Memorandum

To: General Faculty

Date: January 17, 2024

Regarding: Faculty Senate Agenda for January 19, 2024 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The December 1, 2023 Faculty Senate Meeting Minutes were approved electronically on January 17, 2024.
4. Administrator Reports
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

A) College of Education

1) Department of Counseling, Higher Education, and Speech Language Pathology

a) SLPA - 4725 - Seminar: Speech Lang Path

Request: Add

This course is being added to the B.S.Ed. in speech-language pathology plan of study to accompany another new course: SLPA 4792 (Internship in Speech Language Pathology) [see next agenda item]. These courses will satisfy requirements for a new Georgia PSC rule for the creation of a Speech Language Associate Program. This program provides a pathway for students with a

bachelor's degree in speech-language pathology to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system. This seminar course is designed to be taken concurrently with SLPA 4792 and provides case studies, projects, and speakers to cover issues appropriate to the internship experience.

b) SLPA - 4792 - Internship: Speech Lang Path

Request: Add

This course is being added to the B.S.Ed. in speech-language pathology plan of study to accompany another new course: SLPA 4725 (Seminar) [see preceding agenda item]. These courses will satisfy requirements for a new Georgia PSC rule for the creation of a Speech Language Associate Program. In this internship course, students work under direct supervision of a certified speech-language pathologist to gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting.

c) Speech-Language Pathology, B.S.Ed.

Request: Revise

The proposed updates will allow graduates from the B.S.Ed. in Speech Language Pathology to obtain certification as a Speech Language Associate under a new GaPSC rule (505-3-.70). The revision includes the required school-based internship as well as an accompanying seminar. To accommodate this addition, three EDUC courses were removed from the curriculum, and some entry-level SLPA coursework was moved back into the second year of study to replace them.

2) Department of Special Education

a) Special Education, B.S.Ed.

Request: Revise

This revision makes two changes: (1) Creates an accelerated bachelor's to master's (ABM) pathway to the Master's of Education in Special Education by counting up to six hours for both degrees. Course substitutions are specified for the General Curriculum concentration and for the Adapted Curriculum concentration. (2) Replaces EDUC 2110 (no longer offered) in Area F with MEDT 2501 Multiple Literacies for Ed.

b) Special Education, B.S.Ed.

Request: Revise

The Department of Special Education proposes to move the dual Special Education General Curriculum/Elementary Education concentration from the Department of Early Childhood Through Secondary Education and convert the program to a fully online delivery model for coursework and in-field practicums and internship. The Dual program will align practicums with the SPED practicums requiring only two practicums and one internship, whereas the ECSE program required three practicums and one internship, and modifies the hours.

B) Richards College of Business

1) Department of Management and Management Information Systems

a) Business Systems and Analytics (Minor)

Request: Revise

This revision to the minor reflects recent changes made to the Business Systems and Analytics concentration in the major (new or deleted courses, course names, etc.) that were approved in November.

b) Cybersecurity and Networking (Minor)

Request: Revise

This revision to the minor aligns the name and component courses with recent changes made to the major program (new or deleted courses, course names, etc.) that were approved in November.

c) Management Information Systems (Minor)

Request: Revise

This revision to the minor aligns the name and components courses with recent changes made to the major program (new or deleted courses, course names, etc.) that were approved in November.

C) University College

1) Honors College

a) Honors College Curriculum

Request: Revise

Three changes are presented for approval: (1) Reduce the total number of hours required to graduate with Honors distinction; (2) Expand the options for the capstone requirement; (3) Remove the e-portfolio requirement. (A fourth item in the explanation of the revisions was approved by UPC in September 2023 for changes to the extra work to convert courses for Honors credit).

2) Center for Interdisciplinary Studies

a) ABRD - 3000 - Study Abroad

Request: Add

This proposal (and the other ABRD proposals listed below) create a new course prefix to use for study abroad in situations when department-specific courses do not apply. The new prefix "ABRD" has been approved, and University College has been assigned to host this prefix and any courses bearing it. Because the courses take place in an international setting and focus on intercultural skills, there are no non-discipline specific equivalents at UWG. Specifically regarding ABRD 3000, the course is variable credit 1 – 3 hours, may be repeated to a maximum of 9 hours credit.

