curriculum, instructional strategies, and management pertinent to secondary education and transition programming for learners with severe disabilities. Self-determination and self-advocacy are among the specific topics addressed.

**Prerequisite:** SPED 3700  
**Corequisite:**

**Required Text**
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class. This textbook also will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campus toolshighered/start.do](http://westga.tk20.com/campus toolshighered/start.do))  
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.**

*This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.*

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

**Course References:**


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>200 minutes</td>
</tr>
</tbody>
</table>
Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**Course Objectives and Learning Outcomes**

Students will:


2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelowe, et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelowe et al., 2016; Smith et al., 2009; Wehmeyer et al., 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelowe et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sitlington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehman, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/i, 6/vi, 7/vii; InTASC 2, 3, 9,10)

6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelowe et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehmeyer et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelowe et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehmeyer et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)

8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
• CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at
• GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at
• InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at
http://www.ccsseo.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-8)

2. **Child Change Project** (25 points)
   Students will plan, implement, and evaluate instruction with a focus learner or small group, using a “teaching design.” Guidelines will be provided.
   (Course Objectives 2, 3, 4)

3. **Transition Project** (13 points)
   Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-8)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-8)

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 guidelines.
Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>32 points total (5 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Child Change Project</td>
<td>Rubric</td>
<td>25 points total</td>
</tr>
<tr>
<td>3. Transition Project</td>
<td>Rubric</td>
<td>13</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>
Grading

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or on especially impressive and clever presentation could receive a little extra credit.

4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

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1. Submission of Assignments:
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in a resources project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?__utmref=12968039.92529928.1369942674.1384961981.1419967238.6.6&__utmmb=12968039.1.10.1419967238&__utmci=12968039&__utmx=-&__utmtz=12968039.1419967238.6.1_utmcr=(direct)&utmcmd=(none)&utmcv=6&_utmka=229646108) **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.
   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
   c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
   d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “world of UWG” works on Microsoft Office Suite,
which students can obtain at no cost. (See http://www.westga.edu/sits/) Word
should be your first choice. Richtext is another option.
e. **Please make sure that all assignments are submitted as directed in the
assignments.** Read all assignment guidelines and instructions carefully. Be sure to
check promptly for feedback on graded assignments.
f. **Label assignments properly.** Please make sure that you follow instructions for
labeling assignment files that will become attachments in the Assignment Dropbox or
to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial
of a person’s first name and doe is equivalent of the person’s last name. The underscore
line separates the person’s name from the assignment name. **Do not put any spaces
in the file name.** Labeling assignments in this manner can expedite the course
instructors getting feedback and grades to you and will lessen the chances of them
sending you the incorrect feedback file. Items not labeled appropriately will go to the
“bottom of the pile” for grading.

6. **Use of Resources:**
a. Students are responsible for accessing information related to programs, UWG policies,
etc. through resources such as The Scoop (a publication available online through the
Registrar’s Office), the Connections and Student Handbook, and the Undergraduate
Catalog. All of these items may be accessed through
http://www.westga.edu/index_students.php.
b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be
required for this course** (e.g., Assignments, Discussions, Email).
c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on
assignments.** A variety of supports, including tutorials, are available through UWG
Distance Education. While the instructor may be able to answer some questions, ITS,
Distance Learning, and the various resources available to support CourseDen users
should be the primary source for assistance. **One general suggestion if you are
having problems:** Try another browser or another device. CourseDen seems to
work best with a desktop or laptop. Don’t wait until the last minute to figure out you do
not know how to do something. Be sure to check the CourseDen maintenance
schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/geojiaview/maintenanceschedule/) and to keep up with events that could impact your use of
CourseDen.
d. **It also is the student’s responsibility to make use of course materials, including
those posted in CourseDen, and assigned readings.** Students should make use of
the Student Questions, Answers, and Resources Discussion Board that will be set up
in Course Den. However, please e-mail the course instructor directly if there is a
question specifically for her.

**Additional Support Information**

**Center for Academic Success**
The Center for Academic Success (CAS) provides services, programs, and opportunities to
help all undergraduate students succeed academically. The CAS offers free appointment-
based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-
facilitated collaborative learning—in a variety of disciplines. Students seeking help with study
skills and strategies can attend workshops though the Academic Success Workshop series, or
work individually with either a staff or peer Academic Coach. The Center for Academic Success
is located in UCC 200, and can be reached at 678-839-6280 or the email address is
cas@westga.edu.
UWG Cares
If you or someone you know is in a distressing situation, support is available at
http://www.westga.edu/UWGcares/. The website contains access to helpful resources and
phone numbers related to emergency or crisis situations and safety concerns, medical
concerns, multicultural, psychological and personal issues and interpersonal conflict.

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common
Language for Course Syllabi located on the Provost’s website. E-mail communication about this
class should be conducted through CourseDen. E-mail about other issues (e.g., advisement)
should be conducted through MyUWG. Be sure to check your e-mail on a regular and
frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration.
Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine
  assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to
  which you are replying. It is difficult to interpret “that would be fine,” for example,
  without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences),
you should expect to get responses from the course instructor to e-mails within a couple days.
Often, responses will be made much more quickly. It may be different for e-mails that are being
used to submit assignments; responses to those emails, as well as to submission of
assignments in general, should be expected within about a week of the due date for the
assignment. The amount of feedback required may influence speed of response. Be sure to
check on any feedback you receive promptly. Waiting three or four weeks to examine
feedback may put you at a disadvantage.

Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview Secondary Programs</td>
<td></td>
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<tr>
<td></td>
<td>Syllabus: Items in Weeks One-Two Module</td>
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</tr>
<tr>
<td>2</td>
<td>(continued)</td>
<td>Quiz ONE</td>
</tr>
</tbody>
</table>
| 3 | Curriculum and Instructional Strategies for Adolescents – General  
Designated sections of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module |   |
| 4 | (continued)                            | Quiz TWO |
| 5 | Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self-Avocacy  
Items in Weeks Five-Six Module |   |
| 6 | (continued)                            | Quiz THREE |
| 7 | Planning, Implementing, and Evaluating Instruction  
Items in Weeks Seven-Eight Module |   |
| 8 | (continued)                            |   |
| 9 | Adult Issues and Status of Adults with Severe Disabilities  
Items in Week Nine Module |   |
| 10 | Factors in Transition  
Westling et al., Ch. 21; Items in Weeks Ten-Eleven Module |   |
| 11 | Transition Assessment, Planning, Management  
Westling et al., Ch. 21; Items in Weeks Eleven-Twelve Module |   |
| 12 | (continued)                            | Quiz FOUR |
| 13 | Collaboration, including with Adult Service Agencies  
Items in Weeks Thirteen-Fifteen Module | Transition Project due |
| 14 | (continued)                            |   |
| 15 | (continued)                            | Quiz FIVE |
| 16 | Finals Week/Wrap-Up  
Best Practices in Transition  
Items in Week Sixteen Module | Late Submissions/Resubmissions due |

* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

**Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
| Week | Course Overview  
Secondary Programs  
Syllabus: Westling et al., Ch. 2; Items in Week One Module  
|---|---|
| 1 | Goals and Planning  
Westling et al., Chs. 5-6; Items in Week Two  
| 2 | Specific Curricular Resources  
designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module  
| 3 | (continued)  
| 4 | Addressing Physical, Health, Behavioral, and Communication Needs  
Westling et al., Chs. 11-14; Items in Weeks Five-Six Module  
| 5 | (continued)  
| 6 | (continued)  
| 7 | Instructional Strategies  
Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module  
| 8 | (continued)  
| 9 | Progress Monitoring  
Westling et al., Ch. 9; Items in Week Nine Module  
| 10 | (continued)  
| 11 | Lesson Planning  
Assistive Technology  
Westling et al., Ch. 19; Items in Week Ten Module  
| 12 | (continued)  
| 13 | (continued)  
| 14 | Learning Environments for Preschoolers and Elementary Students  
Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module  
<p>| <strong>Quiz ONE</strong> |<br />
| <strong>Quiz TWO</strong> |<br />
| <strong>Quiz THREE</strong> |<br />
| <strong>Quiz FOUR</strong> |<br />
| <strong>Quiz FIVE</strong> |<br />
| Instructional Planning, Implementation, and Evaluation Report due |</p>
<table>
<thead>
<tr>
<th>Week</th>
</tr>
</thead>
</table>
| 15   | (continued)  
| 16   | Quiz SIX  

* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
**Program View (Read-Only)**

### Attachments
- Current File: ModificationsofAreaFandconcentrations FIXED.pdf

### Originator
- College of Science and Mathematics
- Geosciences Department
- Walter, Andy

### What would you like to do?
- [ ] Add New Track/Concentration
- [x] Modify Existing Program
- [ ] Deactivate Existing Program
- [ ] Terminate Existing Program
- [ ] Add New Program

### Modifications
- Program Name
- Program Description
- Degree Name
- See Comments

### Program Selection
- **College of Science and Mathematics**
- **Bachelor of Science with a Major in Geography**
- **Track or Concentration (to not specify a track, do not enter)**
  - Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
  - Bachelor of Science with a Major in Geography
  - Existing Program (as shown in the DMA)

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

- **Track or Concentration**
- On Campus
- Program Location
- Undergrad
- Degree Level

- **Fall 2017**
- Effective Semester/Year

### Shared-Governance Process
- Senate Action Item
  - (See Procedure)
Modification Details

The Department of Geosciences proposes three minor changes in the BS Geography degree program, specifically, modifications to (1) Area F, (2) the Human Geography concentration, and (3) the GIS concentration. Furthermore, the department submits for approval (4) program sheets incorporating these three changes for all four of the BS Geography concentrations: Human Geography, Physical Geography, Environmental Sustainability, and GIS.

Rationale

(1) To clarify requirements and how they may be satisfied (Modification 1) and (2) to provide multiple options for satisfying a degree requirement. (Modifications 2 & 3).

Attachments

Current File: ModificationsAreaFandConcentrations FIXED.pdf
Summary:

1) Modify Core Area F
2) Modify Human Geography concentration
3) Modify GIS concentration
4) Update requirements for all concentrations to reflect these changes.

1) Modify Core Area F

<table>
<thead>
<tr>
<th>Area F (CURRENT)</th>
<th>18</th>
<th>Area F (PROPOSED)</th>
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<tbody>
<tr>
<td>GEOG 1013 World Geography</td>
<td>1-3</td>
<td>GEOG 1013 World Geography</td>
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<tr>
<td>GEOG 2083 Introduction to Geographic Analysis</td>
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<td>MATH 2063 Introductory Statistics OR one of the following: MATH 1634 Calculus,</td>
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<td>MATH 2063 Introductory Statistics OR MATH 1634 Calculus (if not taken in Area D)</td>
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<tr>
<td>Analytical Geometry II (if not taken in the core)</td>
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<tr>
<td>GEOG 2553 Introduction to GIS &amp; Mapping Sciences</td>
<td>3</td>
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<tr>
<td><strong>Two laboratory science courses</strong> (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography</td>
<td>0-8</td>
<td><strong>1000-2000 level courses</strong> from GEOG, BIOL, CHEM, CS, GEOL, PHYS</td>
</tr>
<tr>
<td><strong>Additional courses</strong> as necessary from COSM, COSS, or COAH</td>
<td>0-6</td>
<td><strong>MATH credit from Area A and D</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Additional courses</strong> as necessary from COSM, COSS, or COAH</td>
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</tbody>
</table>
2) Modify Human Geography concentration by adding GEOG 2202 to the major requirements

B.S. Degree with a Major in Geography
2017-18

HUMAN GEOGRAPHY

Core Areas A-E
Area A must have MATH 1113
Area D must have Option II

Area F
GEOG 1013 World Geography
GEOG 2083 Introduction to Geographical Analysis
GEOG 2553 Introduction to GIS & Mapping Science*
MATH 2063 Introductory Statistics or MATH 1634 Calculus
MATH credits from Areas A and D
1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS
Additional 1000-2000 level hours from COSM, COSS, or COAH as necessary

Major Requirements

All of the following
GEOG 1112 Weather & Climate*, 1113 Landform Geography*, or 2202 Environmental Science*
GEOG 2503 Cultural Geography
GEOG 3010 Political Geography
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

Three of the following
GEOG 3085 Selected Topics in Regional Geography
GEOG 3405 Geographies of Sustainability
GEOG 3644 Atlanta's Geographies
GEOG 4253 Seminar in Economic Geography
GEOG 4500 Moral Geographies
GEOG 4643 Seminar in Urban Geography

3000/4000 level hours from GEOG

Minor and/or electives

* If not taken in Area D

Add this course to the list
3) Modify GIS concentration by (A) adding GEOG 2202, CS 1030, CS 1300, and CISM 2201 to Major Requirements and (B) removing GEOG 2553 from the major (it is required in Area F).

**B.S. Degree with a Major in Geography**

**2015-16**

**GEOGRAPHIC INFORMATION SCIENCE**

**Core Requirements**

| Core Areas A-E | 60 |
| Area A must have MATH 1113 | 42 |
| Area D must have Option II |  |

**Area F**

- GEOG 1013 World Geography
- GEOG 2083 Introduction to Geographical Analysis
- GEOG 2553 Introduction to GIS & Mapping Science*
- MATH 2063 Introductory Statistics or MATH 1634 Calculus
- MATH credits from Areas A and D
- 1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS
- Additional 1000-2000 level hours from COSM, COSS, or COAH as necessary

**Major Requirements**

| One of the following | 60 |
| GEOG 1112 Weather & Climate | 3 |
| GEOG 1113 Landform Geography | Add GEOG 2201, CS 1030, and 1300, and CISM 2201 to this list. |
| GEOG 2202 Environmental Science | |
| CS 1030 Introduction to Computer Concepts | |
| CS 1300 Introduction to Computer Science | |
| CISM 2201 Foundations of Computer Application | |

**All of the following**

- GEOG 2553 Introduction to GIS & Mapping Science
- GEOG 3563 Introduction to Remote Sensing
- GEOG 4553 Geographic Information Systems
- GEOG 4554 Computer Cartography
- GEOG 4083 Faculty-Mentored Research
- GEOG 4084 Geography Capstone

**Three of the following**

- GEOG 4562 Airphoto Interpretation & Photogrammetry
- GEOG 4564 Contemporary Remote Sensing Applications
- GEOG 4753 Contemporary GIS Applications
- GEOG 4755 GIS Database Design
- GEOG 4757 Programming & Customization in GIS
4) Update requirements for all concentrations to reflect these changes. The attached program sheets for each of the four BS Geography concentrations are proposed for 2017-2018: They incorporate the changes proposed above (Modifications 1-3).

- Human Geography
- Physical Geography
- Environmental Sustainability
- GIS
B.S. Degree with a Major in Geography
2017-18

HUMAN GEOGRAPHY

Core Areas A-E 42
Area A must have MATH 1113
Area D must have Option II

Area F 18
GEOG 1013 World Geography (3)
GEOG 2032 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0.5)
MATH 2053 Introductory Statistics or MATH 1534 Calculus* (0.4)
MATH credits from Areas A and D (12)
1000/2000 level courses from GEOG/GEOG/CHM/GEOG/PHYS (6.5)
Additional 1000/2000 level hours from COSM/GEOS/COAH as necessary (0.5)

Major Requirements 60

All of the following 15-21
GEOG 1112 Weather & Climate (3)
GEOG 3113 Landform Geography (3)
GEOG 2202 Environmental Science* (4)
GEOG 2503 Cultural Geography* (4)
GEOG 3010 Political Geography (4)
GEOG 3253 Economic Geography (3)
GEOG 3643 Urban Geography (3)
GEOG 40XX Faculty-Mentored Research (3)
GEOG 44XX Geography Capstone (3)

Three of the following 9
GEOG 3405 Selected Topics in Regional Geography (3)
GEOG 3405 Geographies of Sustainability (3)
GEOG 3644 Atlanta's Geographies (3)
GEOG 4253 Seminar in Economic Geography (3)
GEOG 4500 Moral Geographies (3)
GEOG 4643 Seminar in Urban Geography (3)

3000/4000 level hours from GEOG 6

Minor and/or electives 21-30

* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F
### HUMAN GEOGRAPHY

<table>
<thead>
<tr>
<th>Term/Yr</th>
<th>Core Requirements</th>
<th>Hrs</th>
<th>Term/Yr</th>
<th>GEOG Major Requirements</th>
<th>Hrs</th>
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<td>Three GEOG 3000/4000</td>
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# B.S. Degree with a Major in Geography

**2017-18**

## ENVIRONMENTAL SUSTAINABILITY

### Core Areas A-E

Area A must have MATH 1113  
Area D must have Option II

### Area F

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<td>GEOG 2002</td>
<td>Introduction to Geographical Analysis (3)</td>
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<td>GEOG 2553</td>
<td>Introduction to GIS &amp; Mapping Science* (1.5)</td>
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<tr>
<td>MATH 2083</td>
<td>Introductory Statistics or MATH 1834 Calculus* (0.5)</td>
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<tr>
<td>MATH credits from Areas A and D (12)</td>
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<tr>
<td>1000/2000 level courses from GEOG, CHEM, PHYS as necessary</td>
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Additional 1000/2000 level hours from OOSM, OSSH, OOAH as necessary (0.5)

### Major Requirements

**All of the following**  

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<th>Course Title</th>
<th>Credits</th>
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<td>GEOG 3405</td>
<td>Geographies of Sustainability</td>
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<td>Energy &amp; Sustainability</td>
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**Two of the following**  

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**3000/4000 level hours from approved courses**  

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### Minor and/or electives

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<td>21-27</td>
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* If not taken in Area D  
# If not taken in Area D or F
# B.S. Degree with a Major in Geography
## 2017-18

### ENVIRONMENTAL SUSTAINABILITY

<table>
<thead>
<tr>
<th>Term/Yr</th>
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<th>Term/Yr</th>
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* If not taken in Area D
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## B.S. Degree with a Major in Geography
### 2017-18

**PHYSICAL GEOGRAPHY**

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B.S. Degree with a Major in Geography
2017-18

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements 60
Core Areas A-E 42
Area A must have MATH 1113
Area D must have Option II
Area F 18
GEOG 1013 World Geography (3)
GEOG 2083 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0.5)
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.5)
MATH credits from Areas A and D (1.5)
1000/2000 level courses from GEOG, GEOB, GEOF, GEOH, GEOI, GEOL, GEOJ, GEOF, GEOJ, PHYS (6.5)
Additional 1000/2000 level hours from COSM, COSD, COAH as necessary (0.5)

Major Requirements 60
One of the following 3
GEOG 1112 Weather & Climate
GEOG 1113 Landform Geography
GEOG 2202 Environmental Science
CS 1030 Introduction to Computer Concepts
CS 1300 Introduction to Computer Science
CISM 2201 Foundations of Computer Applications
All of the following 15
GEOG 2563 Introduction to Remote Sensing
GEOG 4553 Geographic Information Systems
GEOG 4554 Computer Cartography
GEOG 4555 Faculty Mentored Research
GEOG 4556 Geography Capstone
Three of the following 12
GEOG 4562 Airphoto Interpretation & Photogrammetry
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4753 Contemporary GIS Applications
GEOG 4755 GIS Database Design
GEOG 4757 Programming & Customization in GIS
GEOG 4558 GIS Practicum in GIS
3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM 12
Minor and/or electives 15-18
* If not taken in Area D
If not taken in Area D or F
### B.S. Degree with a Major in Geography
#### 2017-18

**GEOGRAPHIC INFORMATION SCIENCE**

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| Core total | 60 |
| Major total | 60 |
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**Course View (Read Only)**

**Attachments**
Current File: Sample_Climatology.pdf

**Originator**
Geosciences Department
College of Science and Mathematics
Rose, Shea

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

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

| Shared Governance Process | Senate Action Item | (See Procedure) |

**Course Details**

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This course provides an introduction to the fundamentals of climatology with an emphasis on how the climate system works, quantitative approaches to climate analysis, the planetary energy budget, and air-sea interactions. Urban, regional and global climate features and human impacts are addressed. Current issues in climate research, sustainability, and policy will also be explored.

**Course Catalog Description**

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Rationale

This course builds upon the concepts introduced in GEOG 1112 Weather and Climate. It provides an understanding of climate processes and impacts at multiple scales—city to global. Given the significance of climate science for understanding future environmental challenges, this course provides an essential basis for sustainability studies. This course has been taught as GEOG 4082 Directed Problems in Summer 2014, Spring and Summer 2015, and currently in Spring 2017. It is a course that is important for students needing an understanding of climate science and human impacts to address issues of sustainability, natural resources, natural disasters, and conservation. Some course instruction is delivered online to complement in-class activities.
### College Approvals

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<tr>
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<tr>
<td>James R. Mayer</td>
<td>[APPROVED 2017-03-09]</td>
<td>Chair, Course Department</td>
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<tr>
<td>Scott Gordon</td>
<td>[APPROVED 2017-03-28]</td>
<td>Coordinator, COSM Curriculum Committee</td>
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### Other Approvals

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<tr>
<td>Cale Self</td>
<td>[APPROVED 2017-04-14]</td>
<td>Chair, Undergraduate Programs Committee</td>
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<tr>
<td>Julia Farmer</td>
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### Final Approval

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<th>Name</th>
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<td>David Jenks</td>
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GEOG 4600: Applied Climatology
Credit Hours: 3
Spring 2017, Tuesday 6:00-8:00 pm
Callaway Building, Room 245

Instructor:  Dr. Shea Rose
Department of Geosciences, Callaway Annex, G-55
srose@westga.edu
Office hours: Mondays and Wednesdays (3:20-5:00) and by appointment
Phone: (678) 839-4067

Course Description:
This course provides an introduction to the fundamentals of climatology with an emphasis on how the climate system works, quantitative approaches to climate analysis, the planetary energy budget, and air-sea interactions. Urban, regional and global climate features and human impacts are addressed. Current issues in climate research, sustainability, and policy will also be explored.

Prerequisite:
GEOG 1112: Weather and Climate

Course Materials:
AMS Climate Studies (Recognized by Second Nature as sustainability curriculum)

Course Objectives and Learning Outcomes:
Students will
1. Identify primary drivers of climate change.
2. Develop a hypothesis related to the impacts of climate features.
3. Analyze societal impacts of climate features or changes.

Evaluation
Students will be assessed by Exams, Chapter Reviews, and Participation. Participation includes attendance, participation, class assignments, writing assignments, and activities. Assignments due on class days must be submitted online prior to class or they will not be accepted.

Grading Scale:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-60%

Midterm Exam 25 points
Final Exam 25 points
Chapter Reviews 20 points
Participation 30 points
Make-ups:
Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups. Assignments due in class or online cannot be made up. Pay attention to the posted deadlines.

Academic Honesty Policy:
Cheating and plagiarism of any sort will not be tolerated. Plagiarism is the use of someone else's ideas or words as your own. If you plagiarize or cheat on any part of an exam or assignment for this course, you will receive a zero on it, and other disciplinary action may be taken.

For additional university course policies see www.westga.edu/UWG/SyllabusPolicies/.

CLASS SCHEDULE Applied Climatology (Subject to revision.)

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Check CourseDen regularly. There is an online component to this course.
Modification Details

Pre-Law Track Only:
Add POLS 4601 "Ancient and Medieval Political Thought" as an option in the Political Theory requirement under "major courses". Nothing to be deleted.

Rationale

This was omitted at the time of original submission of the pre-Law track; however, there is no justification for having omitted it. It is causing the need for submission of 3-4 degree petitions semestery. This change aligns the political theory section of the major requirements with the general track. 4601 is regularly taught.
### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#).

Send questions to cjenks@westga.edu

Check all that apply to this program:

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

---

### Comments

CHANGE TO PRE LAW TRACK ONLY:
Add POLS 4601 "Ancient and Medieval Political Thought" as an option in the Political Theory requirement under "major courses". Nothing to be deleted.

---

### College Approvals

<table>
<thead>
<tr>
<th>J. Salvador Peralta</th>
<th>[APPROVED 2017-02-16]</th>
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<th>[APPROVED 2017-03-10]</th>
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### Other Approvals

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<th>Cale Self</th>
<th>[APPROVED 2017-04-14]</th>
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<th>Julia Farmer</th>
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### Final Approval

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<th>David Jenks</th>
<th>[REQUIRED]</th>
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<tr>
<td>Final Approver</td>
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</table>
### Program View (Read-Only)

**Originator**
- College of Social Sciences
- Political Science Department
- Mbaye, Heather A. D.

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

**Modifications**
- Program Name
- Program Description
- Degree Name
- See Comments

**Shared Governance Process**
- Senate Action Item
- (See Procedures)

### Program Selection

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SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments

CHANGE TO PRE LAW TRACK ONLY:
Add POLS 4601 "Ancient and Medieval Political Thought" as an option in the Political Theory requirement under "major courses". Nothing to be deleted.

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
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<td>Lec Hrs</td>
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Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Attachments

Current File: XIDSCapstoneCourseAdditionProposal--FINAL.DRAFT.pdf

College Approvals

Andy Walter [APPROVED 2017-04-11]

Orginato of Process or Document

Other Approvals

Cale Seif [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval
PROPOSED: COURSE ADDITION

The Center for Interdisciplinary Studies proposes XIDS 4000: Interdisciplinary Capstone, a topic-specific, variable credit course for students who have earned 90 or more hours toward a Bachelor's degree. The course is 1-3 credit hours and repeatable up to 6 credit hours.

As a capstone course, XIDS 4000 provides a two-fold opportunity for students: (1) To engage, integrate, and apply the knowledge, modes of inquiry, analytical approaches and techniques, experiences, and communication skills acquired throughout their respective academic careers in both curricular and co-curricular activities; and (2) to connect their unique and multivalent sets of academic expertise and experiences to their broader lives, early careers, and wider communities after and beyond the university. Depending on how the course is designed, students will undertake various activities including research, applied, or creative projects, field study, service-learning, reflective writing, and so on. For faculty and academic programs, this capstone course will also serve as an assessment vehicle—a curricular moment allowing for data gathering on, and evaluation of, program learning outcomes (e.g. by engaging students in research and applied work, reflective writing about their learning process/experiences, developing academic portfolios, administering surveys and exit exams, etc.).

As an interdisciplinary course, XIDS 4000 provides students an opportunity to develop the capacity for holistic, critical thinking and perspective-taking about the complexities of real-world questions and issues. In the words of Alan Reepo (2007, p. 135), a leading interdisciplinary, an interdisciplinary approach "means defying disciplinary limits on what theories, concepts, and methods are appropriate to a problem and being open to alternative methods of inquiry, using different disciplinary tools." As such, it does not negate disciplinary approaches. In fact, an interdisciplinary approach is grounded in disciplinary perspectives, endeavoring to critically integrate them to create something new (e.g. an explanation, a solution, a set of questions, etc.). Thus, it is an approach that appreciates both the depth but also the inevitable partiality of insights produced by those working within disciplinary boundaries. To refer to a definition frequently cited in the literature, "Interdisciplinary studies is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession...[It] draws on disciplinary perspectives and integrates their insights through the construction of a more comprehensive perspective" (Klein and Newell, 1997, pp. 282-294).