b) ABRD - 3100 - Teach Abroad

Request: Add

The general explanation of ABRD prefix is provided in item a above. Specifically regarding ABRD 3100, this course is designed for students who will teach abroad in a formal or informal setting as approved by the faculty member with an emphasis on cultural differences. Title and description of course to be specified at time of offering. This may not count as a College of Education course or towards a major/minor in education unless approved by the College of Education. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

c) ABRD - 3200 - Service Learning Abroad

Request: Add

The general explanation of ABRD prefix is provided in item a above. Specifically for ABRD 3200, the course is based on successful completion of service hours abroad. The student under the supervision of a faculty member will complete a project that addresses a significant problem as identified by the host community

served. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

d) ABRD - 3300 - Perform Abroad

Request: Add

The general explanation of ABRD prefix is provided in item a above. Regarding ABRD 3300 specifically, students will prepare and perform abroad. The performance might include playing a musical instrument, singing in a choir, acting as part of a theatre play, to only cite a few examples. This may not count towards a major/minor in a specific discipline unless approved by the department. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

e) ABRD - 4000 - Intern Abroad

Request: Add

The general explanation of ABRD prefix is provided in item a above. Regarding ABRD 4000 specifically, the course is an extra-curricular learning experience taking place abroad and that will require the student to complete a professional project under the supervision of a faculty mentor. A written report of the results of the project must be submitted by the end of the semester abroad. Because the course is associated with an international internship, it can only be delivered abroad and should be differentiated from a similar experience in the United States. Variable credit 1 – 15 hours; may be repeated to a maximum of 15 hours credit.

f) ABRD - 4001 - Contemporary Studies in Travel

Request: Add

The general explanation of ABRD prefix is provided in item a above. ABRD 4001 specifically is a variable-topic examination related to a specific place and the act of traveling there, associated with a UWG Study Abroad Program. This is a 3-credit hour course (not variable credit) that can be repeated to a maximum of 15 hours.

g) ABRD - 4002 - Contemporary Studies in/of Place

Request: Add

The general explanation of ABRD prefix is provided in item a above. ABRD 4002 is a variable-topic examination in a specific place as the context for and/or a product of human, social, and/or biophysical processes and features, associated with a UWG Study Abroad Program. This is a 3-credit hour course (not variable credit) that can be repeated to a maximum of 15 hours.

h) ABRD - 4985 - Research Abroad

Request: Add

The general explanation of ABRD prefix is provided in item a above. Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Both a formal oral and written report of the results of the research must be presented to a larger audience (e.g., faculty and peers, professional audience) either while abroad or upon return at UWG. Variable credit 1 – 15 hours; may be repeated to a maximum of 15 hours credit.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items (Addendum III):

A) Richards College of Business

1) CISM-5333-Fundamentals of Computer Networks

Request: New Course

This course will be cross-listed with CISM 4333. It will serve as an introductory course for students with little networking experience who wish to pursue the M.S. in Cybersecurity.

2) CISM-5470 Cyberwarfare, Cybercrime, and Digital

Request: Course Revision

This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

3) Combined Master of Professional Accounting, MPAcc & Master of Business Administration, MBA

Request: Revise Program

Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

4) Master of Professional Accounting, MPAcc

Request: Revise Program

Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

B) College of Education

1) ECED – 6111 – Intro to Elementary Field Experience

Request: New Course

This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout this course will afford students opportunities to master the program's learning objectives.

2) ECED – 6249 – Seminar for P-5 Teachers

Request: Revise Course

This course has been redesigned to complete a comprehensive portfolio. Students will complete the items in the portfolio in the other program courses and will put them together during their last semester in this course. Because of this, there is no reason to have this course be a part of a faculty member's load. Program coordinator will monitor and organize the course.

3) ECED – 6258 – Teaching Social Studies and Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of interdisciplinary social studies and literacy concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying social studies content and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of social studies and literacy concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

4) ECED – 6259 – Teaching Science & Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in science education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and science education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of science concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying science skills, attitudes, and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of scientific concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

5) ECED – 6260 – Classroom Management

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports using research-based approaches to prevent and address disruptive classroom behaviors through implementing foundational

classroom management practices. Candidates can effectively manage classroom behaviors by focusing on understanding the phases of the acting-out cycle and effectively responding to behaviors at each stage.

The course objectives prioritize strategies that promote positive classroom behaviors, minimize disruptions related to negative behaviors, and support equitable classroom management practices. This emphasis will help prepare candidates to create positive, supportive classroom environments. By developing skills to understand how to respond appropriately to students in different phases of the acting out cycle, candidates will be able to address negative behaviors and utilize positive classroom management strategies to promote student learning.

6) ECED – 6263 – Teaching Elementary Mathematics 1

Request: New Course

The course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

7) ECED – 6266 – Teaching Elementary Mathematics II & Practicum

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

8) ECED – 6289 – Elementary MAT Seminar & Comprehensive Exam

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to critically reflect on issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will serve as a capstone experience for satisfying the exit requirements of the program.

9) ECED – 6291 – Internship

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to teach full-time for one semester in an elementary level (PK-5) public school including two full weeks of leading all instruction. Students are expected to participate in general faculty duties and professional activities.

10) Elementary Education, M. Ed

Request: Revise Program

The USG has recommended that Master degrees be no more than 30 credit hours. This program update is to address that recommendation and take the program from 36 credit hours to 30 credit hours. We addressed this by making our comprehensive portfolio course zero credits because students will complete each task in another program course, which will provide them feedback from faculty prior to the course. We are also decreasing the research section to three credits from six credits and giving students an option between two research courses. Finally, we are including 6 credits for electives. The purpose of these credits are to allow students to begin work on a certification or endorsement that they can finish in the Elementary EdS program or explore education courses that they feel will best benefit them. We also removed ECED 7261 from #3 under professional specialization as we no longer offer that course because those topics are now covered in READ courses.

11) Teacher Education, MAT, Concentration in Elementary Education

Request: Revise Program

We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 39 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

- According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.
- The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

- Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.
- Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.
- According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.
- The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.
- Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.
- Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 39-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:

Georgia Southern: 45 credit hours

UGA: 51 credit hours

Augusta University: 39 credit hours

Columbus State: 49-65 credit hours

Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with a MAT in Elementary P-5 Education:

- Brenau University: 57-60 credit hours
- Mercer University: 37-46 credit hours
- Piedmont University: 48 credit hours
- Reinhardt University: 48 credit hours
- Thomas University: 48 credit hours
- Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
- University of Phoenix: 45 credit hours
- Liberty University: 36 credit hours
- Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

12) Teacher Education, MAT, Concentration in Special Education: Adapted Curriculum, General Curriculum

Request: Revise Program

The proposed reduction in credit hours for the MAT in Special Education program is a strategic endeavor to enhance the program's competitiveness, relevance, and place in the educational landscape. By streamlining the curriculum from 33 to 30 hours, we are responding to the evolving needs of the field and the expectations of prospective students who are increasingly seeking more efficient pathways to certification. The integration of a practicum into the initial methods course is a deliberate move to infuse practical and authentic learning experiences early in the program, thereby increasing its applicability and alignment with real-world teaching demands. Moreover, the incorporation of instructional technology standards into the special education collaboration course leverages the course's current use of technology in collaborative educational settings. The requirement for all MAT students to pursue the Reading Concentration, aimed at mastering the science of reading, reflects our commitment to literacy excellence, despite limiting concentration options. This change, however, ensures depth and specialization in a critical area of education.

Lastly, the elimination of the overlapping special education introductory SPED 6706 course exemplifies our commitment to curriculum efficiency, preventing redundancy and reinforcing our dedication to providing a robust, focused educational experience that aligns with the latest academic and professional standards in special education.

13) Read – 6263 – Reading Instruction & Assessment II (3-5)

Request: New Course

The course is designed for M.A.T. candidates entering teacher education from other fields. The course description and student learning outcomes emphasize critical literacy skills, including word analysis and recognition, vocabulary development, and comprehension, along with the development of speaking and listening skills for upper elementary students. The course focuses on assessment and evaluation, equipping candidates with the skills to identify and address students' reading strengths and weaknesses to provide effective instruction and intervention.

The course has been created to build upon the skills and concepts covered in READ 6262: Reading Instruction and Assessment I (PK-2). Both READ 6262 and 6263 are aligned with the latest Georgia Professional Standards Commission (GaPSC) standards for Foundations of Reading, which focus on structured literacy and the science of teaching reading. Aligning the course with the GaPSC standards ensures candidates are better prepared to address the literacy needs of their students and implement evidence-based instructional approaches and assessments. By designing the course to meet GaPSC standards, we are equipping our candidates with the most current and effective evidence-based practices and strategies in reading instruction to support the different literacy needs of their students and ensure all children have the opportunity to develop strong literacy skills.