XIDS 4000 is a "special topics"-type course that will be offered under topic-specific titles and in different formats. Topics for the course can be any issue, theme, problem, region, time period, institution, figure, work, or idea that is too broad for any single discipline to address fully. Formats will vary according to a degree program's needs, ranging, for example, from a 1-2 credit offering limited to readings-based discussion, reflection through writing, and portfolio development to a 3 credit version involving field- or lab-based research, a service-learning project, or one engaging students in real-world problem-solving activities (e.g. confronting a "wicked problem"). All versions of XIDS 4000—no matter the topic or format—will have the following three learning outcomes, in addition to others defined by the teaching faculty member:

Students will demonstrate the ability to

- Evaluate the course topic from at least two distinct disciplinary perspectives.
- Assess the relationships among disciplinary insights relevant to the course topic (i.e., the extent to which they conflict with or complement each other).
• Develop and articulate an understanding of the course topic that is more comprehensive than is possible using single-discipline approaches.

The rationale for this new course proposal four-fold. First, it expands UWG’s body of interdisciplinary (XIDS) courses. Second, it addresses the lack of upper-division (3000/4000 level) XIDS courses. Therefore, and third, it opens new possibilities for teaching, learning, and assessment. Specifically, this course will be available for both existing and new IDS minors and majors that do not currently have capstones. It could also be built into existing or new disciplinary majors. Fourth, XIDS 4000 contributes to the emerging LEAP campus plan. It does so in several ways. In general, it creates enhanced options for students related to “guided pathways”, “experiential learning”, and “capstone experiences”—all elements of UWG’s LEAP campus plan. Also, the course provides a means to achieve most of LEAP’s essential learning outcomes, including “Knowledge of Human Cultures and the Physical and Natural World” (demonstrated by engagement with big questions), “Intellectual and Practical Skills” (involving inquiry, analysis, critical thinking—all demonstrated in the context of progressively challenging problems and projects), and “Integrative and Applied Learning” (demonstrated through the application of knowledge and skills to complex problems).

SEE XIDS 4000 APPLICATION FORM BELOW (will be used to develop and approve topic-specific sections of the course).
### Interdisciplinary Capstone (XIDS 4000) Application Form

Proposing Faculty Member(s) 

Capstone Title 

Credit hours (1-3): 

Department Chair Signature 

CIDS Director Signature 

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>Course Topic and Description</th>
</tr>
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<tbody>
<tr>
<td>A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.</td>
<td></td>
</tr>
<tr>
<td>Catalog course description (~150 words)</td>
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<table>
<thead>
<tr>
<th>STEP 2</th>
<th>Interdisciplinary Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>What question(s) about the course topic is the course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might really be about the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might really be about changes in the meanings and materialities of time and space.)</td>
<td></td>
</tr>
<tr>
<td>List at least 2-3 disciplines from which the course explicitly draws.</td>
<td></td>
</tr>
<tr>
<td>Describe how each of these disciplines relates to the theme or topic of the course.</td>
<td></td>
</tr>
<tr>
<td>Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one.</td>
<td></td>
</tr>
</tbody>
</table>
How will the perspectives of these disciplines pertaining to the course theme or topic be integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines’ concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of, solutions to, or perspectives on the theme or topic of the course.

**STEP 3**

<table>
<thead>
<tr>
<th>Capstone Experience</th>
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</thead>
<tbody>
<tr>
<td>What programmatic goals do you have for this course? In other words, what role does this course play in your degree program?</td>
</tr>
</tbody>
</table>

For example,
- Integrative and applied learning through a research project, systematic reflective writing, experiential learning (e.g. field study, service learning project).
- Program assessment through: development of an academic portfolio, reflective writing, student focus groups, exit exam, etc.

**STEP 4**

<table>
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<tr>
<th>Academic Service Learning</th>
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<tbody>
<tr>
<td>If the course includes an academic service learning component, please provide any details here:</td>
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**STEP 5**

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<tr>
<th>Tentative Syllabus</th>
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<tr>
<td>Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include course objectives, a preliminary reading list, and descriptions of some of the assignments.</td>
</tr>
<tr>
<td>Prefix</td>
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<tr>
<td>ENGL</td>
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</table>

**Course Description**

- **Topics rotate:** Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural and aesthetic context.

**Course Catalog Description**

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<thead>
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<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Effective Term</th>
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<td>3.00</td>
<td>Fall - 2017</td>
<td>Every Term</td>
<td>Grading</td>
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Rationale

NEED TO INCLUDE: ENGL 4000 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO  [See Policy]

Present or Projected Annual Enrollment: 24

Comments

NEED TO INCLUDE: ENGL 4000 repeatable for additional credit if titles vary
for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We
would like this to be effective retroactively so that students who have taken
these courses since Fall 2015 would have accurate Wolf Watch information.
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<tr>
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<tr>
<td><strong>Course Title</strong></td>
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</table>

**Topics rotate:** British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

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**Rationale**

NEED TO INCLUDE: ENGL 4002 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO  (See Policy)
Present or Projected Annual Enrollment: 22

Comments
NEED TO INCLUDE: ENGL 4002 repeatable for additional credit if titles vary for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
**College Approvals**

**Meg Pearson**  [APPROVED 2017-02-28]

Chair, Course Department

**Pauline Gagnon**  [APPROVED 2017-03-10]

Dean, College of Arts and Humanities

**Other Approvals**

**Cale Self**  [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

**Julia Farmer**  [REQUIRED]

Chair of the Faculty Senate

**Final Approval**

**David Jenks**  [REQUIRED]

Final Approver
<table>
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<td><strong>Number</strong></td>
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<td><strong>Course Title</strong></td>
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**Description:**
Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

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Rationale

NEED TO INCLUDE: ENGL 4003 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

NEED TO INCLUDE: ENGL 4003 repeatable for additional credit if titles vary for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Course View (Read Only)

English and Philosophy Department

College of Arts and Humanities

Pearson, Meg

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

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

Shared Governance Process
Senate Information Item
(See Procedure)

Course Details

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Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

Course Catalog Description

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Fall - 2017
Every Term
Letter Grade
Effective Term
Frequency
Grading
- Rationale

NEED TO INCLUDE: ENGL 4005 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

NEED TO INCLUDE: ENGL 4005 repeatable for additional credit if titles vary for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wef Watch information.
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<td><strong>David Jenks</strong></td>
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<td>Chair, Undergraduate Programs Committee</td>
<td>Final Approver</td>
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<td><strong>Julia Farmer</strong></td>
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<td>[REQUIRED]</td>
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<td>Chair of the Faculty Senate</td>
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<td>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</td>
<td></td>
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<td>Fall 2017</td>
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<table>
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<tr>
<th>What would you like to do?</th>
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<tr>
<td>Add New Track/Concentration</td>
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<table>
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<table>
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<tr>
<th>Shared Governance Process</th>
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<tbody>
<tr>
<td>Senate Information Item (See Procedure)</td>
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</table>
Modification Details

Please delete the following sentence/requirement for the Theatre Major in the catalog because it gives incoming freshmen theatre major a pre-major designation:

To be admitted into the B.A. program in Theatre, students must have completed at least 15 credit hours with a cumulative G.P.A. (including all transfer credit) of 2.5 or better.

(Rationale

We want to eliminate the pre-major designation that this sentence creates for incoming theatre majors. It is not a significant change to our program.)
Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

(Max 4000 characters)

College Approvals

Shelly Elman  [APPROVED 2017-04-13]
Chair, Course Department

Pauline Gagnon  [APPROVED 2017-04-14]
Dean, College of Arts and Humanities

Other Approvals

Cale Self  [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer  [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks  [REQUIRED]
Final Approver
**Course Details**

<table>
<thead>
<tr>
<th>XIDS</th>
<th>2002</th>
<th>The Science of Sustainability</th>
</tr>
</thead>
</table>

The focus of the XIDS course *What Do You Really Know About the Science of Sustainability* is an integrated approach to sustainability from a scientific point of view. Traditional topics such as energy, biosphere, climate, human population, waste treatment, air, soil and water quality will be placed in a holistic scientific context and related to social based-topics like the ethics of sustainability, evolution of environmental policies, and cultural and business aspects of such theme.

**Course Catalog Description**

- **Lec Hrs**: 2.00
- **Lab Hrs**: 0.00
- **Credit Hrs**: 2.00
- **Fall - 2017**: Effective Term
- **Yearly**: Frequency
- **Letter Grade**: Grading
learning activities and social interactions (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standard: *CEC & INTASC 2)


Assignments and Evaluation Procedures

1. Attendance: Students will demonstrate regular and timely ATTENDANCE in the school setting and at University meetings. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. Attendance at University meetings also is required. In cases of illness or emergencies, students are responsible for notifying the principal and the supervising teacher, and must also notify their University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented. (Objectives #1-4; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)

2. Code of Ethics and Standards of Conduct: follow the Code of Ethics for Educators (Georgia PSC), as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor, the Department Chairperson, and/or the Director of the Office of Field Experiences. (Objectives #1-3; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)

3. Weekly Reflection: Students will write a weekly reflection based on their observation in the schools. Specific topics to observe and reflect on will be provided each week. Sample topics include: a. What are some benefits that you've experienced from collaborating with others who come from a background that is different from yours? What services and supports are in place in the school where you are observing that are designed to help and support students who are English Language Learners? How is the learning environment where you are observing responsive to the diverse needs of the students? What are some examples you've observed of educators incorporating students' interests and/or cultural experiences into the curriculum? (Objectives 1-3, instructor evaluation)

4. Diversity Project: Students will engage in a project designed to enhance knowledge and use of information focused on cultural and language diversity in relationship to communication, technology, and educational programs. (Objectives 3 & 4, rubric)
Evaluation Procedures:

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory), based on requirements outlined in this syllabus and in guidelines to be distributed and discussed in classes/meetings.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>REQUIRED for a grade of S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the Georgia Code of Ethics and CEC Code of Ethics</td>
<td>REQUIRED for a grade of S</td>
</tr>
<tr>
<td>Weekly Reflection</td>
<td>REQUIRED for a grade of S</td>
</tr>
<tr>
<td>Diversity Project</td>
<td>REQUIRED for a grade of S</td>
</tr>
</tbody>
</table>

Grading Policy:
All activities must be completed satisfactorily to pass the class.

S = satisfactory general and specific participation, performance, and completion of assignments, including demonstration of satisfactory attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

U = unsatisfactory general or specific participation, performance, or completion of selected assignments, including evaluation of attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

Note: Professional Development Plans may be required for students during or at the conclusion of this experience should students demonstrate deficiencies in or problems with any aspect of the practicum

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism
occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. As a program policy, if an Ed.S. student plagiarizes an assignment, the assignment will be a zero without opportunity to resubmit. Plagiarizing may result in a zero for the course. It may also result in dismissal from the EdS program.

Attendance:

Extra Credit: There are no extra credit opportunities for this course.

Late Work: Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

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

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on
CourseDen. Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

Additional Support Information

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

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

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

Communication Rules

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

Expected Response Times
I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. Additionally, you can expect that Monday – Friday I will return emails within 24-48 hours.

CLASS OUTLINE (Schedule) (planned)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
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</tr>
<tr>
<td></td>
<td>Get Acquainted</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>3</td>
<td>Observations in schools</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>4</td>
<td>Observations in schools</td>
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<td>10</td>
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<td>11</td>
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<td>12</td>
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<td>Weekly reflection</td>
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<tr>
<td>16</td>
<td></td>
<td>Weekly reflection</td>
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<td></td>
<td>Diversity Project</td>
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</table>
An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>Every Term</td>
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Course Title: Curriculum and Methods I: Students with Severe Disabilities
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
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</thead>
<tbody>
<tr>
<td><strong>John Ponder</strong></td>
<td><strong>Cale Self</strong></td>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>[APPROVED 2017-01-17]</td>
<td>[APPROVED 2017-04-14]</td>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Undergraduate Programs Committee</td>
<td>Final Approver</td>
</tr>
<tr>
<td><strong>Laura Smith</strong></td>
<td><strong>Julia Farmer</strong></td>
<td></td>
</tr>
<tr>
<td>[APPROVED 2017-02-07]</td>
<td>[REQUIRED]</td>
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<tr>
<td>Associate Dean, College of Education</td>
<td>Chair of the Faculty Senate</td>
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SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
Proposed Syllabus

<table>
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<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
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<tr>
<td>Instructor</td>
<td>westga email</td>
<td></td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(678) 839-6179 (department line)</td>
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</tr>
<tr>
<td>Office Hours</td>
<td>FAX number (678) 839-6099</td>
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Support for Courses

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

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

COURSE INFORMATION

Course Description
An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

Prerequisite: SPED 3700
Corequisite:

Required Text
Westling, D. L., Fox, L., & Carter, E. W. (2015). Teaching students with severe disabilities (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu. This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

Other Required Instructional Resources: items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

Course References:


Approaches to Instruction

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1400 minutes</td>
</tr>
</tbody>
</table>
Participating in specific activities/projects | 750 minutes
Accessing and investigating online resources | 100 minutes

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC** 3/iii; InTASC*** 4)

2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelvo, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/iii; InTASC 1, 4)

3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelvo, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafoos, 2004; Orelvo, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelvo, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/iii, 3/iii, 5/v; InTASC 3, 7, 8)

6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)

7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelvo, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelvo, Sobsey, & Gilles, 2016; Shermis & Di Vesta,
2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelowe, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A.Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-9)

2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)
   Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.
   (Course Objectives 4, 5, 8, 9)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-9)

**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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.
<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>40 points total (6 quizzles @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Instructional Planning, Implementation, and Evaluation</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

**Grading**

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
D = 60-69 points  
F = <60 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.

Work completed for another class is not acceptable for this class.

*Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:*

- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day. In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. **Submission of Assignments:**
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: [link](http://www.apastyle.org/index.aspx?__utm_id=12968039.92529928.1369942674.1384961981.1419967238.61.1.10.1419967238&__utm_id=12968039&__utmid=-&__utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&utmz=299646108). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [link](https://owl.english.purdue.edu/owl/resource/560/01/) Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing
over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/) Word should be your first choice. RichText is another option.

e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**

f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiavedu/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

**Additional Support Information**

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

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

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

Communication Rules
Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.
### Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date**,<strong>,</strong> Solar information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
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</tr>
<tr>
<td></td>
<td>Curriculum Approaches</td>
<td></td>
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<tr>
<td></td>
<td><em>Syllabus; Westling et al., Ch. 2; Items in Week One Module</em></td>
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<tr>
<td>2</td>
<td>Goals and Planning</td>
<td>Quiz ONE</td>
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<tr>
<td></td>
<td>Westling et al., Chs. 5-6; Items in Week Two</td>
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<tr>
<td>3</td>
<td>Specific Curricular Resources</td>
<td>Quiz TWO</td>
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<tr>
<td></td>
<td>designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module</td>
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</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td>5</td>
<td>Addressing Physical, Health, Behavioral, and Communication Needs</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td></td>
<td>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional Strategies</td>
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<tr>
<td></td>
<td>Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>(continued)</td>
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</tr>
<tr>
<td>9</td>
<td>Progress Monitoring</td>
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<tr>
<td></td>
<td>Westling et al., Ch. 9; Items in Week Nine Module</td>
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</tr>
<tr>
<td>10</td>
<td>Lesson Planning</td>
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</tr>
<tr>
<td></td>
<td>Assistive Technology</td>
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<tr>
<td></td>
<td>Westling et al., Ch. 19; Items in Week Ten Module</td>
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<tr>
<td>11</td>
<td>Planning, Implementing, and Evaluating Instruction</td>
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<tr>
<td></td>
<td>Items in Weeks Eleven-Thirteen Module</td>
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<tr>
<td>12</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>(continued)</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
</tr>
<tr>
<td>14</td>
<td>Learning Environments for Preschoolers and Elementary Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module</td>
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<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** ***</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>15 (continued)</td>
<td>Quiz SIX</td>
<td>Additional information will be provided in CourseDen.</td>
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<tr>
<td>16</td>
<td>Finals Week/Wrap-Up <strong>Items in Week Sixteen Module</strong></td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

*Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
### Course Details

**Prefix**: SPED  
**Number**: 3760  
**Course Title**: Curriculum and Methods I: Students with Severe Disabi

An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>Lec Hrs</td>
</tr>
</tbody>
</table>

**Originator**

- Literacy and Special Education
- College of Education
- Bucholz, Jessica

**What would you like to do?**
- Add New Course
- Modify Existing Course
- Delete Existing Course

---

**Shared Governance Process**

- Senate Action Item
  - (See Procedure)
Prerequisites
SEED 3100

Rationale
This new methods course has been created to be used for students who would be earning the adapted curriculum certification in special education. It is one of two methods courses that will be part of the adapted curriculum concentration in the BSEd program in special education.
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Ponder</strong></td>
<td><strong>Cale Self</strong> [APPROVED 2017-04-14]</td>
<td><strong>David Jenks</strong> [REQUIRED]</td>
</tr>
<tr>
<td>[APPROVED 2017-01-17]</td>
<td>Chair, Undergraduate Programs Committee</td>
<td>Final Approver</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td><strong>Julia Farmer</strong> [REQUIRED]</td>
<td></td>
</tr>
<tr>
<td><strong>Laura Smith</strong></td>
<td>Chair of the Faculty Senate</td>
<td></td>
</tr>
<tr>
<td>[APPROVED 2017-02-07]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td>(678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number</td>
<td>(678) 839-6099</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F:8 AM - 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

**COURSE INFORMATION**

**Course Description**
An examination of curriculum and instructional strategies for students with severe disabilities. Topics to be addressed include planning and implementing instruction, connections with general education curricula, specialized curricula in relevant areas, specialized strategies for addressing specific needs, and evaluation of instruction. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

**Prerequisite:** SPED 3700  
**Corequisite:**

**Required Text**
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. *(Note: Portions of this text will be used for this class.)*

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/](http://westga.tk20.com/) )  
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php).** For assistance, email tk20@westga.edu.  
**This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.**

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

**Course References:**


Sarathy, P. (2008). *Striking a balance between IDEA and NCLB for students with severe disabilities: Techniques and tools for aligning standards-based instruction, alternate assessments and IEPs*. Horsham, PA: LRP.


### Approaches to Instruction

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1400 minutes</td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>750 minutes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC** 3/iii; InTASC*** 4)

2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/3/iii; InTASC 1, 4)

3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)

6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirinda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/1, 3/iii, 5/v; InTASC 1, 4, 5, 7)

7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/1, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 20917; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,
2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelöve, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/v; InTASC 1, 4, 5, 7, 8)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at [http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards%20with%20Elaborations.pdf](http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards%20with%20Elaborations.pdf)
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Stands_A_Resource_for_State_Dialogue_%28April_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Stands_A_Resource_for_State_Dialogue_%28April_2011%29.html)

### Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)

   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.

   (Course Objectives 1-9)

2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)

   Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.

   (Course Objectives 4, 5, 8, 9)

4. **Activities_Participation** (30 points total)

   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.

   (Course Objectives 1-9)

### 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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.
<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Instructional Planning, Implementation, and Evaluation</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

**Grading**

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
D = 60-69 points  
F = <60 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.

**Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class
2. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. *Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.* There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- **All online quizzes completed after the assigned due date and time will receive 0 points.**
- **All discussion posts that are made after the assigned due date and time will receive 0 points.**
- **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.** In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. **Submission of Assignments:**
   - **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?__utmA=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmC=12968039&__utmB=-&__utmZ=12968039.1419967238.6.1.utmcsr=(direct)utmccn=(direct)utmcmd=(none)&__utmV=&__utmK=229646108). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.
   
   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing
over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See [http://www.westga.edu/sits/](http://www.westga.edu/sits/)) Word should be your first choice. Richtext is another option.

e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**

f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. **Use of Resources:**
   a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through [http://www.westga.edu/index_students.php](http://www.westga.edu/index_students.php).

   b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

   c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at [http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/](http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/)) and to keep up with events that could impact your use of CourseDen.

   d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

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**Additional Support Information**

**Center for Academic Success**  

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

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

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.
## Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date**,** ***Additional information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview&lt;br&gt;Curriculum Approaches&lt;br&gt;*Syllabus; Westling et al., Ch. 2; Items in Week One Module</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Goals and Planning&lt;br&gt;*Westling et al., Chs. 5-6; items in Week Two</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td>3</td>
<td>Specific Curricular Resources&lt;br&gt;designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>5</td>
<td>Addressing Physical, Health, Behavioral, and Communication Needs&lt;br&gt;*Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>(continued)</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td>7</td>
<td>Instructional Strategies&lt;br&gt;*Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Progress Monitoring&lt;br&gt;*Westling et al., Ch. 9; items in Week Nine Module</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td>10</td>
<td>Lesson Planning&lt;br&gt;Assistive Technology&lt;br&gt;*Westling et al., Ch. 19; Items in Week Ten Module</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>11</td>
<td>Planning, Implementing, and Evaluating Instruction&lt;br&gt;Items in Weeks Eleven-Thirteen Module</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>(continued)</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
</tr>
<tr>
<td>14</td>
<td>Learning Environments for Preschoolers and Elementary Students&lt;br&gt;*Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date**, ***</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>(continued)</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up</td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
<table>
<thead>
<tr>
<th><strong>Course View (Read Only)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attachments</strong></td>
</tr>
<tr>
<td>Current File: SPED4722_Collaboration_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf</td>
</tr>
<tr>
<td><strong>Originator</strong></td>
</tr>
<tr>
<td>Literacy and Special Education</td>
</tr>
<tr>
<td>Department</td>
</tr>
<tr>
<td><strong>What would you like to do?</strong></td>
</tr>
<tr>
<td>* Add New Course</td>
</tr>
<tr>
<td><strong>Modifications</strong></td>
</tr>
<tr>
<td>Prerequisites</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Details</strong></td>
</tr>
<tr>
<td><strong>SPED 4722</strong></td>
</tr>
<tr>
<td>Prefix</td>
</tr>
<tr>
<td>This course examines collaborative relationships involved in education of preschool and school age youngsters with severe disabilities. Specific topics include teaming models, working with related services and medical personnel, friendships and peer support, integrated therapy/education approaches, interactions with family members and community agencies, working with paraprofessionals, inclusion of individuals with severe disabilities into school and community settings, and the influence of cultural and community factors on interaction and collaboration.</td>
</tr>
<tr>
<td><strong>Course Catalog Description</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>LEC Hrs</td>
</tr>
</tbody>
</table>
Prerequisites
SPED 3700

Corequisites

Rationale
We are adding an adapted curriculum concentration to our BSEd program to allow students to earn initial certification in either adapted curriculum or general curriculum special education. This is the collaboration course that would be part of the adapted curriculum concentration.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

We are adding an adapted curriculum concentration to our BSED program to allow students to earn initial certification in either adapted curriculum or general curriculum special education. This is the collaboration course that would be part of the adapted curriculum concentration.
<table>
<thead>
<tr>
<th>College Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laura Smith</strong></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
<tr>
<td><strong>John Ponder</strong></td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Julia Farmer</strong></td>
</tr>
<tr>
<td>Chair of the Faculty Senate</td>
</tr>
<tr>
<td><strong>Cale Self</strong></td>
</tr>
<tr>
<td>Chair, Undergraduate Programs Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
</tbody>
</table>
SPED 4722 Collaboration: Services for Students with Severe Disabilities

PROPOSED Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td>(678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number</td>
<td>(678) 839-6099</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

Center for Academic Success
http://www.westga.edu/cas/
678-839-5280

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

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

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

**COURSE INFORMATION**

**Course Description**
This course examines collaborative relationships involved in education of preschool and school age youngsters with severe disabilities. Specific topics include teaching models, working with related services and medical personnel, friendships and peer support, integrated therapy/education approaches, interactions with family members and community agencies, working with paraprofessionals, inclusion of individuals with severe disabilities into school and community settings, and the influence of cultural and community factors on interaction and collaboration.

**Prerequisite:** SPED 3700

**Corequisite:**

**Required Text**

(Note: Portions of this text will be used for this class; textbook will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campus/toolshighered/start.do](http://westga.tk20.com/campus/toolshighered/start.do))

**This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.**

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online

**Course References:**


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.
This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1350 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities</td>
<td></td>
</tr>
<tr>
<td>to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>800 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelvoe, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC/GaPSC 2/i, 6/ii, 7/vi; InTASC 10)

2. Explain the skills, roles, and contributions of school and other personnel involved in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelvoe et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)

3. Identify strategies for working effectively with paraprofessionals in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelvoe et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/i, 6/vi, 7/vii; InTASC 10)

4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelvoe et al., 2016; Rainforth & York-Barr, 1997; Sillo & Prater, 2010; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/i, 6/vi, 7/vii; InTASC 10)

5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelvoe et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/i, 6/vi; InTASC 10)

6. Define and discuss the features of integrated versus isolated therapy/education, as well as approaches for integrating highly specialized instruction into general education classes and other settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2008; Giangreco, Cloninger, & Iverson, 2011; Leach, 2010; Orelvoe et al., 2016; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/i, 5/v; InTASC 3, 7, 10)

7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs

8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2008; Orelvo et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)

9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Silio & Prater, 2010; Turnbull et al., 2015; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards%20and%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-9)

2. **Collaboration Project** (20 points)
   Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.
   (Course Objectives 1-4, 6, 9 – depending on nature of project)

3. **Inclusion Project** (20 points)
   Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-9 – depending on nature of project)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-9)
Evaluation Procedures
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<td>Answer keys</td>
<td>30 points total (6 quizzes @ 6 points each, with the lowest grade dropped)</td>
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<td>2. Collaboration Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>3. Inclusion Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
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Grading
A  =  90-100 points
B  =  80-89 points
C  =  70-79 points
D  =  60-69 points
F  =  <60 points

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In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:

- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

3. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

5. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances — for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

*In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late.* Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

6. **Submission of Assignments**:
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Collaboration Project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: [http://www.apastyle.org/index.aspx?utm_page=12968039.92529928.1369942674.1384961981.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utm_campaign=269648109]. Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style
**Course View (Read Only)**

**Attachments**
Current File: SPED4760-CandM-TWO-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

**Originator**
- **Department**: Literacy and Special Education
- **College**: College of Education
- **Name**: Bucholz, Jessica
- **Role**: Originator

**What would you like to do?**
- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**
- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Course Details**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>4760</td>
<td>Curriculum and Methods II: Students with Severe Disab</td>
</tr>
</tbody>
</table>

This course expands on an earlier Curriculum and Methods class to focus on planning, curriculum, instructional strategies, and management pertinent to secondary education and transition programming for learners with severe disabilities. Self-determination and self-advocacy are among the specific topics addressed.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Fall - 2017</td>
<td>Every Term</td>
<td></td>
</tr>
</tbody>
</table>
Prerequisites
SPED 3700

Gorequisites

Rationale
This is the second methods course that will be part of the adapted curriculum concentration for the BSEd in special education. Students who complete this concentration will be eligible for a teaching certificate in special education adapted curriculum.
<table>
<thead>
<tr>
<th>College Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ponder</td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
</tbody>
</table>

| Laura Smith       | [APPROVED 2017-02-07] |
| Chair, College of Education |

<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cale Self</td>
</tr>
<tr>
<td>Chair, Undergraduate Programs Committee</td>
</tr>
</tbody>
</table>

| Julia Farmer     | [REQUIRED] |
| Chair of the Faculty Senate |

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Jenks</td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
</tbody>
</table>
SPED 4760 Curriculum and Methods II: Students with Severe Disabilities
Proposed Syllabus

Class Meeting Time/Location
Distance (online) sessions are asynchronous.

Online Hours
westga email

Instructor

Office Location
Telephone
(678) 839-xxxx (direct line)
(678) 839-6179 (department line)

Office Hours
FAX number (678) 839-6099

Support for Courses

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

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

D2L UWG Online Help (M-F: 8 AM - 5 PM)
http://uwconline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success
http://www.westga.edu/cas/
678-839-5280

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

**COURSE INFORMATION**

**Course Description**
This course expands on an earlier Curriculum and Methods class to focus on planning, curriculum, instructional strategies, and management pertinent to secondary education and transition programming for learners with severe disabilities. Self-determination and self-advocacy are among the specific topics addressed.

**Prerequisite:** SPED 3700
**Corequisite:**

**Required Text**
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class. This textbook also will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campustoolshigheredit/start.do](http://westga.tk20.com/campustoolshigheredit/start.do)).
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.**

*This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.*

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education.

**Course References:**


Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.).
Baltimore, MD: Brookes.


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing</td>
<td></td>
</tr>
<tr>
<td>activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>200 minutes</td>
</tr>
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</table>
Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**Course Objectives and Learning Outcomes**

Students will:


2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelove, et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelove et al., 2016; Smith et al., 2009; Wehmeyer et al., 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelove et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sittington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehmeyer, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/i, 6/vi, 7/vii; InTASC 2, 3, 9, 10)

6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelove et al., 2016; Shogren, 2013; Sittington et al., 2010; Wehmeyer et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Sittington et al., 2010; Wehmeyer et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)

8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)
• CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf

• GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.

• InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-8)

2. **Child Change Project** (25 points)
   Students will plan, implement, and evaluate instruction with a focus learner or small group, using a "teaching design." Guidelines will be provided.
   (Course Objectives 2, 3, 4)

3. **Transition Project** (13 points)
   Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-8)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-8)

Evaluation Procedures

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   (http://www.apa.org/styleguide/index.aspx?utm_id=12968039.92529928.1369942674.1384961981.1419967238.6.1&utmmb=12968039.1.10.1419967238&__utmct=12968039&_utmz=12968039.1419967238.6.1.utmcsr=(direct)&utmccn=(direct)&utmcmd=(none)&_utmz=229646108) Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University, while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

   c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/nhcidd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

   d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the “the world of UWG” works on Microsoft Office Suite,
which students can obtain at no cost. (See http://www.westga.edu/sits/.) Word
should be your first choice. Rich text is another option.

e. Please make sure that all assignments are submitted as directed in the
assignments. Read all assignment guidelines and instructions carefully. Be sure to
check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for
labeling assignment files that will become attachments in the Assignment Dropbox or
to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial
of a person’s first name and doe is equivalent of the person’s last name. The underscore
line separates the person’s name from the assignment name. Do not put any spaces
in the file name. Labeling assignments in this manner can expedite the course
instructors getting feedback and grades to you and will lessen the chances of them
sending you the incorrect feedback file. Items not labeled appropriately will go to the
“bottom of the pile” for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies,
etc. through resources such as The Scoop (a publication available online through the
Registrar’s Office), the Connections and Student Handbooks, and the Undergraduate
Catalog. All of these items may be accessed through
http://www.westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be
required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on
assignments. A variety of supports, including tutorials, are available through UWG
Distance Education. While the instructor may be able to answer some questions, ITS,
Distance Learning, and the various resources available to support CourseDen users
should be the primary source for assistance. One general suggestion if you are
having problems: Try another browser or another device. CourseDen seems to
work best with a desktop or laptop. Don’t wait until the last minute to figure out you do
not know how to do something. Be sure to check the CourseDen maintenance
schedule (available at
http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of
CourseDen.

d. It also is the student’s responsibility to make use of course materials, including
those posted in CourseDen, and assigned readings. Students should make use of the
Student Questions, Answers, and Resources Discussion Board that will be set up
in CourseDen. However, please e-mail the course instructor directly if there is a
question specifically for her.

Additional Support Information

Center for Academic Success
The Center for Academic Success (CAS) provides services, programs, and opportunities to
help all undergraduate students succeed academically. The CAS offers free appointment-
based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-
facilitated collaborative learning—in a variety of disciplines. Students seeking help with study
skills and strategies can attend workshops through the Academic Success Workshop series, or
work individually with either a staff or peer Academic Coach. The Center for Academic Success
is located in UCC 200, and can be reached at 678-839-6280 or the email address is
cas@westga.edu.
UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGcares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this course should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date*** *** Additional information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Programs</td>
<td></td>
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</tbody>
</table>
| Week | Course Overview  
Secondary Programs  
*Syllabus: Westling et al., Ch. 2; Items in Week One Module*  
| 2 | Goals and Planning  
*Westling et al., Chs. 5-6; Items in Week Two*  
| 3 | Specific Curricular Resources  
Designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module  
| 4 | (continued)  
| 5 | Addressing Physical, Health, Behavioral, and Communication Needs  
*Westling et al., Chs. 11-14; Items in Weeks Five-Six Module*  
| 6 | (continued)  
| 7 | Instructional Strategies  
*Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module*  
| 8 | (continued)  
| 9 | Progress Monitoring  
*Westling et al., Ch. 9; Items in Week Nine Module*  
| 10 | Lesson Planning  
Assistive Technology  
*Westling et al., Ch. 19; Items in Week Ten Module*  
| 11 | Planning, Implementing, and Evaluating Instruction  
*Items in Weeks Eleven-Thirteen Module*  
| 12 | (continued)  
| 13 | (continued)  
| 14 | Learning Environments for Preschoolers and Elementary Students  
*Westling et al., Ch. 10 (portions), Ch. 20; Items in Week Three Module*  

Quiz ONE  
Quiz TWO  
Quiz THREE  
Quiz FOUR  
Quiz FIVE  
Instructional Planning, Implementation, and Evaluation Report due
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<th>Week</th>
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</thead>
</table>
| 15   | (continued)  
|      | Quiz SIX  
| 16   |  

* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
<table>
<thead>
<tr>
<th>College of Science and Mathematics</th>
<th>Geosciences Department</th>
<th>Walter, Andy</th>
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</thead>
<tbody>
<tr>
<td>College</td>
<td>Department</td>
<td>Originator</td>
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</tbody>
</table>

**What would you like to do?**

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

**Modifications**

- Program Name
- Program Description
- Degree Name
- See Comments

**Program Selection**

<table>
<thead>
<tr>
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<th>Bachelor of Science with a Major in Geography</th>
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<tbody>
<tr>
<td>College</td>
<td>Existing Program (as shown in the DMA)</td>
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</table>

**Bachelor of Science with a Major in Geography**

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

**Bachelor of Science**

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

<table>
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<th>Track or Concentration</th>
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<th>2017</th>
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<td>Degree Level</td>
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</table>

**Effective Semester/Year**

Fall 2017
Modification Details

The Department of Geosciences proposes three minor changes in the BS Geography degree program, specifically, modifications to (1) Area F, (2) the Human Geography concentration, and (3) the GIS concentration. Furthermore, the department submits for approval (4) program sheets incorporating these three changes for all four of the BS Geography concentrations: Human Geography, Physical Geography, Environmental Sustainability, and GIS.

Rationale

(1) To clarify requirements and how they may be satisfied (Modification 1) and (2) to provide more options for satisfying a degree requirement. (Modifications 2 & 3).

(MAX 4000 characters)

Attachments

Current File: ModificationsofAreasandConcentrations FIXED.pdf
SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☐ Program deactivation
☐ None of these apply

Comments

Slight modifications to Area F and two degree concentrations.

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2017-03-08]
Chair, Course Department

Scott Gordon [APPROVED 2017-03-28]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
Summary:

1) Modify Core Area F
2) Modify Human Geography concentration
3) Modify GIS concentration
4) Update requirements for all concentrations to reflect these changes.

### 1) Modify Core Area F

<table>
<thead>
<tr>
<th>Area F (CURRENT)</th>
<th>18</th>
<th>Area F (PROPOSED)</th>
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</thead>
<tbody>
<tr>
<td>GEOG 1013 World Geography</td>
<td>1-3</td>
<td>GEOG 1013 World Geography</td>
</tr>
<tr>
<td>GEOG 2083 Introduction to Geographic Analysis</td>
<td>3</td>
<td>GEOG 2083 Introduction to Geographic Analysis</td>
</tr>
<tr>
<td>MATH 2063 Introductory Statistics OR one of the following: MATH 1634 Calculus, Analytical Geometry II (if not taken in the core)</td>
<td>3</td>
<td>MATH 2063 Introductory Statistics OR MATH 1634 Calculus (if not taken in Area D)</td>
</tr>
<tr>
<td>GEOG 2553 Introduction to GIS &amp; Mapping Sciences</td>
<td>3</td>
<td>GEOG 2553 Introduction to GIS &amp; Mapping Sciences (if not taken in Area D)</td>
</tr>
<tr>
<td>Two laboratory science courses (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography</td>
<td>0-8</td>
<td>1000-2000 level courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS</td>
</tr>
<tr>
<td>Additional courses as necessary from COSM, COSS, or COAH</td>
<td>0-6</td>
<td>MATH credit from Area A and D</td>
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<tr>
<td></td>
<td></td>
<td>Additional courses as necessary from COSM, COSS, or COAH</td>
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</tbody>
</table>
2) Modify Human Geography concentration by adding GEOG 2202 to the major requirements

### B.S. Degree with a Major in Geography
#### 2017-18

**HUMAN GEOGRAPHY**

**Core Areas A-E**
- Area A must have MATH 1113
- Area D must have Option II

**Area F**
- GEOG 1013 World Geography
- GEOG 2083 Introduction to Geographical Analysis
- GEOG 2553 Introduction to GIS & Mapping Science*
- MATH 2063 Introductory Statistics or MATH 1634 Calculus
- MATH credits from Areas A and D
- 1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS
- Additional 1000-2000 level hours from COSM, COSS, or COAH as necessary

**Major Requirements**

- All of the following:
  - GEOG 1112 Weather & Climate*, 1113 Landform Geography*, or 2202 Environmental Science*
  - GEOG 2503 Cultural Geography
  - GEOG 3010 Political Geography
  - GEOG 3253 Economic Geography
  - GEOG 3643 Urban Geography
  - GEOG 4083 Faculty-Mentored Research
  - GEOG 4084 Geography Capstone

- Three of the following:
  - GEOG 3085 Selected Topics in Regional Geography
  - GEOG 3405 Geographies of Sustainability
  - GEOG 3644 Atlanta's Geographies
  - GEOG 4253 Seminar in Economic Geography
  - GEOG 4500 Moral Geographies
  - GEOG 4643 Seminar in Urban Geography

- 3000/4000 level hours from GEOG

- Minor and/or electives

* If not taken in Area D
3) Modify GIS concentration by (A) adding GEOG 2202, CS 1030, CS 1300, and CISM 2201 to Major Requirements and (B) removing GEOG 2553 from the major (it is required in Area F).

### B.S. Degree with a Major in Geography
**2015-16**

**GEOGRAPHIC INFORMATION SCIENCE**

#### Core Requirements

<table>
<thead>
<tr>
<th>Core Areas A-E</th>
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<tbody>
<tr>
<td>Area A must have MATH 1113</td>
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<tr>
<td>Area D must have Option II</td>
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</table>

<table>
<thead>
<tr>
<th>Area F</th>
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<tbody>
<tr>
<td>GEOG 1013 World Geography</td>
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</tr>
<tr>
<td>GEOG 2083 Introduction to Geographical Analysis</td>
<td></td>
</tr>
<tr>
<td>GEOG 2553 Introduction to GIS &amp; Mapping Science*</td>
<td></td>
</tr>
<tr>
<td>MATH 2063 Introductory Statistics or MATH 1634 Calculus</td>
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<td>MATH credits from Areas A and D</td>
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<tr>
<td>1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS</td>
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<tr>
<td>Additional 1000-2000 level hours from COSM, COSS, or COAH as necessary</td>
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</table>

#### Major Requirements

<table>
<thead>
<tr>
<th>One of the following</th>
<th>60</th>
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<tbody>
<tr>
<td>GEOG 1112 Weather &amp; Climate</td>
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<tr>
<td>GEOG 1113 Landform Geography</td>
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</tr>
<tr>
<td>GEOG 2202 Environmental Science</td>
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</tr>
<tr>
<td>CS 1030 Introduction to Computer Concepts</td>
<td></td>
</tr>
<tr>
<td>CS 1300 Introduction to Computer Science</td>
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</tr>
<tr>
<td>CISM 2201 Foundations of Computer Applications</td>
<td></td>
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</table>

| Add GEOG 2201, CS 1030 and 1300, and CISM 2201 to this list. | |

<table>
<thead>
<tr>
<th>All of the following</th>
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<tbody>
<tr>
<td>GEOG 2553 Introduction to GIS &amp; Mapping Science</td>
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<tr>
<td>GEOG 3563 Introduction to Remote Sensing</td>
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</tr>
<tr>
<td>GEOG 4553 Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 4554 Computer Cartography</td>
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</tr>
<tr>
<td>GEOG 4083 Faculty-Mentored Research</td>
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<tr>
<td>GEOG 4084 Geography Capstone</td>
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| Remove | |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GEOG 4562 Airphoto Interpretation &amp; Photogrammetry</td>
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<tr>
<td>GEOG 4564 Contemporary Remote Sensing Applications</td>
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<tr>
<td>GEOG 4753 Contemporary GIS Applications</td>
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</tr>
<tr>
<td>GEOG 4755 GIS Database Design</td>
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</tr>
<tr>
<td>GEOG 4757 Programming &amp; Customization in GIS</td>
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<tr>
<td>Syllabus: Items in Weeks One-Two Module</td>
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<tr>
<td>2 (continued)</td>
<td>Quiz ONE</td>
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<tr>
<td>3 Curriculum and Instructional Strategies for Adolescents – General Designated sections of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module</td>
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<td>4 (continued)</td>
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<tr>
<td>5 Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self-Advocacy Items in Weeks Five-Six Module</td>
<td>Quiz TWO</td>
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<td>6 (continued)</td>
<td>Quiz THREE</td>
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<tr>
<td>7 Planning, Implementing, and Evaluating Instruction Items in Weeks Seven-Eight Module</td>
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<td>8 (continued)</td>
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<tr>
<td>9 Adult Issues and Status of Adults with Severe Disabilities Items in Week Nine Module</td>
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<tr>
<td>10 Factors in Transition Westling et al., Ch. 21; Items in Weeks Ten-Eleven Module</td>
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<tr>
<td>11 Transition Assessment, Planning, Management Westling et al., Ch. 21; Items in Weeks Eleven-Twelve Module</td>
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<td>12 (continued)</td>
<td>Quiz FOUR</td>
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<td>13 Collaboration, including with Adult Service Agencies Items in Weeks Thirteen-Fifteen Module</td>
<td>Transition Project due</td>
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<td>15 (continued)</td>
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<tr>
<td>16 Finals Week/Wrap-Up Best Practices in Transition Items in Week Sixteen Module</td>
<td>Late Submissions/Resubmissions due</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.  
**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.  
***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
4) Update requirements for all concentrations to reflect these changes. The attached program sheets for each of the four BS Geography concentrations are proposed for 2017-2018: They incorporate the changes proposed above (Modifications 1-3).

- Human Geography
- Physical Geography
- Environmental Sustainability
- GIS
B.S. Degree with a Major in Geography
2017-18

HUMAN GEOGRAPHY

Core Areas A-E
Area A must have MATH 1113
Area D must have Option II

Area F
GEOG 1013 World Geography (3)
GEOG 2002 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0.5)
MATH 2053 Introductory Statistics or MATH 1334 Calculus* (0.5)
MATH credits from Areas A and D (12)
1000/2000 level courses from GEOG, BIO, CHEM, ECON, PHYS (6-12)
Additional 1000/2000 level hours from COSM, ECST, COAH as necessary (0.5)

Major Requirements

All of the following
GEOG 1112 Weather & Climate (3)
GEOG 2113 Landform Geography (3)
GEOG 2202 Environmental Science (3)
GEOG 2503 Cultural Geography
GEOG 3010 Political Geography
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 4050 Faculty-Mentored Research
GEOG 4052 Geography Capstone

Three of the following
GEOG 3060 Selected Topics in Regional Geography
GEOG 3405 Geographies of Sustainability
GEOG 3644 Atlanta’s Geographies
GEOG 4253 Seminar in Economic Geography
GEOG 4600 Moral Geographies
GEOG 4643 Seminar in Urban Geography

3000/4000 level hours from GEOG

Minor and/or electives

* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F
B.S. Degree with a Major in Geography  
2017-18

HUMAN GEOGRAPHY

<table>
<thead>
<tr>
<th>Term/Yr</th>
<th>Core Requirements</th>
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<th>Term/Yr</th>
<th>GEOG Major Requirements</th>
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<td>Additional courses as needed</td>
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<td>Major total</td>
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</table>
B.S. Degree with a Major in Geography
2017-18

ENVIRONMENTAL SUSTAINABILITY

Core Areas A-E
Area A must have MATH 1113
Area D must have Option II

Area F
GEOG 1013 World Geography (3)
GEOG 2052 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0.5)
MATH 2083 Introductory Statistics or MATH 1534 Calculus* (0.4)
MATH credits from Areas A and D (12)
1000/2000 level courses from GEOG, CHEM, PHYS (6.0)
Additional 1000/2000 level hours from COSM, ENSST, COAH as necessary (0.5)

Major Requirements
All of the following 21-24
GEOG 1112 Weather & Climate
GEOG 2202 Environmental Science
GEOG 3405 Geographies of Sustainability
GEOG 4400 Energy & Sustainability
GEOG 4700 Global Environmental Change
GEOG 4012 Faculty Mentoried Research
GEOG 4014 Geography Capstone
GEOG 4018 Internship

Two of the following 6
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 3713 Meteorology
GEOG 3715 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4103 Geography of Soils and Water
GEOG 4500 Moral Geographies
GEOG 4900 Dendrochronology

3000/4000 level hours from approved courses 9

Minor and/or electives 21-27

* If not taken in Area D
# If not taken in Area D or F
# B.S. Degree with a Major in Geography 2017-18

## ENVIRONMENTAL SUSTAINABILITY

<table>
<thead>
<tr>
<th>Term/Yr</th>
<th>Core Requirements</th>
<th>Hrs</th>
<th>Term/Yr</th>
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B.S. Degree with a Major in Geography
2017-18

PHYSICAL GEOGRAPHY

Core Requirements 60
Core Areas A-E 42
Area A must have MATH 1113
Area D must have Option II

Area F 18
GEOG 1013 World Geography (3)
GEOG 2083 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (3)
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (3)
MATH credits from Areas A and D (1-2)
1000-2000 level courses from GEOG/GEOL/GEOL/PHYS (3-4)
Additional 1000-2000 level hours from COSM/GEOS/COAH as necessary (0-3)

Major Requirements 60
All of the following 6-14
GEOG 1112 Weather & Climate (3)
GEOG 112L Weather & Climate Lab (1)
GEOG 1113 Landform Geography (3)
GEOG 113L Landform Geography Lab (1)
GEOG 455 Faculty-Mentored Research
GEOG 490 Geography Capstone

Four of the following 12
GEOG 3713 Meteorology
GEOG 3723 Physiography in the United States
GEOG 3730 Biogeography
GEOG 3800 Ecological Climatology
GEOG 4103 Geography of Soils and Water
GEOG 4400 Energy and Sustainability
GEOG 4700 Global Environmental Change
GEOG 4900 Advanced Topics in Biogeography
GEOG 4900 Dendrochronology

3000/4000 level hours from GEOG 12

Minor and/or electives 22-33

* If not taken in Area D
# If not taken in Area D or F
## B.S. Degree with a Major in Geography
### 2017-18

**PHYSICAL GEOGRAPHY**

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B.S. Degree with a Major in Geography
2017-18

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements

Core Areas A-E
Area A must have MATH 1113
Area D must have Option II

Area F
GEOG 1013 World Geography (3)
GEOG 2053 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0.5)
MATH 2053 Introductory Statistics or MATH 1634 Calculus* (0.25)
MATH credits from Areas A and D (1.5)
1000/2000 level courses from GEOG, GEOL, CHEM, GEOL, PHYS (6.5)
Additional 1000/2000 level hours from COSM, CISM as necessary (0.5)

Major Requirements

One of the following
GEOG 1112 Weather & Climate [3]
GEOG 1113 Landform Geography [3]
GEOG 2202 Environmental Science
CS 1030 Introduction to Computer Concepts
CS 1300 Introduction to Computer Science
CISM 2201 Foundations of Computer Applications

All of the following
GEOG 3563 Introduction to Remote Sensing
GEOG 4553 Geographic Information Systems
GEOG 4554 Computer Cartography
GEOG 4810 Faculty-Mentored Research
GEOG 4810 Geography Capstone

Three of the following
GEOG 4562 Airphoto Interpretation & Photogrammetry
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4753 Contemporary GIS Applications
GEOG 4755 GIS Database Design
GEOG 4757 Programming & Customization in GIS
GEOG 4810 Practicum in GIS

3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM [12]

Minor and/or electives [15-18]
+ If not taken in Area D
| If not taken in Area D or F
## B.S. Degree with a Major in Geography
### 2017-18

### GEOGRAPHIC INFORMATION SCIENCE

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**Core total** | 60 | **Major total** | 60 |
# Course View (Read Only)

## Attachments
Current File: Sample_Climatology.pdf

## Originator
Geosciences Department: Rose, Shea
College of Science and Mathematics: Originator

## What would you like to do?
- [x] Add New Course
- [ ] Modify Existing Course
- [ ] Delete Existing Course

## Modifications
- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

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### Course Description
This course provides an introduction to the fundamentals of climatology with an emphasis on how the climate system works, quantitative approaches to climate analysis, the planetary energy budget, and air-sea interactions. Urban, regional and global climate features and human impacts are addressed. Current issues in climate research, sustainability, and policy will also be explored.

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Effective Term: Fall - 2017
Frequency: Grading
### Prerequisites

GEOG 1112

### Corequisites


### Rationale

This course builds upon the concepts introduced in GEOG 1112 Weather and Climate. It provides an understanding of climate processes and impacts at multiple scales—from city to global.

Given the significance of climate science for understanding future environmental challenges, this course provides an essential basis for sustainability studies. This course has been taught as GEOG 4082 Directed Problems in Summer 2014, Spring and Summer 2015, and currently in Spring 2017. It is a course that is important for students needing an understanding of climate science and human impacts to address issues of sustainability, natural resources, natural disasters, and conservation. Some course instruction is delivered online to complement in-class activities.
### Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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### Attachments

Current File: Sample_Climatology.pdf
GEOG 4600: Applied Climatology
Credit Hours: 3
Spring 2017, Tuesday 6:00-8:00 pm
Callaway Building, Room 245

Instructor: Dr. Shea Rose
Department of Geosciences, Callaway Annex, G-55
srose@westga.edu
Office hours: Mondays and Wednesdays (3:20-5:00) and by appointment
Phone: (678) 839-4067

Course Description:
This course provides an introduction to the fundamentals of climatology with an emphasis on how the climate system works, quantitative approaches to climate analysis, the planetary energy budget, and air-sea interactions. Urban, regional and global climate features and human impacts are addressed. Current issues in climate research, sustainability, and policy will also be explored.

Prerequisite:
GEOG 1112: Weather and Climate

Course Materials:
AMS Climate Studies (Recognized by Second Nature as sustainability curriculum)

Course Objectives and Learning Outcomes:
Students will
1. Identify primary drivers of climate change.
2. Develop a hypothesis related to the impacts of climate features.
3. Analyze societal impacts of climate features or changes.

Evaluation
Students will be assessed by Exams, Chapter Reviews, and Participation. Participation includes attendance, participation, class assignments, writing assignments, and activities. Assignments due on class days must be submitted online prior to class or they will not be accepted.

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Grading Scale:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-60%
Make-ups:
Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups. Assignments due in class or online cannot be made up. Pay attention to the posted deadlines.

Academic Honesty Policy:
Cheating and plagiarism of any sort will not be tolerated. Plagiarism is the use of someone else’s ideas or words as your own. If you plagiarize or cheat on any part of an exam or assignment for this course, you will receive a zero on it, and other disciplinary action may be taken.

For additional university course policies see www.westga.edu/UWGSyllabusPolicies/.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 10 Download E-text; Syllabus; Introduction to the Climate System</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 17 Climate Observation and Tools</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 24 Radiation Basics</td>
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<tr>
<td>4</td>
<td>Jan. 31 Water in Earth’s System</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 7 Global Atmospheric Circulation</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 14 Urban Climates</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 21 Exam 1</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 28 Ocean-Atmosphere Interactions</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 7 Climate Oscillations and Teleconnections</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 14 Drivers of Climate Change</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 21 Spring Break</td>
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<tr>
<td>12</td>
<td>Mar. 28 Proxy Data</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 4 Global Climate Models</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 11 Extreme Events</td>
</tr>
<tr>
<td>15</td>
<td>April Human Impacts</td>
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<tr>
<td>16</td>
<td>April 25 Exam 2</td>
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Check CourseDen regularly. There is an online component to this course.
<table>
<thead>
<tr>
<th>Originator</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Social Sciences</td>
</tr>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

**What would you like to do?**

- [ ] Add New Track/Concentration
- [ ] Modify Existing Program
- [ ] Deactivate Existing Program
- [ ] Terminate Existing Program
- [ ] Add New Program

**Modifications**

- [ ] Program Name
- [ ] Program Description
- [ ] Degree Name
- [ ] See Comments

**Program Selection**

<table>
<thead>
<tr>
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<th>Bachelor of Arts with a Major in Political Science</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Existing Program (as shown in the DMA)</td>
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<tr>
<td>Bachelor of Arts with a Major in Political Science</td>
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</tr>
<tr>
<td>Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)</td>
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<tr>
<td>Bachelor of Arts</td>
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<tr>
<td>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</td>
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**Shared-Governance Process**

- Senate Action Item
  - (See Procedure)

**On Campus**

- Program Location

**Undergraduate**

- Degree Level

**Fall 2017**

- Effective Semester/Year
<table>
<thead>
<tr>
<th>Modification Details</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO LAW TRACK ONLY: Add POLS 4601 &quot;Ancient and Medieval Political Thought&quot; as an option in the Political Theory requirement under &quot;major courses&quot;. Nothing to be deleted.</td>
<td>This was omitted at the time of original submission of the pre-Law track; however, there is no justification for having omitted it. It is causing the need for submission of 3-4 degree petitions semesterly. This change aligns the political theory section of the major requirements with the general track. 4601 is regularly taught.</td>
</tr>
</tbody>
</table>
SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

CHANGE TO PRE LAW TRACK ONLY:
Add POLS 4601 "Ancient and Medieval Political Thought" as an option in the Political Theory requirement under "major courses". Nothing to be deleted.