14) EDLE 7000- Principal of Instructional Leadership

Request: New Course

This course replaces EDLE 6312 Principles of Instructional Leadership. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

15) EDLE 7100- School Law, Policy, and Ethics

Request: New Course

This course replaces EDLE 6316 School Law, Policy, and Ethics. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

16) EDLE 7200- Using Data to Improve the School

Request: New Course

This course replaces EDLE 6341 Using Data to Improve the School. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

17) EDLE 7300- School Operations for Student Learning

Request: New Course

This course replaces EDLE 6329 School Operations for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

18) EDLE 7400- Leadership for Student Learning

Request: New Course

This course replaces EDLE 6327 Leadership for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Leadership for Student Learning (EDLE 7400) has been updated to comply with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03). This rule sets the standards for programs training

teachers and educational leaders in P-12 schools. The revisions ensure course objectives and content align with current research and best practices in literacy and reading education, equipping future teachers and school leaders to support P-12 literacy. This course is part of a leadership preparation program that focuses on awareness—rather than full demonstration of proficiency—of the new GaPSC standards. Candidates in this program are expected to understand the basic principles of teaching reading, and supporting literacy instruction in P-12 students.

19) EDLE 7500- School & Community Engagement

Request: New Course

This course replaces EDLE 7312 Schools and Community Engagement. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

20) Instructional Technology, Media & Design, Ed.S. Concentrations in Instructional Technology, School Library & Media

Request: Revise Program

The Ed.S. of Instructional Technology, Media, and Design (ITMD) has two concentrations: (1) School Library Media, and (2) Instructional Technology. The Instructional Technology concentration has two tracks: (a) IT Certification and (b) General. The current proposal seeks changes to all three ITMD program sheets:

–Concentration: School Library Media

–Concentration: Instructional Technology; Track: IT Certification

–Concentration: Instructional Technology; Track: General

In response to needs identified in the field of School Library Media (SLM), program faculty have deemed two courses as appropriate for addition to the program sheet for the Ed.S. of ITMD (Concentration: School Library Media). This change will provide two additional electives for EdS SLM students to choose from. These are the elective courses:

–READ 7267: Diversity and Equity in Children's and Young Adult Literature

–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) To view the the proposed changes, please see the current and proposed program sheets in the document named as follows: –ProgSheets_EdS_SLM_Conc_

In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the Ed.S. (Concentration: Instructional Technology: Tracks: Both). These are the elective courses:

–MEDT 7497: Extended Reality for Learning (proposed 10/18/23)

–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our two Instructional Technology program sheets. To view these changes, please see both the current and the proposed program sheets in documents named thusly: –ProgSheets_EdS_IT_Conc_IT-Cert-Track_ –ProgSheets_EdS_IT_Conc_General-Track_

21) Instructional Technology, Media & Design, M. Ed. Concentrations in Instructional Technology, School Library & Media

Request: Revise Program

In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the M.Ed. IT Concentration. These are the elective courses:

MEDT 7497: Extended Reality for Learning (proposed 10/18/23)

MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our program sheet. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_IT_Conc_10.24.23.docx.

Program faculty have determined the course CURR 6575: Curriculum Trends and Issues should be removed from the Education Core but included as an Elective option. This change will give students an opportunity to develop instructional technology, media, and design skills in more specific areas they deem relevant to

their situation. They will be able to take one less education core class that is not required and take an elective in its place.

In the proposed program sheet, you will notice CURR 6575 has been removed from the Education Core, and it has been placed in a new Electives section, along with several other elective course options. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_SLM_Conc_10.24.23.docx.

22) MEDT 7497- Extended Reality for Learning

Request: New Course

In recent reviews of elective course options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need. Graduate students in instructional technology, media, and design have indicated a high level of interest in the emerging technologies of augmented, mixed, and virtual reality, as these tools are increasingly used to facilitate and enhance learning in K-12 schools. In addition, this course aligns with 12 of the Georgia Instructional Technology Standards.

23) MEDT 7498- Design and Development of Maker-Centered Instruction

Request: New Course

In recent reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need for additional elective offerings--for both our instructional technology-focused candidates as well as our school library media candidates. This course has been taught for several years through our program area's special topics course (i.e., MEDT 7485), and it has been highly-enrolled and well-received among candidates.