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
Program View (Read-Only)

<table>
<thead>
<tr>
<th>Originator</th>
<th>College of Social Sciences</th>
<th>Political Science Department</th>
<th>Mbaye, Heather A. D.</th>
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What would you like to do?
- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

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<tr>
<td>Degree Name</td>
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<td>Senate Action Item</td>
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Modification Details

CHANGE TO PRE LAW TRACK ONLY:
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Rationale

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Please review the Policy Summary and Decision Matrix
Send questions to clenks@westga.edu

Check all that apply to this program
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation

- None of these apply

### Comments

CHANGE TO PRE LAW TRACK ONLY:
Add POLS 4601 "Ancient and Medieval Political Thought" as an option in the Political Theory requirement under "major courses". Nothing to be deleted.

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### College Approvals

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### Other Approvals

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<th>Cale Self</th>
<th>[APPROVED 2017-04-14]</th>
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<th>Julia Farmer</th>
<th>[REQUIRED]</th>
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<td>Chair of the Faculty Senate</td>
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### Final Approval

<table>
<thead>
<tr>
<th>David Jenks</th>
<th>[REQUIRED]</th>
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<tr>
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<th>XIDS</th>
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<th>Interdisciplinary Capstone</th>
<th>Course Title</th>
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See attached.

<table>
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<th>Course Catalog Description</th>
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<td>Letter Grade</td>
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Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Attachments
Current File: XIDSCapstoneCourseAdditionProposal--FINAL.DRAFT.pdf

College Approvals
Andy Walter [APPROVED 2017-04-11]
Originator of Process or Document

Other Approvals
Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval
The Center for Interdisciplinary Studies proposes XIDS 4000: Interdisciplinary Capstone, a topic-specific, variable credit course for students who have earned 90 or more hours toward a Bachelor's degree. The course is 1-3 credit hours and repeatable up to 6 credit hours.

As a capstone course, XIDS 4000 provides a two-fold opportunity for students: (1) To engage, integrate, and apply the knowledge, modes of inquiry, analytical approaches and techniques, experiences, and communication skills acquired throughout their respective academic careers in both curricular and co-curricular activities; and (2) to connect their unique and multivalent sets of academic expertise and experiences to their broader lives, early careers, and wider communities after and beyond the university. Depending on how the course is designed, students will undertake various activities including research, applied, or creative projects, field study, service-learning, reflective writing, and so on. For faculty and academic programs, this capstone course will also serve as an assessment vehicle—a curricular moment allowing for data gathering on, and evaluation of, program learning outcomes (e.g. by engaging students in research and applied work, reflective writing about their learning process/experiences, developing academic portfolios, administering surveys and exit exams, etc.).

As an interdisciplinary course, XIDS 4000 provides students an opportunity to develop the capacity for holistic, critical thinking and perspective-taking about the complexities of real-world questions and issues. In the words of Alan Repko (2007, p. 136), a leading interdisciplinarian, an interdisciplinary approach "means defying disciplinary limits on what theories, concepts, and methods are appropriate to a problem and being open to alternative methods of inquiry, using different disciplinary tools." As such, it does not negate disciplinary approaches. In fact, an interdisciplinary approach is grounded in disciplinary perspectives, endeavoring to critically integrate them to create something new (e.g. an explanation, a solution, a set of questions, etc.). Thus, it is an approach that appreciates both the depth but also the inevitable partiality of insights produced by those working within disciplinary boundaries. To refer to a definition frequently cited in the literature, "Interdisciplinary studies is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession...[It] draws on disciplinary perspectives and integrates their insights through the construction of a more comprehensive perspective" (Klein and Newell, 1997, pp. 282-294).

XIDS 4000 is a "special topics"-type course that will be offered under topic-specific titles and in different formats. Topics for the course can be any issue, theme, problem, region, time period, institution, figure, work, or idea that is too broad for any single discipline to address fully. Formats will vary according to a degree program's needs, ranging, for example, from a 1-2 credit offering limited to readings-based discussion, reflection through writing, and portfolio development to a 3 credit version involving field- or lab-based research, a service-learning project, or one engaging students in real-world problem-solving activities (e.g. confronting a "wicked problem"). All versions of XIDS 4000--no matter the topic or format--will have the following three learning outcomes, in addition to others defined by the teaching faculty member:

- Students will demonstrate the ability to
  - Evaluate the course topic from at least two distinct disciplinary perspectives.
  - Assess the relationships among disciplinary insights relevant to the course topic (i.e., the extent to which they conflict with or complement each other).
• Develop and articulate an understanding of the course topic that is more comprehensive than is possible using single-discipline approaches.

The rationale for this new course proposal four-fold. First, it expands UWG’s body of interdisciplinary (XIDS) courses. Second, it addresses the lack of upper-division (3000/4000 level) XIDS courses. Therefore, and third, it opens new possibilities for teaching, learning, and assessment. Specifically, this course will be available for both existing and new IDS minors and majors that do not currently have capstones. It could also be built into existing or new disciplinary majors. Fourth, XIDS 4000 contributes to the emerging LEAP campus plan. It does so in several ways. In general, it creates enhanced options for students related to “guided pathways”, “experiential learning”, and “capstone experiences”–all elements of UWG’s LEAP campus plan. Also, the course provides a means to achieve most of LEAP’s essential learning outcomes, including “Knowledge of Human Cultures and the Physical and Natural World” (demonstrated by engagement with big questions), “Intellectual and Practical Skills” (involving inquiry, analysis, critical thinking–all demonstrated in the context of progressively challenging problems and projects), and “Integrative and Applied Learning” (demonstrated through the application of knowledge and skills to complex problems).

SEE XIDS 4000 APPLICATION FORM BELOW (will be used to develop and approve topic-specific sections of the course).
# Interdisciplinary Capstone (XIDS 4000)

Application Form

Proposing Faculty Member(s) 

Capstone Title 

Credit hours (1-3): 

Department Chair Signature 

CIDS Director Signature 

## STEP 1

<table>
<thead>
<tr>
<th>Course Topic and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.</td>
</tr>
</tbody>
</table>

| Catalog course description (~150 words) |

## STEP 2

<table>
<thead>
<tr>
<th>Interdisciplinary Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>What question(s) about the course topic is the course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might really be about the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might really be about changes in the meanings and materialities of time and space.)</td>
</tr>
</tbody>
</table>

| List at least 2-3 disciplines from which the course explicitly draws. |

| Describe how each of these disciplines relates to the theme or topic of the course. |

| Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one. |
How will the perspectives of these disciplines pertaining to the course theme or topic be integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines’ concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of, solutions to, or perspectives on the theme or topic of the course.

<table>
<thead>
<tr>
<th>STEP 3</th>
<th>Capstone Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>What programmatic goals do you have for this course? In other words, what role does this course play in your degree program?</td>
<td></td>
</tr>
<tr>
<td>For example,</td>
<td></td>
</tr>
<tr>
<td>- Integrative and applied learning through a research project, systematic reflective writing, experiential learning (e.g. field study, service learning project).</td>
<td></td>
</tr>
<tr>
<td>- Program assessment through: development of an academic portfolio, reflective writing, student focus groups, exit exam, etc.</td>
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<table>
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<tr>
<th>STEP 4</th>
<th>Academic Service Learning</th>
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<tbody>
<tr>
<td>If the course includes an academic service learning component, please provide any details here:</td>
<td></td>
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<table>
<thead>
<tr>
<th>STEP 5</th>
<th>Tentative Syllabus</th>
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<tbody>
<tr>
<td>Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include course objectives, a preliminary reading list, and descriptions of some of the assignments.</td>
<td></td>
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</tbody>
</table>
### Course Details

**Prefix**: ENGL  
**Number**: 4000  
**Title**: Studies in British Literature I

**Description**: Topics rotate: Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural and aesthetic context.

**Course Catalog Description**

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<thead>
<tr>
<th>Lab Hrs</th>
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<th>Every Term</th>
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<td>0.00</td>
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**Effective Term**: Fall - 2017  
**Frequency**: Every Term  
**Grading**:
NEED TO INCLUDE: ENGL 4000 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

NEED TO INCLUDE: ENGL 4000 repeatable for additional credit if titles vary for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
College Approvals

Meg Pearson [APPROVED 2017-02-28]
Chair, Course Department

Pauline Gagnon [APPROVED 2017-03-10]
Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
**Course View (Read Only)**

**Originator**
- English and Philosophy Department
- College of Arts and Humanities
- Pearson, Meg

**What would you like to do?**
- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**
- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

### Course Details

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<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
<td>Course Title</td>
</tr>
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</table>

Topics rotate: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

**Course Catalog Description**

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<td>Lab Hrs</td>
<td>Credit Hrs</td>
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<td>Frequency</td>
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Letter Grade: Grading
NEED TO INCLUDE: ENGL 4002 repeatable for additional credit if titles vary for a maximum of 15 hours. NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

NEED TO INCLUDE: ENGL 4002 repeatable for additional credit if titles vary
for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We
would like this to be effective retroactively so that students who have taken
these courses since Fall 2015 would have accurate Wolf Watch information.
College Approvals

Meg Pearson [APPROVED
2017-02-28]
Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]
Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
### Course Details

**ENGL 4003**  
**Studies in American Literature I**

**Topics:** Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

**Course Catalog Description**

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Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

NEED TO INCLUDE: ENGL 4003 repeatable for additional credit if titles vary for a maximum of 15 hours.

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<tr>
<td><strong>David Jenks</strong></td>
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<tr>
<td>Final Approver</td>
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</table>
**Course Details**

<table>
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<tbody>
<tr>
<td>ENGL</td>
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<td>Studies in American Literature II</td>
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</tbody>
</table>

**Course Catalog Description**

Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the Brish Isles and the United States.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

NEED TO INCLUDE: ENGL 4005 repeatable for additional credit if titles vary for a maximum of 15 hours.

NB: This aspect was inadvertently left off the original course creation. We would like this to be effective retroactively so that students who have taken these courses since Fall 2015 would have accurate Wolf Watch information.
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meg Pearson [APPROVED 2017-02-28]</td>
<td>Cale Self [APPROVED 2017-04-14] Chair, Undergraduate Programs Committee</td>
<td>David Jenks [REQUIRED] Final Approver</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td></td>
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<tr>
<td>Pauline Gagnon [APPROVED 2017-03-10]</td>
<td>Julia Farmer [REQUIRED] Chair of the Faculty Senate</td>
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<tr>
<td>Dean, College of Arts and Humanities</td>
<td></td>
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</tr>
<tr>
<td>College of Arts and Humanities</td>
<td>Theater Department</td>
<td>Elman, Shelly</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Theater Department</td>
<td>Elman, Shelly</td>
<td>Originator</td>
</tr>
</tbody>
</table>

**What would you like to do?**
- [ ] Add New Track/Concentration
- [x] Modify Existing Program
- [ ] Deactivate Existing Program
- [ ] Terminate Existing Program
- [ ] Add New Program

**Program Selection**
- **College of Arts and Humanities**
- **Bachelor of Arts with a Major in Theatre**
- **Existing Program (as shown in the DMA)**

**Program Name** (You can only edit this if you checked 'Program Name' in the Modifications box)

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

<table>
<thead>
<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Semester/Year</td>
<td></td>
</tr>
</tbody>
</table>
Modification Details

Please delete the following sentence/requirement for the Theatre Major in the catalog because it gives incoming freshmen theatre major a pre-major designation:

To be admitted into the B.A. program in Theatre, students must have completed at least 15 credit hours with a cumulative G.P.A. (including all transfer credit) of 2.5 or better.

Rationale

We want to eliminate the pre-major designation that this sentence creates for incoming theatre majors. It is not a significant change to our program.
SACSGOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

(Max 4000 characters)

College Approvals

Shelly Elman  [APPROVED 2017-04-13]
Chair, Course Department

Pauline Gagnon  [APPROVED 2017-04-14]
Dean, College of Arts and Humanities

Other Approvals

Cale Self  [APPROVED 2017-04-14]
Chair, Undergraduate Programs Committee

Julia Farmer  [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks  [REQUIRED]
Final Approver
The focus of the XIDS course What Do You Really Know About the Science of Sustainability is an integrated approach to sustainability from a scientific point of view. Traditional topics such as energy, biosphere, climate, human population, waste treatment, air, soil and water quality will be placed in a holistic scientific context and related to social based-topics like the ethics of sustainability, evolution of environmental policies, and cultural and business aspects of such theme.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
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</thead>
<tbody>
<tr>
<td>2.00</td>
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<td>Lec Hrs</td>
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Addendum III: GPC
**Course View (Read Only)**

**Originate**

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<tbody>
<tr>
<td>Department</td>
<td>College</td>
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**What would you like to do?**

- [ ] Add New Course
- [ ] Modify Existing Course
- [ ] Delete Existing Course

**Modifications**

- [ ] Prerequisites
- [ ] Corequisites
- [ ] Description
- [ ] Title
- [ ] Credit
- [ ] See Comments

**Course Details**

<table>
<thead>
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<th>SEED</th>
<th>8200</th>
<th>Culminating Project for the SEED EdS</th>
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</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
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</table>

This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

**Course Catalog Description**

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SEED 8200: Culminating Project for the SEED EdS
2 credit hours
Fall 2017

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<td>Office Hours</td>
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</table>

Support for Courses

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

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

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

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.
The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, such as the InTASC principals and Georgia Performance Standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance for the one class session is expected; there will not be a make-up date.

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

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/UWGSSyllabusPolicies/.

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Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Additional Support Information

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

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Student Services: Click on the Student Services link for a listing of all services available to UWG students.
SEED 8200: Culminating Project for the SEED EdS
2 credit hours

COURSE INFORMATION

Course Description
This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student’s content area of certification.

Suggested Texts
Selected professional sources as related to the topic of study, as well as a review of each text or other reading required for courses taken throughout the EdS program.

Approaches to Instruction
The culminating project will be a guided independent study selected by the student.

Course Objectives and Learning Outcomes
Students will:
1. Identify professional issues in secondary education,
2. Plan for data collection and analysis,
3. Review, interpret, and integrate research literature related to the focus issue,
4. Design a practitioner-based inquiry project,
5. Implement data collection in a classroom or school setting,
6. Analyze outcomes to make recommendations for development and/or intervention, and
7. Utilize proper APA format to include citations, references, figures and tables, and levels of heading.

Assignments and Evaluation Procedures

Assignments
1. Research Project (objectives 1-7).
   Candidates will develop and carry out a practice-based investigative project, then compile and analyze data in written form, including appropriate tables and figures, to make recommendations.

Evaluation and Grading
Evaluation for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

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

Course Outline
This course relies heavily upon the use of CourseDen; Refer to CourseDen for specific activities, assignments, materials, and related information.
Course Details

<table>
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<th>SEED</th>
<th>8202</th>
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<tbody>
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</table>

This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student's content area of certification.

Course Catalog Description

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<tr>
<td><strong>Jill Drake</strong></td>
<td><strong>Matt Varga</strong></td>
<td><strong>David Jenks</strong></td>
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<tr>
<td>Chair, Course Department</td>
<td>Chair, Graduate Programs Committee</td>
<td>Final Approver</td>
<td></td>
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<tr>
<td><strong>Laura Smith</strong></td>
<td><strong>Julia Farmer</strong></td>
<td></td>
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<tr>
<td>Associate Dean, College of Education</td>
<td>Chair of the Faculty Senate</td>
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<td>[APPROVED 2016-11-30]</td>
<td>[APPROVED 2017-04-11]</td>
<td>[REQUIRED]</td>
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SEED 8202: Culminating Experience for the SEED EdS Project
1 credit hour
Fall 2017

Class Meeting Time/Location | TBA
---|---
Online Hours

Instructor

Office Location | Ed Annex
Office Hours

Support for Courses

**CourseDen D2L Home Page**
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SEED 8202: Culminating Experience for the SEED EdS Project
1 credit hour

COURSE INFORMATION

Course Description
This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student’s content area of certification.
Prerequisite: SEED 8200

Suggested Texts
Selected professional sources as related to the topic of study, as well as a review of each text or other reading required for courses taken throughout the EdS program.

Approaches to Instruction
The culminating experience will be a guided independent study selected by the student.

Course Objective and Learning Outcome
Students will:
1. review structures for disseminating scholarly knowledge, and
2. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project prepared in SEED 8200.

Assignments and Evaluation Procedures

Assignments
1. Project Presentation/Publication (objectives 1-2).
   Candidates will present their culminating research project via a professional, peer-reviewed conference, publication, or platform that meets the content or pedagogy focus of their certification.

Evaluation and Grading
The pass/fail grade for SEED 8202 will be recorded as “S” (Satisfactory, Pass) or “U” (Unsatisfactory, Fail). Candidates who receive a grade of “U” will have to re-enroll in SEED 8200 during a following semester.

Course Outline
This course relies heavily upon the use of CourseDen; Refer to CourseDen for specific activities, assignments, materials, and related information.
### Program View (Read-Only)

**Attachments**
- Current File: SEED EdS reactivation for CSS.pdf

**Originator**
- College of Education
- Early Childhood through Secondary Education
- Huss, Robyn

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

**Modifications**
- Program Name
- Program Description
- Degree Name
- See Comments

**Shared Governance Process**
- Senate Action Item

**Program Selection**
- College of Education
- Specialist in Education with a Major in Secondary Education (EDS)
- Specialist in Education with a Major in Secondary Education (EDS) Existing Program (as shown in the DMA)
- Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
- Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

**Effective Semester/Year**
- Fall 2017
Modification Details

The program sheet is being modified with an updated course sequence to provide a more current and relevant degree program for students, with courses offered 95-100% online.

Rationale

The SEED MAT program has steadily increasing numbers of graduates each year, with 48 graduates in 2016. These teachers, along with graduates of other MED programs, need an advanced degree opportunity to further their professional development. Currently, the only EdS programs available are for EGED or EDILE candidates. Secondary teachers who want to remain in the classroom do not have a degree option for study at UWG, and reactivating the EdS program will provide that opportunity. The attached program proposal makes use of courses that are current offerings in the COE, with the exception of SEED 8200 and 8202, which are new courses that together replace the 3-credit research seminar as the culminating project.

Attachments

Current File: SEED EdS reactivation for CSS.pdf
SACSCOG-Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☐ Program deactivation
☐ None of these apply

Comments

This modified SEED EdS program sheet will be a reactivation of the deactivated SEED EdS program. Refer to the modification details, rationale, and attached program advisement sheets (proposed followed by deactivated) for additional information.

(Max 4000 characters)

College Approvals

Jill Drake  [APPROVED 2017-02-03]
Chair, Course Department

Laura Smith  [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga  [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Julia Farmer  [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks  [REQUIRED]
Final Approver
EDUCATION SPECIALIST
SECONDARY EDUCATION
ADVISEMNT SHEET

Name: ___________________________ ID# ___________________________ Advisor ___________________________

Permanent Address: ________________________________________________________________

Work/Campus Address: _____________________________________________________________

Telephone: ___________________________ FAX: ___________________________ Email: ___________________________

Master Degree/Major: ______________________________________________________________

Colleges and Dates Previously Attended: _____________________________________________

Present Certification (Field and Level): ______________________________________________

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<tr>
<td></td>
<td>_____ Political Science</td>
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Program Notes

1. Admission to this program requires a Masters degree and a Georgia Professional Educator Certificate (or an equivalent out-of-state teaching license).
2. No course taken to meet requirements of a previously-earned degree may be used toward the Ed.S. degree.
3. There is no provisional admission to this program.
4. Content and content pedagogy courses must be taken in the area of certification.
5. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

College of Education  
University of West Georgia

SEED Ed.S.  
Proposed for Fall 2017
# EDUCATION SPECIALIST
## SECONDARY EDUCATION
### PLAN OF STUDY

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</tr>
<tr>
<td>1. ECED 8272 'Teacher as Leader'</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ECSE 8562 'Using Data to Meet the Needs of Diverse Learners*'</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SEED 6285 'Special Topics: Leading Collaborative Professional Growth for Teachers*'</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Content Specialization</strong></td>
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</tr>
<tr>
<td>4. ECSE 7566 'Advanced Instructional Strategies for the 21st Century Classroom*' OR other approved advanced strategies or pedagogy course in content area of certification</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. TWO approved content or content pedagogy courses</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td><strong>Electives</strong></td>
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<tr>
<td>6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction*, MEDT 7461 Instructional Design*, or</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Research</strong></td>
<td></td>
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</tr>
<tr>
<td>7. EDRS 6342 'School and Classroom Assessment'*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SEED 8200 'Culminating Project for the SEED EdS'*</td>
<td>2</td>
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<td></td>
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<tr>
<td>9. SEED 8202 <em>Culminating Experience for the SEED EdS Project</em></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
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</tr>
</tbody>
</table>

* This course is offered 95-100% online.

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**STUDENT SIGNATURE:** ________________________________

**DATE:** ________________

**ADVISOR SIGNATURE:** ________________________________

**DATE:** ________________

**PROGRAM COORDINATOR SIGNATURE:** ________________________________

**DATE:** ________________

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College of Education  
University of West Georgia

SEED Ed.S.  
Proposed for Fall 2017
EDUCATION SPECIALIST
SECONDARY EDUCATION
ADVISEMENT SHEET

Name: ____________________________ ID# ________________________ Advisor ________________________

Permanent Address: ____________________________________________________________

Work/Campus Address: __________________________________________________________

Telephone: ____________________ FAX: ____________________ Email: ______________________

Master Degree/Major: _____________________________________________________________

Colleges and Dates Previously Attended: ____________________________________________

__________________________________________________________

Present Certification (Field and Level): ____________________________________________

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS</th>
<th>COMPLETION DATES</th>
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</thead>
<tbody>
<tr>
<td>______ Graduate GPA</td>
<td>______ Initial Advising</td>
</tr>
<tr>
<td>______ GRE Scores.</td>
<td>______ Applicant for Candidacy</td>
</tr>
<tr>
<td>______ Letters of Reference</td>
<td>______ Department Exam</td>
</tr>
<tr>
<td>______ Date Admitted to Graduate School</td>
<td></td>
</tr>
</tbody>
</table>

Program Notes

1. Content courses should be taken in the area of certification.
2. There is no provisional admission to this program. No course taken prior to admission may be used toward the Ed.S. degree.
3. Admission to this program requires a Masters degree and a Level 5 Secondary clear, professional teaching certificate.
4. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
5. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Curriculum and Instruction.
6. Check all course prerequisites before enrolling.

College of Education
University of West Georgia

Ed.S./SEED C & I
Effective Summer 2008
### PLAN OF STUDY

<table>
<thead>
<tr>
<th>Course</th>
<th>HRS.</th>
<th>GR</th>
<th>SEMESTER PLANNED</th>
<th>SUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education</td>
<td>6</td>
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<td></td>
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<tr>
<td>CEPD 8102 Lifespan Human Development</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SEED 8260 Trends and Issues in Secondary Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Specialization</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
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<td>3</td>
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<tr>
<td>Elective</td>
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<tr>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>Research *</td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>SEED 8297 Professional Issues Seminar</td>
<td>3</td>
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<tr>
<td>SEED 8284 Research Seminar</td>
<td>3</td>
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<td></td>
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<tr>
<td>EDRS 8304 Data Analysis in Educational Research</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Program</strong></td>
<td><strong>27</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* Note: Sequence of research courses is as follows: SEED 8297, SEED 8284, EDRS 8304.

STUDENT SIGNATURE: _______________________________ DATE: ____________

ADVISOR SIGNATURE: ______________________________ DATE: ____________

DEPARTMENT CHAIR SIGNATURE: ____________________ DATE: ____________

(Designee)
### Course Details

**SPED 6701**  
**Characteristics and Needs of Students with Severe Disab**  

A study of the characteristics and needs of persons with severe disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. “Best” teaching practices for these learners will be examined.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Lec Hrs</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
SPED 6701 Characteristics and Needs of Students with Severe Disabilities Proposed Syllabus

UNIVERSITY of West Georgia

College of Education

SPED 6701 Characteristics and Needs of Students with Severe Disabilities
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Online Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance (online) sessions are asynchronous.</td>
<td>westga email</td>
</tr>
<tr>
<td>Instructor</td>
<td>Telephone</td>
</tr>
<tr>
<td>Office Location</td>
<td>(678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td></td>
<td>FAX number</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F:8 AM - 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

**COURSE INFORMATION**

**Course Description**
A study of the characteristics and needs of persons with severe disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. “Best” teaching practices for these learners will be examined.

**Prerequisite:**

**Corequisite:**

**Required Text**
(Note: Portions of this text will be used for this class; textbook will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campus/toolshighered/start.do](http://westga.tk20.com/campus/toolshighered/start.do))

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.

This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

**Other Required Instructional Resources:** The textbook will be supplemented with items uploaded to CourseDen and items obtained elsewhere online.

**Course References:**

Approaches to Instruction
These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content (e.g., student presentations).

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1400 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>450 minutes</td>
</tr>
<tr>
<td>Communicating with others</td>
<td>400 minutes</td>
</tr>
</tbody>
</table>

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

Course Objectives and Learning Outcomes
Students will:

1. Define and discuss various perspectives and viewpoints regarding terminology and definitions related to severe disabilities (Beirne-Smith, Patton, & Kim, 2006; Brown, McDonnell, & Snell, 2016; Wehmeyer, 2013; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/11; inTASC 9, 10)

2. Identify etiology and diagnostic factors, including features and implications of health, sensory, and medical aspects of severe disabilities (Batshaw, Roizen, & Lotrecchiano, 2013; Brown et al., 2016; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/1, 7/11; inTASC 1, 2)
3. Summarize features of persons with severe disabilities in major developmental/functional domains (cognitive, academic, social/emotional, motoric, self-care, etc.), including contrasting these with typical development (Batshaw et al., 2013; Beirne-Smith et al., 2006; Brown et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1, 2)

4. Discuss political, social, and professional factors, including classic studies and major contributors, influencing perceptions of and services for individuals with severe disabilities (Agran, Brown, Hughes, Quirk, & Ryndak, 2014; Brown et al., 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/iv; InTASC 9, 10)

5. Recognize and discuss the impact of an individual with severe disability on the family, school, and community (Agran et al., 2014; Beirne-Smith et al., 2006; Brown et al., 2016; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 7/vii; InTASC 10)

6. Identify features and characteristics of appropriate educational and support services for persons with severe disabilities, including use of technology, evidence-based and “best” practices, assessment strategies and resources, person-centered planning, self-advocacy and self-determination strategies, instructional and differentiation strategies, collaborative teaming, and behavioral strategies designed to promote individual growth and establish a positive and safe learning environment (Agran et al., 2014; Brown et al., 2016; Cook & Tankersley, 2013; Wehmeyer et al., 2017; Westling & Fox, 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

7. Recognize and use appropriate resources (school, community, etc.) for provision of educational and support services to individuals with severe disabilities and their families (Agran et al., 2014; Brown et al., 2016; Porter et al., 2014; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/iv, 7/vii; InTASC 7, 9, 10)

8. Engage in professional leadership activities related to learning and applying information about severe disabilities (Agran et al., 2014; Orelove, Sobey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 6/iv, 7/vii; InTASC 9,10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Initial%20Preparation%20Standards%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsco.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. Quizzes (6 quizzes, each worth 6 points; total 36 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on the textbook and other instructional materials. Study information will be provided.
(Course Objectives 1-7)

2. **Discussions** (6 discussions; total 24 points toward final grade)
   Discussions (using the Discussions tool in CourseDen) will be set up for six specific class topics. Graduate students will provide leadership for the discussions, including preparation of some preliminary support materials. Guidelines will be provided for both graduate and undergraduate participants.
   (Course Objectives 4-8)

3. **Projects** (4 projects, 11 points on the Overview Project and 3 points on each of the other three projects; total 20 points toward final grade)
   Two projects will focus on disability types, while the third will focus on provision of educational services to learners with severe disabilities. Products will be shared with all classmates. Specific guidelines will be provided.
   (Course Objectives 3, 4, 8, 9, 12)

4. **Activities/Participation** (total 20 points toward final grade)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
   (Course Objectives 1-13)

**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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>36 points total (6 quizzes @ 6 points each)</td>
</tr>
<tr>
<td>2. Discussions</td>
<td>Rubrics</td>
<td>24 points total (6 discussions)</td>
</tr>
<tr>
<td>3. Projects</td>
<td>Rubrics</td>
<td>20 points total</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>20 points total</td>
</tr>
</tbody>
</table>

**Grading**

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
F = <70 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.

Work completed for another class is not acceptable for this class. **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

3. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.
In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

9. Submission of Assignments:
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Test Review). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?_utm=12968039_92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&_utmcc=12968039&_utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmv=&_utmk=229646108). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

   c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

   d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the "world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/ ) Word should be your first choice. Richtext is another option.

   e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**

   f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. Use of Resources:
a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you don't know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

**Additional Support Information**

**Center for Academic Success**
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-0280 or the email address is cas@westga.edu.

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

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

**Communication Rules**

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. E-mail communication about this
class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

**Network Etiquette:** Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- **When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.**

**Expected Response Times:** With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

**Class Schedule Information**
(Note that portions of SPED 67__ are offered jointly with SPED 37__).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview Professional Resources <em>Syllabus; Items in Week One Module</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of key concepts related to historical and social influences, as well as to family, community, and cultural concerns <em>Items in Week Two Module</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Overview of key concepts related to etiology, diagnosis, disability types and characteristics, and physical, health, and sensory aspects</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen.</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Overview of key concepts related to educational and support services <em>Items in Week Five Module</em></td>
<td>Preliminary materials for Discussions due Overview Project due</td>
</tr>
<tr>
<td>6</td>
<td>Severe Disabilities: Historical &amp; Social Influences; Severe Disabilities: Terminology &amp; Definitions <em>Westling et al., Chs. 1-2; Items in Week Six Module</em></td>
<td>Discussion #1: Influences Quiz ONE</td>
</tr>
<tr>
<td>7</td>
<td>Severe Disabilities: Etiologies &amp; Diagnoses; Specific Disabilities and their Characteristics <em>Westling, Ch. 1; Items in Weeks Seven-Nine Module</em></td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>8</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(continued)</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td>10</td>
<td>Severe Disabilities: Physical, Health, &amp; Sensory Aspects <em>Westling et al., Chs. 13-14; Items in Week Ten Module</em></td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td>11</td>
<td>Severe Disabilities: Developmental Features <em>Items in Week Eleven Module</em></td>
<td>Severe Disability Type Project due</td>
</tr>
<tr>
<td>12</td>
<td>Severe Disabilities: Family &amp; Lifespan Concerns <em>Westling et al., Ch. 4; Items in Week Twelve Module</em></td>
<td>Discussion #2: Family Impact Discussion #3: Adulthood Quiz FIVE</td>
</tr>
<tr>
<td>13</td>
<td>Severe Disabilities: Educational and Support Services <em>Selected sections of the Westling et al. text; Items in Weeks Thirteen-Fifteen Module</em></td>
<td>Discussion #4: Placement</td>
</tr>
<tr>
<td>14</td>
<td>(continued)</td>
<td>Discussion #5: Instruction</td>
</tr>
<tr>
<td>15</td>
<td>(continued)</td>
<td>Quiz SIX Services Project due</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up Professional Resources, revisited <em>Items in Week Sixteen Module</em></td>
<td>Discussion #6: Professional Resources Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen.</th>
</tr>
</thead>
</table>

papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule.
<table>
<thead>
<tr>
<th>SPED</th>
<th>7720</th>
<th>Assessment of Students with Severe Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
<td>Course Title</td>
</tr>
</tbody>
</table>

A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities, those for whom Adapted Curriculum teacher certification is needed.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
<th>3</th>
<th>3</th>
<th>Fall - 2017</th>
<th>Every Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs</td>
<td>Lab Hrs</td>
<td>Credit Hrs</td>
<td>Effective Term</td>
<td>Frequency</td>
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<tr>
<td>Letter Grade</td>
<td>Grade</td>
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<tr>
<td>College Approvals</td>
<td>Other Approvals</td>
<td>Final Approval</td>
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<tr>
<td>John Ponder</td>
<td>Matt Varga</td>
<td>David Jenks</td>
<td></td>
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</tr>
<tr>
<td>[APPROVED</td>
<td>[APPROVED 2017-04-11]</td>
<td>[REQUIRED]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-01-12]</td>
<td>Chair, Graduate Programs Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Julia Farmer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Laura Smith</td>
<td>[REQUIRED]</td>
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</tr>
<tr>
<td>[APPROVED</td>
<td>Chair of the Faculty Senate</td>
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<tr>
<td>2017-02-07]</td>
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</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
SPED 7720 Assessment of Students with Severe Disabilities Proposed Syllabus

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center
Call 1-855-772-0423 or search:
https://d2lhdp.view.usg.edu/

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

**COURSE INFORMATION**

**Course Description**
A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities, those for whom Adapted Curriculum teacher certification is needed.

**Prerequisite:** SPED 6706 or equivalent.
**Corequisite:**

**Required Texts**

Venn, J. J. (2014). *Assessing students with special needs* (5th ed.). Boston, MA: Pearson. (Note: Selected portions of this text will be emphasized.)
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campus/toolshighered/start.do](http://westga.tk20.com/campus/toolshighered/start.do)).

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education.

**Course References:**


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td>1600 minutes</td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>550 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.
Course Objectives and Learning Outcomes

Students will:


2. Define basic terminology used in assessment (McLean et al., 2004; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)

3. Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum, Bracken, & Wasserman, 2001; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2010; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 6, 7)

4. Create, administer and score teacher-produced assessments to assess student strengths and weaknesses (Brown et al., 2016; Kleinart & Kearns, 2010; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)

5. Develop a behavioral performance objective (Alberto & Troutman, 2017; Brown et al., 2016; Westling et al., 2015) (Standards: CEC/GaPSC 5/v; InTASC )

6. Use assessment information to plan student IEP goals and objectives and describe ways to use assessment results in planning and making curricular decisions (Brown et al., 2016; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Giangreco, Cloninger, & Iverson, 2011; McLean et al., 2004; Nelson, van Dijk, de Kort, & de Jong, n.d.; Pierangelo & Giuliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling & Fox, 2015; Shermis & Di Vesta, 2011) (Standards: CEC/GaPSC 1/i, 4/iv, 5/v; InTASC 4, 6, 7)


8. Evaluate the special education instructional program (Alberto & Troutman, 2017; Brown et al., 2016; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 8, 9)

9. Identify issues involved in preschool assessment (McCallum, Bracken, & Wasserman, 2001; McLean et al., 2004; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

10. Identify issues in career/vocational assessment (Brown et al., 2016; Pierangelo & Giuliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)

11. Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and students with special needs (Brown et al., 2016; Ford et al., 1989; Giangreco et al., 2011; Kleinart & Kearns, 2010; McCallum et al., 2001; McLean et al., 2004; Nelson et al., n.d.; Pierangelo & Giuliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 1, 2, 6)

12. Interpret scores from standardized tests as they relate to classroom practices (American Educational Research Association, American Psychological Association, National Council
for Measurement in Education, 2014; Brown et al., 2016; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv; InTASC 6)

13. Develop rubrics and checklists to use in grading (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

14. Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices (Brown et al., 2016; Kleinart & Kearns, 2010; McLean et al., 2004; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Turnbull, Turnbull, Erwin, Sowell, & Shogren, 2015; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 7/vii; InTASC 6, 10)

15. Demonstrate knowledge and skill in valid grading procedures (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/Lmedia/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_Site_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 9 points; lowest grade will be dropped; total 45 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-13)

2. **Review of Specialized Test, Test Type, or Strategy** (10 points)
   Students will review and present information on a specific test, test type, or strategy used with youngsters with severe disabilities (e.g., ecological assessment, COACH, the Syracuse Community-Referenced Curriculum Guide, assessment strategies developed by Jan van Dijk). Specific guidelines will be provided.
   (Course Objectives

3. **Differentiated Assignment** (total 20 points)
   Depending on student background, experience, and interests, students will complete some combination of test administration and report-writing. Options include administration of standardized tests of academic achievement, adaptive behavior, and/or behavioral issues; administration of a criterion-referenced test; and preparing a written report based on test results, potentially including a program planning component. Individual contracts may be developed. Specific guidelines will be provided.
   (Course Objectives

4. **Activities/Participation** (25 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines
will be provided.
(Course Objectives 1-13)

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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>45 points total (6 quizzes @ 9 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Specialized Review</td>
<td>Rubric</td>
<td>10 points</td>
</tr>
<tr>
<td>3. Differentiated Assignment</td>
<td>Rubric/Checklist</td>
<td>20 points total</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>25 points total</td>
</tr>
</tbody>
</table>

Grading

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
F = <70 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make
use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. 

Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

2. Attendance and Participation: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. Late Work: Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. Submission of Assignments:
   a. APA is the required style for students in education programs at UWG. Components of APA style will be required for specific portions of specific assignments (e.g., references in the Test Review). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?_utm=12968039.92529726.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmci=12968039&_utmz=-
   &_utms=12968039.1419967238.6.1.utmc=(direct)|utmccn=(direct)|utmcmd=(none)
   &_utmv=_&_utmk=229646108). Many online resources purporting to assist with
APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the “world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sites/) Word should be your first choice. Richtext is another option.

e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_activity1. The J stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments. A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
d. It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings. Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

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

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

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.
**Expected Response Times:** With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. *Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.*

### Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview Assessment Basics Ethics Syllabus; designated portions of Venn text, Chs. 1-2; Items in Week One Module</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td>2</td>
<td>General Assessment Concepts and Skills designated portions of Venn text, Chs 3-5; items in Weeks Two-Three Module</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(continued)</td>
<td>Quiz TWO</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of Intelligence and Adaptive Behavior Venn text, Ch. 6; Items in Weeks Four-Five Module</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(continued)</td>
<td>Quiz THREE</td>
</tr>
<tr>
<td>6</td>
<td>Developmental Assessment Language Assessment Behavior Assessment Venn text, Ch. 7, designated portions of Ch. 8, Ch. 9; Items in Weeks Six-Seven Module</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>(continued)</td>
<td>Quiz FOUR</td>
</tr>
<tr>
<td>8</td>
<td>Specialized Assessment Concepts and Skills (focus on Severe Disabilities) Westling et al. text, Chs. 5-6; Georgia DOE website; Items in Weeks Eight-Ten Module</td>
<td>First part of Differentiated Assignment due</td>
</tr>
<tr>
<td>9</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>(continued)</td>
<td>Quiz FIVE</td>
</tr>
<tr>
<td>11</td>
<td>Classroom Assessment designated portions of Venn text, Chs. 11-15; Westling et al. text, Ch. 7; Items in Weeks Eleven-Thirteen Module</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date** *** Additional information will be provided in CourseDen.</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>(continued)</td>
<td>Specialized Review due</td>
</tr>
<tr>
<td>13</td>
<td>(continued)</td>
<td>Quiz SIX</td>
</tr>
<tr>
<td>14</td>
<td>Planning based on Assessment</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>(continued)</td>
<td>Last part of Differentiated Assignment due</td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up items in Week Sixteen Module</td>
<td>Late Submissions/Resubmissions due.</td>
</tr>
</tbody>
</table>

* Includes only information about required textbooks. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.
### Course Details

**SPED 7732**  
**Collaboration and Inclusion in Programs for Students with Disabilities**

This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and school-age youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>Fall - 2017</td>
<td>Every Term</td>
<td>Grading</td>
</tr>
</tbody>
</table>
Planning Info

* Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 30

Comments

We are adding an adapted curriculum concentration to our MAT program. This will allow students to be eligible for either the special education general curriculum certificate or the special education adapted curriculum certificate.
<table>
<thead>
<tr>
<th>College Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laura Smith</strong></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
<tr>
<td><strong>John Ponder</strong></td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Julia Farmer</strong></td>
</tr>
<tr>
<td>Chair of the Faculty Senate</td>
</tr>
<tr>
<td><strong>Matt Varga</strong></td>
</tr>
<tr>
<td>Chair, Graduate Programs Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
</tbody>
</table>
### SPED 7732 Collaboration and Inclusion in Programs for Students with Severe Disabilities
#### Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone</td>
</tr>
<tr>
<td></td>
<td>(678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td></td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number</td>
</tr>
<tr>
<td></td>
<td>(678) 839-6099</td>
</tr>
</tbody>
</table>

#### Support for Courses

- **CourseDen D2L Home Page**
  
  [https://westga.view.usg.edu/](https://westga.view.usg.edu/)

- **D2L UWG Online Help** (M-F: 8 AM – 5 PM)
  
  [http://uwonline.westga.edu/students.php](http://uwonline.westga.edu/students.php)
  Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

- **24/7/365 D2L Help Center**
  Call 1-855-772-0423 or search: [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)

- **University Bookstore**
  [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/)

- **Student Services**

- **Center for Academic Success**
  [http://www.westga.edu/cas/](http://www.westga.edu/cas/)
  678-839-6280

- **Distance Learning Library Services**
  [http://libguides.westga.edu/content.php?pid=194430](http://libguides.westga.edu/content.php?pid=194430)

- **Ingram Library Services**
  [http://www.westga.edu/library/](http://www.westga.edu/library/)

#### COE Vision

The College of Education at the University of West Georgia will be recognized for **Leading a New World of Learning**, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

#### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.
The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description
This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and schoolage youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

Prerequisite: SPED 6701
Corequisites:

Required Texts
(Note: Portions of this text will be used for this class; textbook will be supplemented.)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.
This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.

Other Required Instructional Resources: items uploaded to CourseDen and items obtained elsewhere online

Course References:


Approaches to Instruction
These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1250 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>800 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>200 minutes</td>
</tr>
</tbody>
</table>

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

Course Objectives and Learning Outcomes
Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelow, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC/GaPSC* 2/ii, 6/vi, 7/vii; InTASC** 10)

2. Explain the skills, roles, and contributions of school and other personnel involved in services to students with severe disabilities and their families (Brown et al., 2016; King-Sears et al., 2006; Orelow et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)

3. Identify strategies for working effectively with paraeducators (paraprofessionals) in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelow et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)

4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelow et al., 2016; Rainforth & York-Barr, 1997; Sileo & Prater, 2010; Turnbull, Turnbull, Erwin, Soo, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)

5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelow et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi; InTASC 10)

6. Define and discuss the features of integrated versus isolated therapy/education, as well
as approaches for integrating highly specialized instruction into general education classes and other settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2008; Giangreco, Cloninger, & Iverson, 2011; Leach, 2010; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 7, 10)

7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs.

8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2006; Orelove et al., 2016; Wehmeyer et al., 2017; Westling, 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)

9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Sileo & Prater, 2010; Turnbull et al., 2015; Westling, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)

10. Discuss research and evidence-based practices related to collaboration and inclusion for this group of learners (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Westling, 2015) (Standards: CEC/GaPSC 5/v, 6/vi, 7/vii; InTASC 3, 8-10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
   - Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   - (Course Objectives 1-9)

2. **Collaboration Project** (20 points)
Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.
(Course Objectives 1-4, 6, 9 – depending on nature of project)

3. **Inclusion Project** (20 points)
   Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-9 – depending on nature of project)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Activities for graduate students will include a Research Project, designed to allow students to investigate research and evidence-based practice relevant to collaboration and inclusion for this group of learners. Guidelines will be provided.
   (Course Objectives 1-10)

**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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>30 points total (6 quizzes @ 6 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Collaboration Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>3. Inclusion Project</td>
<td>Rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

**Grading**

A = 90-100 points
B = 80-89 points
C = 70-79 points
F = <70 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf).

Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.

Work completed for another class is not acceptable for this class.

*Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:*
- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

5. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

6. **Submission of Assignments:**
a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Research Project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?_utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmvt=-&_utm=229646108). **Many online resources purporting to assist with APA style actually create errors, so be cautious:** however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities (**“people-first” language**) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/nccdphp/dash/pdf/disabilityposter_photos.pdf.

d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sites/.) Word should be your first choice. RichText is another option.

e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**

f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoc_Activity1. The j stands for the first initial of a person's first name and doc is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

7. **Use of Resources:**
   a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.
   b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at [http://www.usg.edu/information_technology_services/online_learning_options/georgiaww/maintenance_schedule/](http://www.usg.edu/information_technology_services/online_learning_options/georgiaww/maintenance_schedule/)) and to keep up with events that could impact your use of CourseDen.

d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

### Additional Support Information

**Center for Academic Success**

The **Center for Academic Success** (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at **878-839-6280** or the email address is cas@westga.edu.

**UWG Cares**

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

**Student Services**

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

### Communication Rules

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

**Network Etiquette:** Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
• Don't use all caps. It is the equivalent of screaming.
• Don't flame - These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Don't use offensive language.
• Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
• Don't use abbreviations or acronyms unless the entire class knows them.
• Be forgiving. Anyone can make a mistake.
• Keep the dialog collegial and professional.
• When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret "that would be fine," for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date**,** ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Overview</strong>&lt;br&gt;<strong>Historical Perspective</strong>&lt;br&gt;Syllabus; Westling et al., Chs. 1-2; items in Week One Module</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Collaboration Basics</strong>&lt;br&gt;<strong>Items in Week Two Module</strong></td>
<td>Quiz One</td>
</tr>
<tr>
<td>3</td>
<td><strong>Collaboration for Students with Severe Disabilities – School Personnel</strong>&lt;br&gt;Westling et al., Ch. 3; items in Weeks Three-Five Module</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz Two</td>
</tr>
<tr>
<td>5</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Collaboration for Students with Severe Disabilities – Families and Community Personnel</strong>&lt;br&gt;Westling et al., Ch. 4; items in Weeks Six-Seven Module</td>
<td>Quiz Three</td>
</tr>
<tr>
<td>7</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Diversity Aspects of Collaboration and Educational Services</strong>&lt;br&gt;Westling et al., Ch. 4; items in Week Eight Module</td>
<td>Quiz Four, Collaboration Project due</td>
</tr>
<tr>
<td>9</td>
<td><strong>Educational Learning Environments Basics</strong>&lt;br&gt;Inclusion for Students with Severe Disabilities&lt;br&gt;Westling et al., Chs. 1-2, 10; items in Weeks Nine-Twelve Module</td>
<td></td>
</tr>
<tr>
<td>10</td>
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Sample
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(continued)</td>
<td>Quiz Five</td>
</tr>
<tr>
<td>13</td>
<td>Friendships and Peer Support</td>
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<td></td>
<td>Westling et al., Ch. 16; items in Weeks Thirteen-Fourteen Module</td>
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<td>14</td>
<td>(continued)</td>
<td>Quiz Six</td>
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<tr>
<td>15</td>
<td>Research and Evidence-Based Practices</td>
<td>Research Project due</td>
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<td></td>
<td>Items in Week Fifteen Module</td>
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</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up</td>
<td>Late Submissions/Resubmissions due</td>
</tr>
<tr>
<td></td>
<td>Items in Week Sixteen module</td>
<td></td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule except for the Research Project (having to do with studying practices). Other activities will be integrated with relevant topics.
Course Details

**Prefix**: SPED  
**Number**: 6776  
**Course Title**: Curriculum & Instructional Strategies for Students with 

An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

**Course Catalog Description**

<table>
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<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
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<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Fall - 2017</td>
<td>Every Term</td>
<td>Grading</td>
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Rationale

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is one of the methods courses for the adapted curriculum certification option.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is one of the methods courses for the adapted curriculum certification option.

Attachments

Current File: SPED6776-CurricInstructStrat-AdaptedCurriculum_ProposedSyllabus_MATAdaptedCurriculumProgram.pdf
<table>
<thead>
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<th>College Approvals</th>
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<tr>
<td><strong>John Ponder</strong></td>
</tr>
<tr>
<td>[APPROVED]</td>
</tr>
<tr>
<td>2017-02-21</td>
</tr>
<tr>
<td>Chair, Course Department</td>
</tr>
<tr>
<td><strong>Laura Smith</strong></td>
</tr>
<tr>
<td>[APPROVED]</td>
</tr>
<tr>
<td>2017-03-09</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
</tr>
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</table>

<table>
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<th>Other Approvals</th>
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<tbody>
<tr>
<td><strong>Matt Varga</strong></td>
</tr>
<tr>
<td>[APPROVED 2017-04-11]</td>
</tr>
<tr>
<td>Chair, Graduate Programs Committee</td>
</tr>
<tr>
<td><strong>Julia Farmer</strong></td>
</tr>
<tr>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair of the Faculty Senate</td>
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<th>Final Approval</th>
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<tbody>
<tr>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
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SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td>(678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number</td>
<td>(678) 839-6099</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.
The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

**COURSE INFORMATION**

**Course Description**
An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

**Prerequisite:** SPED 6701 [new Intro to Special Ed and Severe Disabilities class]
**Prerequisite or Corequisite:**
**Required Texts**
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campus/](http://westga.tk20.com/campus/))

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.

*This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.*

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

**Course References:**


Sarathy, P. (2008). *Striking a balance between IDEA and NCLB for students with severe disabilities: Techniques and tools for aligning standards-based instruction, alternate assessments and IEPs*. Horsham, PA: LRP.


### Approaches to Instruction

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information  |  1300 minutes  
---|---
Participating in specific activities/projects  |  750 minutes  
Accessing and investigating online resources  |  200 minutes

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; WestlingFox, & Carter, 2015) (Standards: CEC/GaPSC* 3/iii; InTASC*** 4)

2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/iii; InTASC 1, 4)

3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 3/ii; InTASC 4, 5)

4. Identify, describe, and compare specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2010; Duker, Didden, & Sigafos, 2004; Kennedy, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iversen, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)

6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)

7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)
8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2007; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelowe, Sobsey, & Gilles, 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2008, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelowe, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)

10. Investigate and communicate about evidence-based and promising practices for learners with severe disabilities, including research-related issues (Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelowe et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC 6, 7; InTASC 9, 10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapscc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-10)

2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)
   Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.
   (Course Objectives 4, 5, 8, 9)

3. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided. For graduate students, these will include activities related to investigation of and communication about aspects of service delivery, including evidence-based practices.
   (Course Objectives 1-10)
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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Instructional Planning, Implementation, and Evaluation</td>
<td>Rubric</td>
<td>30 points total</td>
</tr>
<tr>
<td>3. Activities/Participation (including practices investigation, communication)</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

Grading
A = 90-100 points
B = 80-89 points
C = 70-79 points
F = <70 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDep/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDep/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:

- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. **Submission of Assignments:**
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: [http://www.apastyle.org/index.aspx?__utmz=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmz=12968039&__utmz=12968039.1419967238.6.1.utmcsr=(direct)utmcct=(direct)utmccn=(none)&__utmx=&__utmx=229646108]. Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) Notice that requirements for student papers on this page apply to certain students at
Purdue University: while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/.) Word should be your first choice. Richtext is another option.

e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Av1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar's Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments. A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiawebsite/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings. Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in
Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

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

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

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

Communication Rules

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being
used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

### Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Syllabus; Westling et al., Ch. 2; Items in Week One Module</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Goals and Planning</td>
<td>Quiz ONE</td>
</tr>
<tr>
<td></td>
<td>Studying Practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Westling et al., Chs. 5-6; items in Week Two</strong></td>
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<tr>
<td>3</td>
<td>Specific Curricular Resources</td>
<td></td>
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<tr>
<td></td>
<td>designated portions of Westling et al., Chs. 15-18; Items in Weeks Three-Four Module</td>
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</tr>
<tr>
<td>4</td>
<td>(continued)</td>
<td>Quiz TWO</td>
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<tr>
<td>5</td>
<td>Addressing Physical, Health, Behavioral, and Communication Needs</td>
<td>Quiz THREE</td>
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<tr>
<td></td>
<td><strong>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</strong></td>
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</tr>
<tr>
<td>6</td>
<td>(continued)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional Strategies</td>
<td></td>
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<tr>
<td></td>
<td><strong>Westling et al., Chs. 7-8; Items in Weeks Seven-Eight Module</strong></td>
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<tr>
<td>8</td>
<td>(continued)</td>
<td>Investigation Reports due</td>
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<td>9</td>
<td>Progress Monitoring</td>
<td>Quiz FOUR</td>
</tr>
<tr>
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<td><strong>Westling et al., Ch. 9; items in Week Nine Module</strong></td>
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<td>10</td>
<td>Lesson Planning</td>
<td>Quiz FIVE</td>
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<td>Assistive Technology</td>
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<td></td>
<td><strong>Westling et al., Ch. 19; Items in Week Ten Module</strong></td>
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<tr>
<td>11</td>
<td>Planning, Implementing, and Evaluating Instruction</td>
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<td></td>
<td><strong>Items in Weeks Eleven-Thirteen Module</strong></td>
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<td>12</td>
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<td>Week</td>
<td>Topic/Activity***/Reading Assignment*</td>
<td>Assignment Name &amp; Due Date**,** *** Additional information will be provided in CourseDen.</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>(continued)</td>
<td>Instructional Planning, Implementation, and Evaluation Report due</td>
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</tbody>
</table>
| 14   | Learning Environments for Preschoolers and Elementary Students  
Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module |                                                                       |
| 15   | (continued)                         | Quiz SIX                                                                             |
| 16   | Finals Week/Wrap-Up  
items in Week Sixteen Module | Late Submissions/Resubmissions due.                                                  |

*Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule except for the Investigation Reports (having to do with studying practices). Other activities will be integrated with relevant topics.
**Course Details**

**SPED 6777**  
**Curriculum & Instructional Strategies for Students with**

A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credits</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
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<tr>
<td>3</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Effective Term

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

Is this a SACS substantive change? NO  (See Policy)
Present or Projected Annual Enrollment: 25

Comments
We are adding the option of earning certification in special education adapted curriculum to the MAT in special education. Students will select between either certification in adapted curriculum or general curriculum.

Attachments
Current File: SPED6777_Curric&Meth-SecAndTransition_ProposedSyll_MATAdaptedCurriculumProgram.pdf
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laura Smith</strong></td>
<td><strong>Matt Varga</strong></td>
<td><strong>David Jenks</strong></td>
</tr>
<tr>
<td>[APPROVED 2017-03-09]</td>
<td>[APPROVED 2017-04-11]</td>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Chair, Graduate Programs Committee</td>
<td>Final Approver</td>
</tr>
<tr>
<td><strong>John Ponder</strong></td>
<td><strong>Julia Farmer</strong></td>
<td></td>
</tr>
<tr>
<td>[APPROVED 2017-02-21]</td>
<td>[REQUIRED]</td>
<td></td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair of the Faculty Senate</td>
<td></td>
</tr>
</tbody>
</table>
SPED 6777 Curriculum and Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition  Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
<th>Online Hours</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
<td></td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
<td>(678) 839-6179 (department line)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>FAX number (678) 839-6099</td>
<td></td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.
The vision and mission of the College of Education at UWG form the **basis** on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

**COURSE INFORMATION**

**Course Description**
A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator’s role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

**Prerequisites:** SPED 6776, 6701

**Required Texts**
Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class. This textbook also will be supplemented.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do))

**This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.**

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

**Course References:**


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing</td>
<td></td>
</tr>
<tr>
<td>activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>200 minutes</td>
</tr>
</tbody>
</table>

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

### Course Objectives and Learning Outcomes

Students will:


2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)

3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelove et al., 2016; Smith et al., 2009; Wehmeyer et al., 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)

4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelove et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sittington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehman, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/I, 6/vi, 7/vii; InTASC 2, 3, 9,10)

6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelove et al., 2016; Shogren, 2013; Sittington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Sittington et
al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)

8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 3/iii, 5/v; InTASC 1, 4, 5, 7)

9. Investigate and communicate about evidence-based and promising practices in secondary and transition programs for learners with severe disabilities, including research-related issues (Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Test, 2012; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC 6, 7; InTASC 9, 10)

- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-8)

2. **Child Change Project** (25 points)
   Students will plan, implement, and evaluate instruction with a focus learner or small group, using a “teaching design.” Guidelines will be provided.
   (Course Objectives 2, 3, 4)

3. **Transition Project** (13 points)
   Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
   (Course Objectives 5-9)

4. **Activities/Participation** (30 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided. For graduate students, these will include activities related to investigation of and communication about aspects of service delivery, including evidence-based practices in transition.
   (Course Objectives 1-9)
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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
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</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>32 points total (5 quizzes @ 8 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Child Change Project</td>
<td>Rubric</td>
<td>25 points total</td>
</tr>
<tr>
<td>3. Transition Project</td>
<td>Rubric</td>
<td>13</td>
</tr>
<tr>
<td>4. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>30 points total</td>
</tr>
</tbody>
</table>

Grading
A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
F = <70 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
- a grade penalty on the assignment
- 0 points on the assignment
- report to the Provost/Vice President for Academic Affairs
- flunking the class

2. Attendance and Participation: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

4. Late Work: Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances — for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:
- All online quizzes completed after the assigned due date and time will receive 0 points.
- All discussion posts that are made after the assigned due date and time will receive 0 points.
- All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late. Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. Submission of Assignments:
   a. APA is the required style for students in education programs at UWG.
      Components of APA style will be required for specific portions of specific assignments (e.g., references in a resources project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:
      (http://www.apastyle.org/index.aspx?_utmcr=12968039.1419967238.6.1.utmc=(direct)utmcmd=(none)&utmx=A)
      Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at
Purdue University: while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).

c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the "the world of UWG" works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/.) Word should be your first choice. RichText is another option.

e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.

f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.

6. Use of Resources:

a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course (e.g., Assignments, Discussions, Email).

c. Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments. A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaweb/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings. Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in
Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

**Additional Support Information**

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

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

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

**Communication Rules**

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

**Network Etiquette:** Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- **When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.**

**Expected Response Times:** With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being
used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

### Class Schedule Information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date** ***</th>
<th>Additional Information will be provided in CourseDen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview&lt;br&gt;Secondary Programs&lt;br&gt;Syllabus; <em>items in Weeks One-Two Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (continued)</td>
<td></td>
<td>Quiz ONE</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Curriculum and Instructional Strategies for Adolescents – General&lt;br&gt;*Designated sections of Westling et al., Chs. 15-18; <em>items in Weeks Three-Four Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (continued)</td>
<td></td>
<td>Quiz TWO</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self-Advocacy&lt;br&gt;<em>Items in Weeks Five-Six Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (continued)</td>
<td></td>
<td>Quiz THREE</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Planning, Implementing, and Evaluating Instruction&lt;br&gt;<em>Items in Weeks Seven-Eight Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Adult Issues and Status of Adults with Severe Disabilities&lt;br&gt;<em>Items in Week Nine Module</em></td>
<td>Child Change Project due</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Factors in Transition&lt;br&gt;*Westling et al., Ch. 21; <em>items in Weeks Ten-Eleven Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Transition Assessment, Planning, Management&lt;br&gt;*Westling et al., Ch. 21; <em>items in Weeks Eleven-Twelve Module</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 (continued)</td>
<td></td>
<td>Quiz FOUR</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Collaboration, including with Adult Service Agencies&lt;br&gt;<em>Items in Weeks Thirteen-Fifteen Module</em></td>
<td>Transition Project due</td>
<td></td>
</tr>
<tr>
<td>14 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 (continued)</td>
<td></td>
<td>Quiz FIVE</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Finals Week/Wrap-Up&lt;br&gt;Best Practices in Transition&lt;br&gt;<em>Items in Week Sixteen Module</em></td>
<td>Best Practices Activity due&lt;br&gt;(graduate students)&lt;br&gt;Late Submissions/Resubmissions due</td>
<td></td>
</tr>
</tbody>
</table>

* Includes only information about required textbook. Additional items from a variety of
sources will be assigned (and required) as well. Items posted as Resources are
designed to provide supplementary information and context and will not be covered
on tests; however, some of these may be used for Activities/Discussions.

**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the
specific dates that will be indicated when the syllabus is prepared for a specific term.
Any changes will be posted in the News/Announcements section of CourseDen. Major
assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this
schedule except for the Best Practices Activity required of graduate students. Others
will be integrated with relevant topics.
# Behavioral Strategies for Students with Severe Disabilities

An examination of behavioral strategies, particularly those used to teach youngsters with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2017</th>
<th>Every Term</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Effective Term</td>
<td>Frequency</td>
<td>Grading</td>
</tr>
</tbody>
</table>
### Prerequisites
SPED 6761

### Corequisites

### Rationale
We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is the behavior course for the adapted curriculum certification option.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is the behavior course for the adapted curriculum certification option.
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Ponder</strong> [APPROVED 2017-02-21]</td>
<td><strong>Matt Varga</strong> [APPROVED 2017-04-11]</td>
<td><strong>David Jenks</strong> [REQUIRED]</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Graduate Programs Committee</td>
<td>Final Approver</td>
</tr>
<tr>
<td><strong>Laura Smith</strong> [APPROVED 2017-03-09]</td>
<td><strong>Julia Farmer</strong> [REQUIRED]</td>
<td></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Chair of the Faculty Senate</td>
<td></td>
</tr>
</tbody>
</table>
SPED 6751 Behavioral Strategies for Students with Severe Disabilities
Proposed Syllabus

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Distance (online) sessions are asynchronous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>westga email</td>
</tr>
<tr>
<td>Office Location</td>
<td>Telephone (678) 839-xxxx (direct line)</td>
</tr>
<tr>
<td></td>
<td>FAX number (678) 839-6099</td>
</tr>
</tbody>
</table>

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

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

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

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

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

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

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

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

**COURSE INFORMATION**

**Course Description**
An examination of behavioral strategies, particularly those used to teach youngsters with severe
disabilities in school programs. Topics to be addressed include related ethical issues, applied
behavior analysis, functional behavioral assessment, behavior intervention plans, data collection
and analysis, and positive behavioral interventions and support.

Prerequisite: SPED 6701
Prerequisite or Corequisite:

**Required Texts**

Boston, MA: Pearson.

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or
at [http://westga.tk20.com/campus/toolshighered/start.do](http://westga.tk20.com/campus/toolshighered/start.do)).
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about
this resource, see [http://www.westga.edu/academics/education/tk20-system.php](http://www.westga.edu/academics/education/tk20-system.php).
For assistance, email tk20@westga.edu.

This class does not include any key assessments (assignments/artifacts) that are to be
submitted through Tk20.

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained
elsewhere online, including materials from the Georgia Department of Education

**Course References:**

Brookes.

supports: A standards-based guide to practices in school and community settings.*
Baltimore, MD: Brookes.


Baltimore, MD: Brookes.

Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education.* Boston,
MA: Pearson.

learners with developmental disabilities.* Austin, TX: Pro-Ed.


**Approaches to Instruction**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/listening to class materials and participating in activities,</td>
<td>1500 minutes</td>
</tr>
<tr>
<td>taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information</td>
<td></td>
</tr>
<tr>
<td>Participating in specific activities/projects</td>
<td>550 minutes</td>
</tr>
<tr>
<td>Accessing and investigating online resources</td>
<td>200 minutes</td>
</tr>
</tbody>
</table>

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

**Course Objectives and Learning Outcomes**

Students will:

1. Describe basic features of a behavioral approach to learning and behavior (Alberto & Troutman, 2017; Brown, Anderson, & De Pry, 2015; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC/GaPSC 2/li; InTASC 3)
2. Compare and contrast major features and uses of various strategies/programs derived from a behavioral approach, including their interrelationships (e.g., Applied Behavioral Analysis versus Positive Behavior Supports) (Alberto & Troutman, 2017; Bambara, Janney, & Snell, 2015; Brown et al., 2015; Brown, McDonnell, & Snell, 2016; Duker, Didden, & Sigafos, 2004; Leach, 2010; Martin & Pear, 2014; Umbreit, Ferro, Liaupsin, & Lane, 2007; Westling, Fox, & Carter, 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/li; InTASC 3)
3. Describe and discuss the role of law and ethics in design and implementation of behavioral interventions (Alberto & Troutman, 2017; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC/GaPSC 2/li. 9. ix; InTASC 9)
4. Describe and use features of functional behavioral assessment (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Umbreit et al., 2007; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 3, 6)

5. Describe features of various specific components of behavior modification, e.g., shaping, fading, response prompting strategies, reinforcement (Alberto & Troutman, 2017; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Collins, 2012; Duker et al., 2004; Martin & Pear, 2014; Umbreit et al., 2007; Westing et al., 2015; Wolery, Ault, & Doyle, 1992; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3.8)

6. Prepare intervention plans designed to improve positive behaviors and/or decrease undesirable behaviors, including discussion of the role of family, cultural, and community variables (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Martin & Pear, 2014; Umbreit et al., 2007; Westing et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 1/1, 2/ii, 5/v; InTASC 2, 3, 8, 9, 10)

7. Describe features of data collection strategies and collect data, graph data, and analyze results (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Westing et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 4/iv; InTASC 3, 6)

8. Explain and plan strategies focused on maintenance and generalization, as well self-management components (Alberto & Troutman, 2017; Brown et al., 2015; Chandler & Dahlquist, 2015; Martin & Pear, 2014; Westing et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 8)

9. Describe uses of technology in design, implementation, and evaluation of behavioral programming (Alberto & Troutman, 2017; Brown et al., 2015; Brown et al., 2016; Westling et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 8)

10. Discuss features and uses of behavior modification applied to individuals with disabilities, including preschoolers and schoolage children with severe disabilities in school, home, and community settings (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Collins, 2012; Duker et al., 2004; Leach, 2010; Umbreit et al., 2007; Westing et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 1/1, 2/ii, 4/iv, 5/v, 6/vi, 7/vii; InTASC 1, 2, 3, 6, 7, 8, 9, 10)

11. Investigate and present information concerning research and behavioral strategies (e.g., use of single subject research designs, evaluation of best practice (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Lane, Cook, & Tankersley, 2013; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC/GaPSC 5/v, 6/vi; InTASC 8, 9)

- GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf.
- InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at

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Assignments and Evaluation Procedures

1. **Quizzes** (7 quizzes, each worth 7 points; lowest grade will be dropped; total 42 points toward final grade)
   Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
   (Course Objectives 1-10)

2. **Behavior Change Project** (total 25 points)
   Students will plan, implement, and evaluate instruction focused on reducing a problem behavior, including submission of a report. Guidelines will be provided.
   (Course Objectives 4, 6-10)

3. **Activities/Participation** (33 points total)
   Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. For graduate students, this will include a project addressing research with behavioral strategies, as well as evidence-based in use of behavioral strategies. Guidelines will be provided.
   (Course Objectives 1-10)

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 guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment Tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>Answer keys</td>
<td>42 points total (7 quizzes @ 7 points each, with the lowest grade dropped)</td>
</tr>
<tr>
<td>2. Behavior Change Project</td>
<td>Rubric</td>
<td>25 points</td>
</tr>
<tr>
<td>3. Activities/Participation</td>
<td>CourseDen records, Rubrics, Checklists</td>
<td>33 points total</td>
</tr>
</tbody>
</table>

Grading

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
F = <70 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

In addition to the above information the following policies apply to this course:

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

2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.

   Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
   - a grade penalty on the assignment
   - 0 points on the assignment
   - report to the Provost/Vice President for Academic Affairs
   - flunking the class

3. **Attendance and Participation**: Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

4. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.

5. **Late Work**: Please check the syllabus and CourseDen information regarding assignment due dates. Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time. There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

   **SED program policies related to late submissions:**
   - All online quizzes completed after the assigned due date and time will receive 0 points.
   - All discussion posts that are made after the assigned due date and time will receive 0 points.
6. Submission of Assignments:
   a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the research project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association: (http://www.apastyle.org/index.aspx?_utma=12966039.92529928.1369426674.1384961981.1419967238.6&_utmb=12966039.1.10.1419967238&_utmc=12966039&_utmz=&_utmz=12966039.1419967238.6.1&utmcsr=(direct)&utmccn=(direct)&utmcmd=(none)&_utmv=-&_utm=229646108). Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: https://owl.english.purdue.edu/owl/resource/560/01/ Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.
   
   b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
   
   c. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbd/dd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
   
   d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See http://www.westga.edu/sits/) Word should be your first choice. RichText is another option.
   
   e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. Be sure to check promptly for feedback on graded assignments.
   
   f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

7. **Use of Resources:**
a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Graduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.

b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems:** **Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaweview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

### Additional Support Information

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

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

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

### Communication Rules

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should
be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

**Network Etiquette:** Communication in an online environment takes special consideration. Some tips for online communication include the following:
- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- **When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret “that would be fine,” for example, without any context.**

**Expected Response Times:** With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

**Class Schedule Information**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity***/Reading Assignment*</th>
<th>Assignment Name &amp; Due Date**;***</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview&lt;br&gt;Behavioral Strategies - Introduction&lt;br&gt;<strong>Syllabus; Alberto &amp; Troutman, Chs. 1 &amp; 13; items in Weeks One-Two Module</strong></td>
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<tr>
<td>2</td>
<td>(continued)</td>
<td>Quiz One</td>
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<td>3</td>
<td>Legal and Ethical Aspects&lt;br&gt;<strong>Alberto &amp; Troutman, Ch. 2; Items in Week Three Module</strong></td>
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<td>Preparing for Instruction&lt;br&gt;<strong>Alberto &amp; Troutman, Chs. 3, 4, 7; Items in Weeks Four-Five Module</strong></td>
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<td>Quiz Three</td>
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<td>6</td>
<td>Implementation of Instruction&lt;br&gt;<strong>Alberto &amp; Troutman, Chs. 8-10; Items in Weeks Six-Eight Module</strong></td>
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<tr>
<td>7</td>
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<td>Quiz Four</td>
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<td>Week</td>
<td>Assignment</td>
<td>Notes</td>
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| 9    | Evaluation of Instruction  
*Alberto & Troutman, Ch. 5; items in Weeks Nine-Ten Module* | Quiz Five |
| 10   | Behavior Change  
*Items in Weeks Eleven-Twelve Module* | Quiz Six |
| 13   | Research with/on Behavioral Strategies  
*Alberto & Troutman, Ch. 6; items in Week Thirteen Module* | Behavior Change Project due |
| 14   | Maintenance, Generalization, Self-Management  
*Alberto & Troutman, Chs. 11-13; items in Week Fourteen Module* | Quiz Seven |
| 15   | Evidence-Based Practices  
*Items in Week Fifteen Module* | Research Reports due |
| 16   | Finals Week/Wrap-Up  
*Items in Week Sixteen module* | Late Submissions/Resubmissions due. |

*Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note:** Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

***Specific components of the Activities/Participation assignment do not appear in this schedule except for the Research Reports (having to do with studying practices). Other activities will be integrated with relevant topics.***
### Program View (Read-Only)

**Attachments**

**Originator**
- College of Education
- Literacy and Special Education
- Bucholz, Jessica

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

**Shared Governance Process**
- Senate Action Item
- (See Procedure)

**Program Selection**
- College of Education
- Literacy and Special Education
- Autism Endorsement
- Program Name
- Endorsement
- Degree Name

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<th>On Line</th>
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<th>Effective Semester/Year</th>
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We are adding a three course autism endorsement program.

Rationale:
The University of West Georgia would like to establish a teacher endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. ASD is characterized by impairments in social interactions and communication, as well as the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children have an autism spectrum disorder. This number has increased greatly in the last decade. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

Attachments
SACSGOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to rjenks@westga.edu

Check all that apply to this program

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☐ Program deactivation
- ☒ None of these apply

Comments

The University of West Georgia would like to establish a teacher endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. ASD is characterized by impairments in social interactions and communication, as well as the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children have an autism spectrum disorder. This number has increased greatly in the last decade. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

(Max 4000 characters)

College Approvals

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>John Ponder</td>
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<td>Chair, Course Department</td>
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<tr>
<td>Laura Smith</td>
<td>[APPROVED 2017-03-09]</td>
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<tr>
<td>Julia Farmer</td>
<td>[REQUIRED]</td>
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<td>Final Approver</td>
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</table>
University of West Georgia  
Department of Literacy and Special Education  
Endorsement Program in Autism Spectrum Disorders  
Plan of Study

Name: ________________________________

917#: ________________________________

Address: ________________________________

Primary phone number: ________________________________

Email: ________________________________

<table>
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<tr>
<th>Plan of Study</th>
<th>HRS.</th>
<th>Semester Planned</th>
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<tr>
<td>SPED 7716: THEORIES AND CHARACTERISTICS: AUTISM</td>
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<td>SPED 7767: STRATEGIES FOR CHALLENGING BEHAVIORS</td>
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<td>SPED 7726: AUTISM: CHARACTERISTICS AND INSTRUCTION</td>
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* Prerequisite SPED 6706 or equivalent

** Prerequisite SPED 3703, SPED 3714, SPED 6761 or equivalent
### Program View (Read-Only)

- **Attachments**
  - Current File: CURRENT_and_PROPOSED_MAT_PROGRAM_SHEET_2-28-17.pdf

- **Originator**
  - College of Education
  - Literacy and Special Education
  - Bucholz, Jessica

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

- **Modifications**
  - Program Name
  - Program Description
  - Degree Name
  - See Comments

- **Shared-Governance Process**
  - Senate Action Item
    - (See Procedure)

- **Program Selection**
  - College of Education
    - Master of Arts (MAT: Special Education)
  - Track/Concentration's Program
  - General Curriculum
  - Online
  - Graduate Degree Level
  - Track Location
  - Fall 2017 Effective Semester/Year

- **Degree Name**
<table>
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<tr>
<th>Modification Details</th>
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| We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum. The two track/concentration names should be:  
  Concentration Name 1: Special Education General Curriculum  
  Concentration Name 2: Special Education Adapted Curriculum. |

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(Max 4000 characters) (Max 4000 characters)

Attachments  
Current File: CURRENT_and_PROPOSED_MAT_PROGRAM_SHEET_2-28-17.pdf
### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](mailto:jenks@uwsthr.edu)

Send questions to jenkins@uwsthr.edu

Check all that apply to this program:

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [x] Change in credit hours required to complete the program
- [ ] Program deactivation
- [ ] None of these apply

### Comments

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.

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(Max 4000 characters)
# Current Program Sheet

Master of Arts in Teaching – Special Education-General Curriculum (4/2016)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Transfer/Substitute</th>
<th>Semester Planned</th>
<th>Semester Taken</th>
<th>Grade</th>
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<td><strong>Professional Education Foundation</strong></td>
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<tr>
<td>1. SPED 6706 Special Education in the Regular Classroom</td>
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<td>2. SPED 6709 Ethics, Rules, &amp; Regulations in Special Educ.</td>
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<td>3. SPED 6715 Characteristics (General Curriculum)</td>
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<td>4. MEDT 6401 Instructional Technology</td>
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<td>5. SPED 7721 Assessment in Special Education</td>
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<td>6. SPED 6766 Basic Curriculum &amp; Methods (General Curric.)</td>
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<td>7. SPED 6761 Classroom Behavior Management</td>
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<td>8. SPED 6767 Advanced Curriculum &amp; Methods (Gen Curric)</td>
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<td>9. SPED 7722 Collaboration in Special Education</td>
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<td><strong>Internship</strong></td>
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<td>10. SPED 6792 Practicum I: Special Education</td>
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<td>11. SPED 6793 Practicum II: Special Education</td>
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<td><strong>Comprehensive Exam</strong></td>
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**Courses recommended by advisor if needed for required Concentration**

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature ____________________________ Date ____________________________

Advisor Signature ____________________________ Date ____________________________
# Proposed: Program Sheet
 Master of Arts in Teaching – Special Education (2/2017)

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<td><strong>SELECT ONE SPECIAL EDUCATION AREA BELOW:</strong></td>
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<tr>
<td><strong>OPTION 1: Special Education Content Courses General Curriculum</strong></td>
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<tr>
<td>SPED 6715 Characteristics (General Curriculum)</td>
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<tr>
<td>SPED 6767 Advanced Curriculum &amp; Methods (Gen Curric)</td>
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</table>

Courses recommended by advisor if needed for required Concentration*
A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature ____________________________ Date ____________________________

Advisor Signature ____________________________ Date ____________________________
<table>
<thead>
<tr>
<th>Program View (Read-Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Originate</strong></td>
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<tr>
<td>College of Education</td>
</tr>
<tr>
<td>Department</td>
</tr>
<tr>
<td>Buchoz, Jessica</td>
</tr>
<tr>
<td>Originator</td>
</tr>
</tbody>
</table>

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

**Modifications**
- Program Name
- Program Description
- Degree Name
- See Comments

**Shared-Governance Process**
- Senate Action Item
  - (See Procedure)

**Program Selection**
- College of Education
- Master of Arts (MAT: Special Education)
- Track/Concentration's Program
- On Line
- Track Location
- Graduate
- Degree Level
- Fall
- 2017
- Effective Semester/Year
SAGSGOG-Substantive-Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments
We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.
The two track/concentration names should be
Concentration Name 1: Special Education General Curriculum
Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

College Approvals

John Ponder    [APPROVED 2017-02-16]
Chair, Course Department

Laura Smith    [APPROVED 2017-03-09]
Associate Dean, College of Education

Other-Approvals

Matt Varga    [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Julia Farmer    [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks    [REQUIRED]
Final Approver
# Current Program Sheet

**Master of Arts in Teaching – Special Education-General Curriculum (4/2016)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Transfer/Substitute</th>
<th>Semester Planned</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tr>
<td>3. SPED 6715 Characteristics (General Curriculum)</td>
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<td><strong>Comprehensive Exam</strong></td>
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<tr>
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<td>33</td>
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</table>

| Courses recommended by advisor if needed for required Concentration*   |         |                     |                  |                |       |
|                                                                      |         |                     |                  |                |       |

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.*

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _______________________________________________________ Date ____________________

Advisor Signature _______________________________________________________ Date ____________________
## Proposed: Program Sheet

**Master of Arts in Teaching – Special Education (2/2017)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
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<tbody>
<tr>
<td>Courses</td>
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<td><strong>Courses recommended by advisor if needed for required Concentration</strong></td>
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Page 459 of 514
*A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature ___________________________ Date ___________________________

Advisor Signature ___________________________ Date ___________________________
## Program View (Read-Only)

**Originator**
- College of Education
- Literacy and Special Education
- Harkins, Donna

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

**Modifications**
- Program Name
- Program Description
- Degree Name
- See Comments

**Program Selection**
- College of Education
- Master of Education with a Major in Reading Instruction

### Master of Education with a Major in Reading Instruction
- Program Name (‘You can only edit this if you checked ‘Program Name’ in the Modifications box)
- Master of Education
- Degree Name (‘You can only edit this if you checked ‘Degree Name’ in the Modifications box)

### Existing Program (as shown in the DMA)

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<td>Effective Semester/Year</td>
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**Shared-Governance-Process**
- Senate Action Item
(See Procedure)
Modification Details
Remove the current Area II - Teacher as Leader. Add proposed Area III - ESOL.

Rationale
Because diversity is a reality in today's K-12 classrooms, including courses on language and culture and teaching second language learners will allow M. Ed. in Reading Education candidates to prepare learners in ways that value their diversity. These courses will allow candidates to establish literate environments in their classrooms for all learners as they develop their literacy competencies. In addition, this change will give candidates tools that support students' academic, linguistic, and cultural experiences.
SACSGOG-Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westus.edu

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

Comments
New Area - ESOL

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2017-03-09]
Associate Dean, College of Education

John Ponder [APPROVED 2017-02-16]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Matt Varga [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver
### PLAN OF STUDY

<table>
<thead>
<tr>
<th>Area I Technology Integration</th>
<th>3</th>
<th>Area III Reading – Writing Concentration (recommended order)</th>
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<tbody>
<tr>
<td>* MEDT 7461 Instructional Design</td>
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<td>* READ 7271 Literacy Theory, Development, and Practices in the Digital Age</td>
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<td>Area II Teacher As Leader</td>
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<td>* READ 7263 Comprehensive Literacy Assessments and Interventions</td>
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<td>* EDLE 6316: School Law and Ethics</td>
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<td>* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas</td>
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<td>* EDLE 8314: Local School Leadership</td>
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<td>* READ 7261 Literacy Engagement Through Writing</td>
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<td>* READ 7262 Trends in Literacy Education</td>
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<td>Area IV Culture and Literacy</td>
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* Required Courses

Reading Endorsement Courses Preferred Sequence: 1) READ 7271, then 2) READ 7263, and then 3) READ 7201

---

**STUDENT SIGNATURE:** ________________________________  **DATE:** __________

**ADVISOR SIGNATURE:** ________________________________  **DATE:** __________

**DEPARTMENT CHAIR SIGNATURE:** ________________________  **DATE:** __________

---

College of Education  
University of West Georgia  
M.Ed./READ  
1/19/17
# Proposed
## MASTER OF EDUCATION
### READING EDUCATION
#### PLAN OF STUDY

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<th>GR</th>
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<th>Area III: ESOL</th>
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<th>GR</th>
<th>TRF/SUB</th>
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<td>* READ 7271 Literacy Theory, Development, and Practices in the Digital Age</td>
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<td>PTED 7239 Language and Culture in the Classroom</td>
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<tr>
<td>* READ 7263 Comprehensive Literacy Assessments and Interventions</td>
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<td>* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas</td>
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<td>READ 7261 Literacy Engagement Through Writing</td>
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<td>Area IV: Technology Integration</td>
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<th>TRF/SUB</th>
<th>Area V: Research</th>
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<th>TRF/SUB</th>
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<td></td>
<td>EDRS 6301 Research in Education</td>
<td>3</td>
<td></td>
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</tbody>
</table>

| Total Program | 30   |    |         |

*Reading Endorsement Courses. Preferred course sequence: 1) READ 7271, 2) READ 7263, and 3) READ 7201.

**Program Note:**
1. All enrolled Georgia candidates are required to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined after program admission and ends on August 31 in the year of program completion and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

STUDENT SIGNATURE: ________________________________ DATE: ________

ADVISOR SIGNATURE: ________________________________ DATE: ________

DEPARTMENT CHAIR SIGNATURE: ______________________ DATE: ________

---

College of Education
University of West Georgia
Rationale for the Modification of the M. Ed. in Reading Education

Because diversity is a reality in today's PK-12 classrooms, including courses on language and culture and teaching second language learners will allow M. Ed. in Reading Education candidates to prepare learners in ways that value their diversity. These courses will allow candidates to establish literate environments in their classrooms for all learners as they develop their literacy competencies. In addition, this change will give candidates tools that support students' academic, linguistic, and cultural experiences.
Program View (Read-Only)

| Current File: CMS Proposal EDDPCS Revisions.pdf |

### Originator
- **College of Education**: Communication Sciences and Professional Counseling
- **Varga, Matt**
- **Originator**

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

### Modifications
- Program Name
- Program Description
- Degree Name
- See Comments

### Program-Selection
- **College of Education**: Doctor of Education in Professional Counseling and Supervision
- **College**
- **Doctor of Education in Professional Counseling and Supervision**
- **Existing Program (as shown in the DMA)**
- **Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)**
- **Doctor of Education**
- **Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)**

### Shared Governance Process
- **Senate Action Item**
- **(See Procedure)**

### On Line
- **Program Location**
- **Graduate Degree Level**

### Effective Semester/Year
- **Fall 2018**
SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjeeks@westga.edu

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

Comments
Please see attachment

(Max 4000 characters)

College Approvals

Laura Smith  [APPROVED 2017-03-09]
Associate Dean, College of Education

Mark Parrish  [APPROVED 2017-01-19]
Chair, Course Department

Other Approvals

Julia Farmer  [REQUIRED]
Chair of the Faculty Senate

Matt Varga  [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Final Approval

David Jenks  [REQUIRED]
Final Approver
Overview of Changes

1. Providing a track for students without an Ed.S. to make up the 27 credits supplemented by having an Ed.S. upon admission.
2. Plan of study change for those with an Ed.S. that includes replacing
   a. CEPD 7185 with EDLE 8324
   b. CEPD 9171 with EDSI 9923
   c. Added 3 more credits of CEPD 9199 requiring 39 credit hours instead of 39 for completion.
3. Updated admissions requirements
(NEW) Proposed POS without Ed.S. Requirement 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Course/Title/ Semester Hours</th>
<th>CH</th>
<th>Chair Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>CEPD 9184 Seminar I: Professional Issues [3]</td>
<td>6</td>
<td>Chair meets with student at orientation to review expectations, chair’s role through the program, and establish rapport. Student works with chair to develop a topic in Seminar I Professional Issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDLE 8324 Ethics in Educational Leadership [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td>CEPD 8185 Professional Writing [3]</td>
<td>6</td>
<td>Chair meets with student at least twice to check in on progress and help provide direction on topic development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDSI 9961 Quantitative Research [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>CEPD 9183 Directed Doctoral Research [3]</td>
<td>6</td>
<td>The Chair and student meet monthly to discuss topics in Directed Doctoral Research to ensure the student and the chair are on the same page. The faculty teaching DDR will provide feedback while copying the chair for each student. This will provide the chair and the student talking points at their monthly meeting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDSI 9962 Qualitative Research [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Summer</td>
<td>CEPD 9171 Program Evaluation [3]</td>
<td>6</td>
<td>Student and chair continue to meet monthly to work on the dissertation and ensure progress is being made from content in the Directed Doctoral Research Course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9187 Supervision [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>EDSI 9923 Leadership and Diversity in the 21st [3]</td>
<td>6</td>
<td>This semester should be used to prepare for the dissertation process in the next three to four semesters. At this point, communication between the chair and student should be regular/monthly in order for the student to have a good idea of progress and direction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9186 Internship[3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>CEPD 9199 Dissertation [3]</td>
<td>6</td>
<td>The chair and the student develop goals and outcomes that will be used as the basis for satisfactorily completing the dissertation course. These goals should be submitted to the Director of the Ed.D. program. In addition to goals, the student and chair should develop a timeline for graduation that is specific to the student and within the 12 dissertation credit hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9186 Internship[3]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Summer</td>
<td>CEPD 9185 Seminar II: Advocacy [3]</td>
<td>6</td>
<td>Ideally, the student will defend the proposal in this semester, but the chair and student should continue to work on the timeline. The chair will provide prompt (w/in 2 weeks) feedback in order to keep the student motivated. Goals and outcomes should be developed for the dissertation as well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9199 Dissertation [3]</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>CEPD 9199 Dissertation[3]</td>
<td>3</td>
<td>The last two semesters of dissertation credit should be used to finalize the dissertation. The chair should continue to monitor the agreed upon timeline and goals/outcomes of each section of dissertation hours. If the student is on track to graduate in Summer, the student can take 6 credits to complete the requirement; however, if the student is not, it is recommended the student take 3 credit hours and finish in the fall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Core Class Credits | 48 |
| Credits with 4 Elective | 12 |
| Total Credits | 60 |
This plan of study may be shortened by students entering the program with an Ed.S. If they have an Ed.S. their coursework may count towards some of the content classes as well as Areas of Concentration. This could shorten the program from 3 years to 2 years.

(NEW) Proposed POS with Ed.S. 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Course/Title/ Semester Hours</th>
<th>CH</th>
<th>Chair Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>EDLE 8324 Ethics in Educational Leadership [3]</strong></td>
<td>3</td>
<td>Chair meets with the student at orientation to review expectations, chair’s role through the program, and establish rapport. Student works with chair to develop a topic in Seminar I Professional Issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CEPD 9184 Seminar I: Professional Issues</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td><strong>EDSI 9923 Leadership and Diversity in the 21st [3]</strong></td>
<td>3</td>
<td>Chair meets with the student at least twice to check in on progress and help provide direction on topic development</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EDSI 9961 Quantitative Research</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td><strong>EDSI 9962 Qualitative Research</strong></td>
<td>3</td>
<td>The Chair and student meet monthly to discuss topics in Directed Doctoral Research to ensure the student and the chair are on the same page in regards to dissertation development. The faculty teaching DDR will provide feedback while copying the chair for each student. This will provide the chair and the student taking points at their monthly meetings.</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td><strong>CEPD 9183 Directed Doctoral Research</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Summer</td>
<td><strong>CEPD 9185 Seminar II: Advocacy</strong></td>
<td>3</td>
<td>Student and chair continue to meet to work on the dissertation and ensure progress is being made from content in the Directed Doctoral Research Course.</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td><strong>CEPD 9187 Supervision</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td><strong>CEPD 9186 Internship</strong></td>
<td>3</td>
<td>The chair and the student develop goals and outcomes that will be used as the basis for satisfactorily completing the dissertation course. These goals should be submitted to the Director of the Ed.D. program. In addition to goals, the student and chair should develop a timeline for graduation that is specific to the student.</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td><strong>CEPD 9199 Dissertation</strong></td>
<td>3</td>
<td>It should be ideal for the student to defend the proposal in this semester, but the chair and the student should continue to work on the timeline and provide prompt feedback. The goals and outcomes are expected for this dissertation course as well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CEPD 9199 Dissertation[6]</strong></td>
<td>3</td>
<td>The last two semesters of dissertation credit should be used to finalize the study. The chair should continue to monitor the agreed upon timeline and goals/outcomes of each section of dissertation hours. If the student is on track to graduate in Summer, the student can take 6 credits to complete the requirement; however, if the student is not, it is recommended the student take 3 credit hours and finish in the fall.</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td><strong>CEPD 9199 Dissertation/ flex</strong></td>
<td>3</td>
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</tbody>
</table>

Total Credits: 39

Carried over: 27
Adding 3 hours of dissertation credit: 66
### Original 2016

<table>
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<th>Year</th>
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<tr>
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<td>CEPD 9171 Program Evaluation</td>
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<td>CEPD 9184 Seminar I: Professional Issues</td>
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<tr>
<td>Year 1</td>
<td>Fall</td>
<td>CEPD 7185 Program Evaluability Seminar</td>
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<td>EDSI 9961 Quantitative Research</td>
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<td>Spring</td>
<td>EDSI 9962 Qualitative Methods</td>
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<td>CEPD 9183 Directed Doctoral Research</td>
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<tr>
<td></td>
<td>Summer</td>
<td>CEPD 9185 Seminar II: Advocacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9187 Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>CEPD 9186 Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEPD 9199 Dissertation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>CEPD 9199 Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>Summer</td>
<td>CEPD 9199 Dissertation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>CEPD 9199 Dissertation/Flex (if necessary) [1-3]</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
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</table>

### Approved Electives

Any four classes from the list below are approved electives. The courses are categorized in the event the student would like to obtain a specialty in a particular area; however, the specialty will not be on the degree and is determined by the student’s selection of courses.

**SUPERVISION AND LEADERSHIP (ADMIN AND CLINICAL)**

**CEPD 8141 Supervision in Counseling**
- Summer
  - This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.

**CEPD 8171 Current Issues in Counseling and Supervision**
- Summer
  - This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

**EDLE 8304 Leadership for Organizational Change**
- Fall and Summer
  - This course will explore how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous
improvement. This course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices that ensure learning for all students regardless of background. Learning will be drawn from theory and research and from students' personal experiences. Students will demonstrate proficiency by completing performance-based tasks.

**EDSI 9933 Leadership for Change**
- Spring
- This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational systems. Completion of this course will enable students to effectively use theories and processes in their role as change agents within their own educational environments. Change strategies that lead to school improvement are emphasized.

**SCHOOL COUNSELING**

**CEPD 8138 Advanced Multicultural Counseling**
- Fall
- This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

**CEPD 8152 Consultation, Collaboration and Programs**
- Spring
- This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.

**CEPD 8171 Current Issues in Counseling and Supervision**
- Summer
- This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

**CEPD 8141 Supervision in Counseling**
- Summer
- This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.
LAW AND LEGAL ISSUES
EDLE 6316 School Law, Policy, and Ethics
  o All
  o This course is designed to provide school administrators with proficiencies essential
to school leaders for the effective, efficient, equitable, and ethical management of
schools and districts. Students are taught to advance the best interests of all students
in policy development, allocation of capital and human resources, and monitoring.
Course content addresses the role of school leaders in working within the legal and
policy frameworks affecting the schools and school personnel. Ethical standards for
professional educator conduct are an integral part of this course.

ADVANCED PROGRAM EVALUATION AND RESEARCH
EDSI 9960 Research Design
  o Summer
  o This course provides an overview of quantitative, qualitative, and mixed methods
research designs. Students will learn the fundamental components of research design
including developing research questions, reviewing scholarly literature, exploring
theory and theoretical frameworks, and the role of ethics in educational research.

CEPD 8156 Designing Effective Programs
  o Spring
  o This course is designed for graduate students who have been admitted into the
education specialist program in professional counseling. The course addresses steps
involved in effectiveness-based program planning, including elements of a program
that are critical for measuring effectiveness.

CEPD 8194 Research: Mixed Methods Analysis
  o Spring
  o This course presents an applied approach to learning mixed methods research.
Students will learn how to design mixed methods studies, collect and analyze data,
integrate findings, and draw inferences using both qualitative and quantitative
approaches in a single study. Pre-requisite course: CEPD 8184

SOCIAL JUSTICE AND ADVOCACY
CEPD 8138 Advanced Multicultural counseling
  o Fall
  o This course is designed for students in the Ed.S. program to develop advanced
competencies for counseling intervention with diverse populations. Students will
learn specific theories and techniques for counseling multicultural populations.
Special attention will be given to working with minority, non-dominant, and
oppressed populations. Students will examine their own attitudes, behaviors,
perceptions, and biases to developing culturally aware approaches to counseling
and/or administration.

ECED 7266 The Young Child: Home and Community
Spring
This course is designed to aid in the understanding of the effects of home, community and society on the life of young children.

EDLE 8329 School Leadership in a Pluralistic & Diverse Society

Fall and Spring
Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

Proposed Admission Requirements

<table>
<thead>
<tr>
<th>Proposed</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Transcripts</td>
<td>Official Transcripts</td>
</tr>
<tr>
<td>Master’s degree in related field:</td>
<td>Ed.S or 30 post masters work</td>
</tr>
<tr>
<td>(i.e. Psychology, clinical social worker, mental</td>
<td></td>
</tr>
<tr>
<td>health counselor, marriage and family therapist (MFT),</td>
<td></td>
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<tr>
<td>school psychologist, school counselor, or school</td>
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<tr>
<td>social worker)</td>
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<tr>
<td>GPA preference 3.5 on 4.0 scale</td>
<td>3.5 GPA on 4.0 Scale</td>
</tr>
<tr>
<td>GRE preference for 151 verbal and 142 quantitative</td>
<td>GRE 151 verbal and 142 quantitative</td>
</tr>
<tr>
<td>Vitae</td>
<td>Vitae</td>
</tr>
<tr>
<td>300 – 500 word essay</td>
<td>300 – 500 word essay</td>
</tr>
<tr>
<td>3 letters of recommendation</td>
<td>3 letters of recommendation</td>
</tr>
<tr>
<td>Licensed or Licensable in counseling or related field</td>
<td>Licensed as PC or SC</td>
</tr>
<tr>
<td>(i.e. comparable to master’s degrees)</td>
<td></td>
</tr>
<tr>
<td>Minimum 3 years counseling experience</td>
<td>Minimum 3 years counseling experience</td>
</tr>
</tbody>
</table>
Program View (Read-Only)

Attachments
Current File: Early Childhood.pdf

Originator
College of Education
Leadership, Research, and School Improvement
Department
Nixon, Andy
Originator

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

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

Shared-Governance Process
Senate Action Item
(See Procedure)

Program-Selection
College of Education
Doctor of Education with a Major in School Improvement
Track/Concentration's Program

Early Childhood Education
Track/Concentration Name

Doctor of Education
Degree Name

Online
Track Location
Summer 2017
Effective Semester/Year

Graduate
Degree Level
SAACOC-Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

(Max 4000 characters)

College Approvals

Andy Nixon  [APPROVED 2017-03-07]
Chair, Course Department

Laura Smith  [APPROVED 2017-03-09]
Associate Dean, College of Education

Other Approvals

Matt Varga  [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Julia Farmer  [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks  [REQUIRED]
Final Approver
February 14, 2017

Dr. Dianne Hoff, Dean
College of Education
University of West Georgia
Carrollton, GA 30118

Dear Dr. Hoff:

I am in receipt of your letter requesting a substantive change. After an initial review of your substantive change request/submission against our substantive change policy, I have determined that a substantive change is warranted. Early Childhood Education will now be considered a concentration for the Ed.D. in School Improvement. We have adjusted our records to indicate this change and no further action is required on your part.

Sincerely,

[Signature]
Bobbi Ford PhD
Education Specialist
Educator Preparation and Certification Division

cc: Dr. Angie Gant, Director of Program Approval
<table>
<thead>
<tr>
<th>College of Education</th>
<th>Literacy and Special Education</th>
<th>Bucholz, Jessica</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Originator</td>
</tr>
</tbody>
</table>

**What would you like to do?**
- [x] Add New Track/Concentration
- [x] Modify Existing Program
- [ ] Deactivate Existing Program
- [ ] Terminate Existing Program
- [ ] Add New Program

**Program Selection**

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Specialist in Education with a Major in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing Program (as shown in the DMA)</td>
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**Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)**

<table>
<thead>
<tr>
<th>Specialist in Education</th>
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</thead>
</table>

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

<table>
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<tr>
<th>Degree Name</th>
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</thead>
</table>

**On Line**

- Program Location

<table>
<thead>
<tr>
<th>Summer</th>
<th>2017</th>
</tr>
</thead>
</table>

**Effective Semester/Year**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
Modification Details

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

Rationale

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.
SAGSGG-Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments
We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

Max 4000 characters

College Approvals

John Ponder [APPROVED 2017-02-16]
Chair, Course Department

Laura Smith [APPROVED 2017-03-09]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver
Addendum IV: Parking Code
Summary of Recommended Revisions to the 2017-2018 Parking Code

Introduction. The specific revisions can be found at the corresponding highlighted section of the draft 2017-2018 Parking Code:

Cover page.
a. 2017-2018
b. Revised April 2016

Page 2
UWG Procedure Number: Designated UWG Procedure Number and Authority and authority of Chief Auxiliary Officer.

A.1.d. Designated new location of lower side of the passenger side windshield for Faculty/Staff hangtag

Page 3
B. 3. Employee Registration
Added information regarding part-time employment.

B.1. Where to Register. Listed Welcome Center as initial contact for visitors followed by Parking Services Offices. Removed duplication of responsibilities between Welcome Center and Parking Office from 2016-2017 Parking Code to significantly reduced length for this section.

Page 4
B.1. Where to register
B.1.e Retired Faculty/Staff, Trustees, Alumni Board. Provided information for these individuals.
B1.d. Contractor and Vendors. Provided information for these individuals.

B.3. Visitor Parking. Added notification of Parking & Transportation prior to arriving to campus.

C. Registration Procedures for Persons with Accessibility Requirements.
Added “By state law, the person to whom the permit was issued must be an occupant of the vehicle which displays the permit.”

Page 5
C. Registration Procedures for Persons with Accessibility Requirements. Inserted example signage for ADA Reserved Parking

Replaced “H/C” with “ADA” decal for more respectful language.

C.1. Registration for Temporary Accessibility Needs
C.1.a. Revised paragraph requiring students with temporary disabilities to contact Accessibility Services with necessary documentation.
C.1.b. Restricts temporary disability parking to Faculty/Staff, not ADA parking spaces.

Page 6.
B. Definitions. Added definitions to enhance clarity especially definition of “Residential Freshmen”.

Page 7
B.8 Parking Appeals Committee-Noted that the composition of Parking Appeals Committee does not have representation from the University Police Department.
B.9 “Residential Freshmen”-Defined student category
C. Regulations. Noted specific Georgia State Law regarding University Police’s authority to enforce Georgia Motor Vehicle Code at all times.

C.1.f. Permissible Parking/Operation on Campus. Provided details for loading and unloading for Resident Halls.

Page 8
3. Other Considerations
b. The University is not responsible for loss or damage.
iii. Added “and unlit areas”
3. c. Noted the requirement of notification of Parking Services prior to receiving parking citations.

Page 9

E.1.E Color Coding/Permits/Signs/Meters and Designated Hours of Operation
1.d. Color Codes White- Notes Open Parking Lots restriction of Residential Freshmen from Monday at 7:00 a.m. through Friday at 12:00 p.m.

Page 10
2. Faculty/Staff (GREEN/WHITE) Notes restriction of Faculty/Staff parking for Residential Freshmen
iv. “RF” (Residential Freshmen) Hangtags Allows Residential Freshmen parking in Open Parking Lots during prescribed times.

Page 11
5. Graduate Assistants (Decal)- Provided additional assigned student permit zones for these students.

VII SCHEDULE OF FINES AND PAYMENTS
1. Table of Fines, Payments, and Enforcement Action. New Tabular format to enhance readability.

Modified fine of “Restricted Parking” to Failure to Observe Restricted Parking and added “parking at RED and YELLOW curbs” as examples.

Moved “Parking on a sidewalk, lawn area, driveway, athletic field to other fines amounting to $35/towing.

Changed “Double Parking” payment from $10 to $35.
Changed “Parking on or outside of white line or out of space” from $10 to $35 as a deterrent.
Modified fine “Hangtag improperly displayed” to “Display. Hangtag improperly displayed/obstructed from view”

Added location of citation payment for Faculty/Staff.

Page 12
2. Special Considerations for Students. Reflected payment debit or credit card payment options.

2. Appeals Procedure.
2.c.ii. Provides option of handwritten appeals that can be submitted in person.
5.d. Parking Appeals Committee. Recommends the possibility for an appellant to receive a written decision response.

H. Frequently asked Questions (FAQs). Added this section as a quick reference.
UNIVERSITY of West Georgia

PARKING CODE

2017-2018

UWG Procedure 7.13.1 Parking Services Management
UWG Procedure 7.13.2 Parking Regulations

Parking and Transportation
Row Hall
Questions?
678-839-6629
parking@westga.edu
www.westga.edu/parking

Revised April 7, 2017
UWG PROCEDURE NUMBER: 7.13.1, Parking Services Management

Authority: UWG POLICY 7.13 (Parking Operations)

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following procedures for Parking Services Management. The University of West Georgia Parking (UWG) and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

A. Registration Procedures for Faculty, Staff and Students

General Information. All faculty, staff and currently enrolled students who park on the UWG Carrollton campus and Newnan Center are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued. Students taking only online classes and who visit either the Carrollton campus or Newnan Center either must have their vehicle registered upon arrival on campus, display a current University of West Georgia hangtag or follow the procedures found in Visitor Registration below.

1. All Individuals.
   a. Where to Register - Main Campus. Faculty, staff, and students may register their vehicle for either a decal or hangtag at https://parking.westga.edu, but all hangtags/decals must be picked up at the Parking Services Office located on the first floor of Row Hall during office hours. **Hangtags/decals will not be mailed to registrants.** Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle except where Accessibility Services has determined such vehicle is necessary for mobility.
   b. Where to Register - Newnan. In conjunction with Parking Services, the Newnan Center Office/Manager/front desk staff will issue student and visitor hangtags as required. Upon request from the Senior Director/Chief Administrative Officer of Off-Campus Programs, Parking Services will establish a remote office at the Newnan Center to issue faculty/staff decals and student hangtags.
   c. Fees. Mandatory student fees include one parking permit. Annual employee fees are $15.00. The cost for replacing a hangtag/decal is $15.00 for students and employees. Refunds are not available once a permit has been purchased. The replacement cost for a lost or stolen gate access card is $10.00.
   d. Displaying Tag/Decal. Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard. The hangtag may be used on any vehicle brought onto campus. Decals must be placed on the lower side of the passenger side windshield, face outward from the vehicle. A special decal
will be issued for motorcycles.

e. Violations. The person on record for a registered vehicle and hangtag or decal is responsible for all parking violations involving that vehicle.
   i. Unregistered vehicles are subject to a citation being issued; citations are issued to the hangtag/decal, not the vehicle. If no hangtag/decal is visible, the citation is issued to the vehicle. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag/decal.
   ii. Failure to use gate cards and special permits in accordance with this Parking Code may result in citations, impoundment, and revocation of cards/permits.
   iii. Vehicles may also be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

2. Student Registration.

The payment of the student’s mandatory transportation fee covers the costs for a vehicle parking permit. Students are limited to one hangtag per academic year. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students may not register as faculty/staff. Additionally, student assistants, except Residential Freshmen, may not park in designated faculty/staff areas until after 5:00 p.m., Monday through Friday. Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.

For disability parking, please refer to the section below on Registration for Persons with Accessibility Requirements. Please note that a temporary hangtag for students with Accessibility Needs allows parking in faculty/staff areas only, and not ADA parking spaces.

3. Employee Registration.

UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following the orientation for new faculty/staff. Faculty/staff and contract employees cannot renew a decal for a new academic year until all outstanding fines and any unpaid annual registration fee(s) are paid. Part-time employment- if under 30 days will get a temporary hangtag free of charge, over 30 days must purchase a Faculty/Staff decal.

4. Gate Cards and Special Permits.

Full-time faculty/staff may be issued a gate access card/remote upon request, which should not be used by anyone other than the issued employee. The card/remote remains the property of UWG and must be returned to Parking Services at the end of employment. Vice Presidents and College Deans can request from Parking and Transportation Services a “Special Parking Permit for Meters and Service Spaces” for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits only, not for parking to access his/her building. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. All other use is prohibited.

B. Registration and Parking Procedures for Visitors

1. Where to Register.
   a. Welcome Center. Visitors should contact the Welcome Center, Monday through Friday 8:00 a.m.-
5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking hangtag. The Welcome Center is located in the Bonner House on Front Campus Drive. After business hours, registration may be made via voicemail to the Welcome Center at 678-839-2232.

b. Parking Services Office. See Paragraph A(1)(a) and 1(b) above for the location of the Parking Services Office. After business hours, registration for visitors may be made via voicemail to 678-839-6629, or via email addressed to parking@westga.edu.

c. Newnan Center. Please contact the Newnan Center Office Manager at the telephone number of (678) 839-2312 or (678) 839-2300.

d. Request by University Employees. Departments requesting visitor parking permits should contact Parking Services via email at parking@westga.edu or by telephone at 678-839-6629. Whenever possible, the request should be made at least two business days in advance and should include the vehicle description and license plate number. Permits can be sent to the requesting University employee through campus mail or picked up at the Parking Services Office in Row Hall. If reserved spaces are needed, please send that request at least ten business days in advance at parking@westga.edu.

e. Retired Faculty/Staff, Trustees, Alumni Board. University Advancement in conjunction with Parking and Transportation Services provides a Friend of UWG Hangtag upon request to these selected individuals.

f. Contractors and Vendors. Companies and individuals will coordinate directly with the respective UWG academic or staff department who will then request support including visitor hangtags and assigned parking locations from Parking & Transportation Services.

g. Vehicle Identifying Information Required. Visitors must provide vehicle information including make, model, and tag number as well as purpose of visit in order to receive a parking permit.

2. Displaying Tag/Pass. See Paragraph A(1)(d) above for hangtags/decals. Paper passes should be placed on the dashboard, permit side up, and should not be obstructed by other objects on the dashboard (including a sunscreen).

3. Visitor Parking.

a. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking.

b. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs.

c. Visitors with ADA needs should have a state-issued Disability Parking permit in order to park in an ADA designated parking space and should notify Parking & Transportation Services at 678 839-6629 before arriving to campus.

4. What to do with Citations. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email (parking@westga.edu) or call Parking Services at 678-839-6629 for instructions.

C. Registration Procedures for Persons with Accessibility Requirements

General Information. By state law, the person to whom the state-issued Disability License Plate or
Disability Placard must be an occupant of the vehicle which displays the Disability License or Disability Placard. The University of West Georgia complies with the American with Disabilities Act (ADA) by providing designated parking spaces for persons with ADA Accessibility requirements:

Example: [Image of a Reserved Parking sign]

In order for employees and students to park in these designated spaces, a special decal marked “ADA” is required from Parking Services which must be affixed to the driver’s assigned hangtag/decal. See more information below. Visitors should have a state-assigned Disabilities Parking tag in order to park in an ADA designated space, in addition to the hangtag/pass required for Visitor Parking on campus.

Under the Official Code of Georgia §40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators’ vehicles may be cited and towed, and violators could be subject to fines as provided by Georgia law.

1. Registration for Temporary Accessibility Needs.
   a. How to Register. A special decal marked “ADA” may be issued for employees or students with temporary parking needs due to injury or other health issues covered by the ADA, including situations for which a person does not qualify for a state-issued disability parking permit. “Temporary” for the purposes of this Parking Code means any condition that is expected to improve or resolve such that the individual may utilize regularly designated parking at some point during an Academic Year. Employees will need to submit a request to Human Resources; students must submit a request to the Office of Accessibility Services. Documentation, at a minimum, should be on the physician’s letterhead and signed by that physician, and should clearly state the disability and the duration of the mobility concerns. Please refer to HR and Accessibility Services for more information. HR and Accessibility Services, based upon the review of the medical information, will inform Parking Services of the need for ADA/special parking only, and not the nature of the disability. If needed, persons with temporary disabilities may be issued a parking gate card/remote for the duration of their disability.
   b. Where to Park. Please note that a temporary disability hangtag for students or faculty with accessibility needs allows parking in faculty/staff areas only. ADA designated parking spaces are reserved for persons with state-issued ADA hangtags ONLY.
   c. Duration of Permit. Temporary ADA permits will be issued for 30 day increments; at least five days prior to the expiration of a temporary ADA permit, any employee or student with a continuing need for ADA parking must contact Human Resources or Accessibility Services with requested documentation to support the continued need.
   d. Display. The hangtag must be displayed in clear view, so a Parking Control Officer can see the
dates of the permit. The gate card/remote must be returned on the expiration date of their temporary permit. Failure to return the gate card/remote will result in a $10.00 charge and a hold placed on the UWG Banner account.

2. **Registration for Permanent Accessibility Needs.** The same requirements as set forth in registration for Temporary Accessibility Needs applies, except the duration of the decal will be for the length of the student’s enrollment or the employee’s employment at UWG.

3. **Failure to Register.** Non-registered vehicles belonging to students or employees that display a Disabled veteran license plate, Disability license plate or state-issued Temporary disability placard, Permanent disability placard or special permanent placard Permit may receive a warning citation to register their vehicle with Parking Services. Further violations may be subject to fines and impoundment until registration of the need is received by Parking Services. Parking Services will void or refund fines assessed for non-registration of vehicles upon proper approval by HR or Accessibility Services, back to the date the need was demonstrated by the student or employee.

UWG PROCEDURE NUMBER: 7.13.2, Parking Regulations

*Authority: UWG POLICY 7.13 (Parking Operations)*

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following Parking Regulations:

A. **Compliance Statement**

Students, Faculty, Staff, and Visitors must abide by the Parking Regulations at all times when on the Carrollton Campus or Newnan Center of the University of West Georgia. All faculty/staff and students are required to display current UWG Faculty/Staff Decals or student parking hangtags while parked at the Newnan Center. *See, UWG Procedure 7.13.1, Parking Services Management for more information about registration.* Parking Regulations at the Newnan Center will follow the same rules, definitions and guidelines as set forth in the Parking Code for the University of West Georgia’s Carrollton Campus.

B. **Definitions**

1. “**Appeal Judge**” – a staff member appointed by the Vice President of Business and Finance to consider a parking appeal at the first level of appeal
2. “**Bicycles**” - non-motorized vehicle with two or three wheels, saddle, and fully operative pedals for human propulsion; includes “**Electric Assisted Bicycles**”
3. “**Campus**” - UWG-owned or leased buildings, grounds and property, including sidewalks and streets within campus boundaries
4. “**Electric Assisted Bicycle**” – bicycle with an electric motor to assist in the operation of pedals; for the purposes of this procedure, “**Electric Assisted Bicycle**” will be used interchangeably with “**Bicycle**”
5. “**Greenbelt**” - public use pathway for non-motorized traffic (*See, UWG Procedure 7.4.1*)
“Moped” – motor-driven cycle with an engine not exceeding 50 cubic centimeters (cc.)

6. “Motorcycle” - motorized two or three wheel vehicle with an engine size of 50 cc. or greater. For the purposes of this procedure only, reference to “Motorcycle” shall include vehicles designated by manufacturers as “Scooters” and “Mopeds” except when otherwise designated by name. The certificate of origin for the vehicle must state: “Manufactured for lawful highway use” to be operated on Campus. **Motorized vehicles that are not manufactured for lawful highway use should not be operated on the UWG Campus.**

7. “Motorized Cart” - cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.

8. “Parking Appeals Committee” – a committee appointed by the Provost and Vice President of Academic Affairs which is composed of the Student Judicial Chairperson, one faculty member and one staff member, none of whom work in Parking Services or the University Police Department.

9. “Residential Freshmen” - Until a residential student completes two semesters living on campus, or completes 30 credit hours, that residential student is considered a Residential Freshmen and should park at designated Residential Freshmen primarily located at the Athletic Complex. Exceptions include the student is married, 21 years of age or older, prior or current military service or an appeal to the Associate Vice President of Auxiliary Enterprise and Business services regarding night-time job conflict.

9. **Scooter** - a lightweight motorcycle with an enclosed engine between 50 cc. and 350 cc. that is designed for drivers to sit with legs together on a platform or floorboard.

C. Regulations

**The Parking Code is in effect when the Campus is open. Additionally, University Police have authority to enforce Georgia’s Motor Vehicle Code at all times.** See, O.C.G.A., Title 40, §§40-1-1 ff.

1. **Permissible Parking/Operation on Campus.**
   a. **Bicycle/Moped** parking is only permitted in campus bicycle racks. **Bicycles should use the bicycle lane where available and must ride with the flow of traffic on streets.**
   b. **Motorcycles** must park in a regular parking space and in the same manner as an automobile. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone.
   c. **Mopeds** are only allowed to park in bicycle racks on Campus.
   d. **UWG Motorized Carts.** Parking is permitted in parking lots in accordance with the other sections of this code and cart spaces that have been constructed for this purpose.
   e. **Vehicles designed for living or sleeping.** Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university’s boundaries is not permitted **unless approved** by the Associate Vice President of Auxiliary Enterprises and Business Services.
   a. **Loading/Unloading.** Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. **Similarly, certain spaces near Resident Halls may be used for loading/unloading by resident students. The maximum length of this time for use of these spaces is 20 minutes. Violators will be ticketed and may be towed at the discretion of**
Parking Services

b. University Service Vehicles. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.

c. Police/Emergency/Emergency Service Vehicles. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.

d. Metered Spaces. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; however, hangtags/decals must be displayed for faculty/staff and currently enrolled students. Meters accept nickels, dimes, and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.

   a. Parallel parking against the flow of traffic on the street is prohibited.
   b. Motorcycles are prohibited from driving on sidewalks or around parking control gates.
   c. UWG Motorized Carts may not park or operate:
      i. On landscaped and lawn areas.
      ii. In front of electrical transformers and other equipment that could require immediate access.
      iii. On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
      iv. On streets, driveways, and parking lot access points, unless in designated parking spots.
      v. In any location, or in any manner, that would impede emergency responders.
      vi. In any location that would impede the normal operations of the campus.
      i. Bicycles/Mopeds should take care to avoid the obstruction of walkways, railings, doorways or ramps intended for use by pedestrians or persons with disabilities.

3. Other Considerations.
   a. Inoperable Vehicles. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at 678-839-6629 as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services.
   b. The University is not responsible for loss or damage. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:
      i. Avoid leaving valuable items in vehicles.
      ii. Call University Police (678-839-6000) to report damaged or stolen property.
      iii. Pay attention to warning signs and park away from athletic fields and unlit areas.
   c. Towing. The owner is liable for all parking citations issued before Parking Services is notified of
any requests to approve Parking Code exemptions. The time limit for vehicles inoperable or in a visible need of repair on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner’s expense. Please refer to the next section on Towing/Impoundment.

D. Towing/Impoundment

Motor vehicles in violation of this Parking Code or Georgia’s Motor Vehicle Code may be towed/impounded at the owner’s expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

1. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:00 a.m. to 5:00 p.m., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:00 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:00 a.m. Monday, and during university holidays.

2. Vehicles may be impounded for any of the following reasons:
   a. Non-registered vehicles having three or more unpaid parking fines.
   b. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
   c. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
   d. In case of emergency or in the interest of public safety.
   e. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
   f. Vehicles that have five outstanding violations may be impounded.

E. Color Coding/Permits/Signs/Meters and Designated Hours of Operation

Many curbs at the University have been painted to indicate assigned parking on Campus. In addition, some parking lots/spaces have been reserved for special permit parking only and are identified by signs. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.

1. Color Codes (See 2017 Bus Route and Parking Zone Map)
   a. YELLOW. No parking zone anytime. Violators are subject to citation and impoundment.
   b. RED. Emergency lanes. No parking anytime. Violators are subject to citation and impoundment.
   c. GREEN. Faculty/staff parking.
   d. WHITE. Open parking for all currently registered vehicles except Residential Freshmen from Monday at 7:00 a.m. through Friday at 12:00 p.m.]
   e. BLUE. ADA parking for state-issued ADA hangtags ONLY. This will be enforced 24/7, and individuals without ADA hangtags and assigned ADA decals (see, registration here) are subject to citation and impoundment.
   f. GREY. Residential First Year Student parking.

2. Faculty/Staff (GREEN/WHITE)
   Hours of Operation. 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by
signage on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students except Residential Freshmen between the hours of 5:00 p.m. to 7:00 a.m.; with the exception of parking reserved 24/7, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

3. Student (GREY/WHITE/PERMIT)
   a. Hours of Operation. Designated parking is in effect 24/7.
   b. Permit Designations for Students. The 2017-2018 Bus Route and Parking Zones Map designates parking areas.
      i. “E" (East Residential/east side of campus) Hangtags. Permitted E-drivers may park in the 24-hour restricted. These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks. Permitted drivers may also park in any designated Open Parking Lot (White).
      ii. “W" (West Residential/west side of campus) Hangtags. Permitted W-drivers may park in the 24 hour restricted areas on the west side of campus. These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments. Permitted drivers may also park in any designated Open Parking Lot (White).
      iii. “C” (Commuter) Hangtags. Permitted C-drivers may park in restricted Commuter lots, and any designated Open Parking Lot. Permitted drivers may also park in any designated Open Parking Lot (White).
      iv. “RF” (Residential Freshmen) Hangtags. Permitted RF-drivers may only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots C, D, E, and G) or the designated RF signed spaces of the Evergreen and Tyus Hall Parking Lots, from Monday 7:00 a.m. until Friday 12:00 p.m. Permitted drivers may also park in any designated Open Parking Lot (White) after Friday on 12:00 p.m. until Monday at 7:00 a.m.
      v. “G/V” (Greek Village) Hangtags. Only permitted G/V-drivers may park in the Greek Village Housing Complex. Permitted drivers may also park in any designated Open Parking Lot (White). No other Student permits (E, W, C, and RF) are authorized to park in the Greek Village Housing Complex.
   c. Change of Status. Any student moving from one residence hall or seeking to change from one zone to a different zone, must obtain the appropriate hangtag from Parking Services. This does not apply to Residential Freshmen, who must utilize RF zones or Open (White) zones. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.

4. Residence Life Coordinators and Residence Directors (Decal). Individuals working as Residence Life Coordinators and Residence Directors will be issued a special decal to attach to their hangtag, which
permits them to park in certain restricted parking spaces identified by signs. These spaces or decals are not to be “loaned” to ANYONE.

5. **Graduate Assistants (Decal).** Graduate Assistants are permitted to park in the gated Townsend Center lot or Open Parking Lots (White), in addition to their assigned student permit zone for Commuters, Residential, or Open parking.

6. **Visitors (SIGNS/PERMIT).** Spaces designated by signs or as otherwise marked by University Units for the use of visitors will be enforced 24/7. Faculty, staff, students, and service vehicles may not park in designated visitor spaces at any time. Violators are subject to citation and impoundment.

7. **“EV” or Electric Vehicle Charging Spaces (SIGNS).** These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.

8. **Metered Spaces (METER).** Please refer to C.1.d

**F. Schedule of Fines and Payment for Violations of the Parking Code**

1. **Table of Fines, Payments, and Enforcement Actions.**

<table>
<thead>
<tr>
<th>Violation</th>
<th>Fine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraud. Counterfeiting a hangtag with intent to defraud; obtaining a hangtag by fraudulent means; displaying a hangtag that was not assigned to the driver by Parking Services; obtaining a hangtag/decal for an unauthorized person; false registration of a vehicle</td>
<td>$100</td>
</tr>
<tr>
<td>Alterations. Altering any Parking Services permanent or temporary permit</td>
<td>$100</td>
</tr>
<tr>
<td>ADA Parking Violation. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag</td>
<td>$100/towing</td>
</tr>
<tr>
<td><strong>Failure to Observe Restricted Parking.</strong> Parking at RED and YELLOW curbs, a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone</td>
<td>$50/towing</td>
</tr>
<tr>
<td>Obstructing Access. Parking on a sidewalk, lawn area, driveway, athletic field</td>
<td>$35/towing</td>
</tr>
<tr>
<td>Misuse of Designated Zones. Parking in reserved areas without proper permit (Faculty/Staff, Yellow Curbs, Student Zones, etc.)</td>
<td>$35</td>
</tr>
<tr>
<td>Parking Outside of Lines. Double Parking or parking on or outside of white line/space</td>
<td>$35</td>
</tr>
<tr>
<td>Meters. Failure to abide with use of parking meters</td>
<td>$25</td>
</tr>
<tr>
<td>Improper Parking. Parking against the flow of traffic</td>
<td>$25</td>
</tr>
<tr>
<td>Registration. Non-registered vehicle, failure to display a valid hangtag, displaying an expired hangtag</td>
<td>$20</td>
</tr>
<tr>
<td>Display. Hangtag improperly displayed/obstructed from view</td>
<td>$20</td>
</tr>
<tr>
<td>Unauthorized Use. Unauthorized use of “Special Parking Permit for Meters and Service Spaces</td>
<td>$10</td>
</tr>
</tbody>
</table>

All citations including those issued to Faculty and Staff must be paid (cash or check) in the Bursar’s Office.
2. Special Considerations for Students.

**UWG students can also pay citations through their BanWeb account with debit or credit card at [https://www.westga.edu/student-services/bursar/payment-of-tuition-fees.php](https://www.westga.edu/student-services/bursar/payment-of-tuition-fees.php).** Hours of operation and payment information can be found on the Bursar’s Office website. *Holds are placed on University of West Georgia student accounts and registration until paid in full or citation(s) are resolved.*

G. Parking Appeals

Any individual who is in receipt of a University citation may appeal

1. **Time Limit**

All appeals must be made within ten (10) business days of the date of the citation.

2. **Appeals Procedure**

   a. Appeals must be submitted through the Parking Services portal at [www.parking@westga.edu](mailto:www.parking@westga.edu)

   *contacting another individual or unit on Campus may result in your appeal being untimely.*

   b. Students, Faculty, and Staff must include their campus e-mail address on the appeal form submitted. The citation (in-person/mail/fax) or citation number (online) will need to be included for proper consideration.

   c. Appeals may be submitted, Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays) by one of the following methods:

      i. Online, through the Parking Services website [here](mailto:www.parking@westga.edu) . Online appeals can be made 24/6,

      ii. **Handwritten appeals can be submitted in person,** to Parking Services office, currently located on the first floor of Row Hall (must have citation attached to appeal form)

      iii. Mail to:

             Parking Services  
             University of West Georgia  
             1601 Maple Street  
             Carrollton, GA 30118 (must have citation attached to appeal form)

      iv. Facsimile transmission to (678) 839-5504 (must have citation attached to appeal form)

   d. **Please be aware that the appeal is only a document review; there is no hearing.** Therefore, any evidence or documentation must be submitted with the appeal form. Individuals should clearly explain their situation with as much detail as possible.

   e. Notification of appeal decisions are made via the campus email address submitted with the appeal.

3. **Violations/Explanations Not Subject to, or Accepted for, Appeal**

   The following citations and/or situations cannot be appealed:

   a. Parking in Yellow curb location
   b. Parking in Fire lane/Red curb location
   c. Parking within 15 feet of a fire hydrant
   d. Parking in an ADA space without the state-issued hangtag
   e. Parking without authorization in a Metered space, or failing to pay the necessary Meter fees
   f. Displaying someone else’s hangtag
   g. Inability to locate a space to park, subsequently violating the Parking Regulations
h. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations), and subsequently violating the Parking Regulations is not an acceptable explanation for violation of the Parking Code.

i. Other vehicles were similarly parked improperly is not an acceptable explanation for violation of the Parking Code.

j. Parking in violation of the Parking Code only for a short period time; the length of the time the vehicle was parked in violation of the Parking Code is not an acceptable explanation for violation of the Parking Code.

k. Parking in an unauthorized space to avoid being late to class or appointment is not an acceptable explanation for violation of the Parking Code.

l. Inability to pay the amount of the fine does not void the citation.

4. Appeal Judge
Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Senior Vice President for Business and Finance. The Appeal Judge is authorized to grant or deny the appeal, or to waive or reduce the fine imposed.

5. Parking Appeals Committee
a. The Parking Appeals Committee is composed of the Student Judicial Chairperson, one Faculty Member and one Staff Member who are appointed by the Provost and Vice President of Academic Affairs. No member is affiliated with either Parking Services or University Police. No member of the committee or the Appeals Judge may rule on, or approve, their own parking citation appeal.

b. All Appeal Judge’s decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.

c. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that the correct interpretation of the Parking Code was applied.

d. The Parking Appeals Committee shall be authorized to uphold, reject, or modify the decision rendered by the Appeal Judge. Upon request from the appellant, the Parking Appeals Committee may provide a detailed written decision response.

5. The decision of the Parking Appeals Committee are final, provided the decision complies with applicable Board of Regents policy.

H. Frequently Asked Questions (FAQs)

VIII Frequently Asked Questions (FAQs)

A. These FAQs can also be found at https://www.westga.edu/campus-life/parking/parking-faq.php.

1. Where & how do I pay a ticket?
To pay with cash or check you will need to go to the cashier’s office at Aycock Hall. To pay with a credit card you would go on-line to your BanWeb account. Visitors - please contact Parking and Transportation to alert us of any tickets that you receive while on campus.
2. How do I appeal a ticket?
   Go to http://parking.westga.edu/ Click on 'Look Up a Ticket' for the appeals form.

3. I appealed my ticket but the appeals committee denied it. What do I do now?
   The Parking Appeals Committee is the final decision on all appeals. If your appeal is denied, you can request for a written decision. You must pay your ticket to avoid a hold.

3. If I'm a visitor, what do I need to do?
   All visitors should visit the Welcome Center located at Bonner House on Front Campus Drive to register vehicle information and obtain temporary visitors permit. The Welcome Center can be reached at 678-839-2232 concerning any questions you may have or after-hours registration. Please alert the Parking and Transportation Office to any tickets received while visiting campus. Longer term visitors (more than three days) should visit, email, or phone the Parking Office www.parking@westga.edu or call 678 839-6628 for a temporary visitors permit.

4. How do I get a student hangtag?
   Go to http://parking.westga.edu/ and register your vehicle on-line and visit the parking office at Row Hall to obtain your hangtag.

5. How do I get a faculty/staff decal?
   Visit the Parking Office at Row Hall and fill out a vehicle registration form and pay $15.00 cash or check.

6. Why does my parking account say zero balance with parking, but I have a hold?
   The tickets download to the Bursar’s Office which leaves a zero balance with Parking, but your outstanding amount is owed to the Bursar’s Office.

7. Who is a Residential Freshmen?
   Students who live on Campus and have not completed two full semesters of residence or have accumulated less than 30 earned credit hours as reflected in Banner.

8. Can Residential Freshmen park on campus?
   The only time Residential Freshmen can park in student parking zones is from Friday at 12:00pm until Monday at 7:00 a.m. or when directed by Parking Services for a special event: e.g. football game, concert, etc.

9. I’m a residential freshmen. My car won’t start, and I need to move it from University Stadium for a home football game. What are my options?
   If your car is inoperable, contact the Parking Office and give them your student information
including your hangtag number, the information on your car, and where it is located.

10. Can I use my hangtag in any vehicle?
   Yes, your hangtag may be used in any vehicle you drive to campus, unless that vehicle is currently registered to another student.

11. How can I get handicap parking?
   For permanent disabilities, please bring either the state-issued disability placard or disability license plate tag receipt for verification to the Parking Office. For temporary disabilities 30 days or less, students should provide documentation to the Accessibility Services office located in 123 Row Hall. The documentation, at a minimum, should be on letterhead, clearly state the disability, the duration mobility will be affected and signed by a doctor. A meeting (either in person or by phone) will need to be scheduled with an accessibility counselor to discuss the student's needs. The meeting can be scheduled by calling 678-839-6428. For information about Accessibility Services and other accommodations available, please visit their website at www.westga.edu/accessibility. If you are a staff or faculty member, please see Human Resources who will review your existing medical request and if approved will request an ADA space to Parking & Transportation services.

12. What if I have a temporary tag on my vehicle?
   Visit Parking Office at Row Hall and receive a three week temp hangtag. You must know your VIN number or a current registered temporary tag with the State of Georgia.

14. Is there a shopper shuttle?
   Yes, the shopper shuttle runs Wednesday 1pm-4pm and Friday from 12pm-4pm at the UCC Bus stop. Several national retail and local stores are on the route.

15. When can I park Faculty/Staff (F/S) and meters without being ticketed?
   You can park in the F/S lots (NOT including Back campus Drive) and meters with a hangtag after 5:00 p.m. Friday through 7:00 a.m. on Monday.

16. Can I park on Back Campus Drive?
   Unless using the Convergent Learning Center reserved parking space, students may not park on Back Campus Drive, 24/7/365. Back Campus Drive is restricted to Faculty and Staff.

17. My car is in the repair shop, so I'm borrowing a friend's car. Can I use my hang tag in his car?
   Yes, the hangtag is tied to your 917 number.
18. My mom is visiting me on campus, but she’s using my car for the day. Where should she park-in the lot that corresponds to my hang tag or in a visitor lot?

Since the car is registered to you, it will have to be parked in the lot corresponding to the hangtag.

Revisions Approved by
Faculty Senate’s Facilities and Services Committee
Faculty Senate
Mr. Reeves
Mr. Sutherland
Dr. Marrero
Addendum V: Rules
209 Faculty Office Hours

The faculty member should announce to his or her students and post on his or her door (or other appropriate place) a schedule of office hours and should be available consistently during those hours. The total scheduled hours should not be less than ten hours per week and should include morning and afternoon periods on most days. Part-time faculty must be available prior to and after class for a period of one hour or available by appointment. Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member.

Link: https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf

Proposed 209 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with BOR 2.18 Academic Feedback policy, the instructor and student should make every effort to be available during instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.
209 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with BOR 2.18 Academic Feedback policy, the instructor and student should make every effort to be available during instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.
Addendum VI: Rules
UWG PROCEDURE NUMBER: UWG Procedure 2.7.9

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

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

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

A. Definitions.
   1. Office hours- may include in-office hours and/or virtual office hours.

B. Office hours procedure:

Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. In accordance with BOR 2.18 Academic Feedback policy, the instructor and student should make every effort to be available during instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member.

Pursuant to BOR 2.18 Academic Feedback

C. Compliance.
The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], the ____ day of ______, 2017.

_____________________________________________________
Signature, [
Reviewed by President [or VP]: ____________________________

Previous version dated: N/A

Rules committee approval 4_13_2017
Addendum VII: Rules
Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA. During the term of his or her graduation, an undergraduate student may be excused from final examinations at the discretion of the instructor of each course in which the student is doing passing work.
Proposed Final Revision

206 Final Examinations

Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.
UWG PROCEDURE NUMBER: UWG Procedure 2.7.11
Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

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

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

A. Definitions.
   1. Final Examinations: Examinations held at the end of each term.

B. Final examinations schedule procedure.

   • The schedule of the final examinations is published by the Registrar’s Office.
   • No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college.
   • If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.

C. Compliance.

Issued by the [title of person charged with writing procedure], the ____ day of ______, 2017.

_____________________________________________________
Signature, [ ]
Reviewed by President [or VP]: ______________________________

Previous version dated: N/A

Rules committee approval 4_13_2017