24) Pedagogy Only Teaching Certificate for Secondary Education

Request: Delete Program

This non-degree program has low enrollment (<5) and is only 6 credits less than the much more popular MAT route. It is not feasible for us to continue putting resources into a program that does not benefit students or have high enrollment.

25) Post-Baccalaureate Certificate for Data Analysis & Evaluation Methods

Request: Revise Program

The course EDLE 6341 Using Data to Improve the Schools addresses the same topics as the course EDRS 6341 Using Data to Improve the School, which is already included in the program of study as an approved research methods course. The course EDLE 6341 Using Data to Improve the Schools can serve as a research course for students who are also enrolled in educational leadership programs.

26) Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies

Request: New Program

In reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty have developed courses to address the identified need for enhancing graduate students' (who are predominantly in-service P-12 teachers and school librarians) knowledge, skills, and abilities with the application of emerging technologies (e.g., augmented, mixed, and virtual reality; design and implementation of maker spaces; applications of computational thinking), as these competencies are increasingly in demand in Georgia schools. The College of Education's Innovations Lab features many technologies our students will explore through this program. This certificate is an excellent means of professional development for P-12 educators and designers.

27) Post-Baccalaureate Certificate in Instructional Technology

Request: New Program

The program being proposed (i.e., the Post-Baccalaureate Certificate in Instructional Technology) is based upon an existing certification program that has been offered since around 2013 (you may see the existing program here: https://catalog.westga.edu/preview_program.php?catoid=21&poid=3938&returnto=1353).

Through the present proposal, the Post-Baccalaureate Certificate in Instructional Technology program will be devised as a certificate, a designation that will afford several benefits to students and program faculty:

(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in

Instructional Technology will also provide students with recognition of completion of the program on the official transcript, and provide them with a UWG-earned certificate.

(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).

(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.

(4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

28) Professional Counseling, Ed.S.

Request: Revise Program

There are two program revisions within this proposal: (1) the replacement of one course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.

(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address understanding research methods and applying knowledge of program evaluation to improve programming.

(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and

simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

29) SPED 6766 – General Curriculum: Methods I with Practicum

Request: Revise Course

Course Name: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6766 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the M.A.T. in Special Education - General Curriculum program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: Remove SPED 6706. It is no longer required in the new 30 hour program. Add Educ.Field Experience Appl FE"
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the required embedded supervised practicum to apply learning.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum. Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials

associated with the oversight and instruction of the student during the practicum.

30) SPED 6776 – Adapted Curriculum: Methods I with Practicum

Request: Revise Course

Course Title: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6776 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: added 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE to align with general curriculum (sister course) prerequisite requirements.
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the embedded supervised practicum to apply learning. Replaced "handicapping conditions" with exceptionalities for appropriateness.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.

- Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

31) SPED 7750 – Introduction to Applied Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the basic principles of ABA.

32) SPED 7755 – Theoretical & Philosophical Foundations in Applied Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the theoretical and philosophical foundations of ABA.

33) SPED 7768 – Ethical Practice & Professional Issues in Special Education and Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process SPED 6721 course is being revised to include ethics requirements from the BACB. Courses within the ABA area of concentration require 7000 series numbering to allow for EdS and EdD candidates to access ABA courses as electives, as appropriate for their program of study. Thus, this course will replace SPED 6721.

34) SPED 7780 – Organizational Behavior Management & Supervision

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

35) SPED 7791 – Introductory Experiential Learning in ABA: Practicum I

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

36) SPED 7792 – Advance Experiential Learning in ABA: Practicum II

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

37) SPED 8784 – Research Seminar

Request: Revise Course

The Department of Special Education seeks to revise the credit hour requirement for SPED 8784: Research Seminar. Modifying the credit hours from 4 hours to 3 hours will allow the program to meet the CEC Advanced Standard for Research and Inquiry criteria without increasing the total 27 credit hour program requirement. Additionally, the proposed revision will remove the prerequisite requirements of

SPED 8704: Multicultural Issues in Education and SPED 8783: Reading in Research, as the program has been revised to remove the research series, and the prerequisite requirement is no longer necessary. The course description is being revised to reflect the new structure of the course.

38) Special Education Ed.S.

Request: Revise Program

The addition of a Tier One Leadership track will help us fulfill the demand from school districts to train more special educators for leadership positions. This new track will also provide a direct route for leadership recognition through the Georgia Professional Standards Commission. In light of the previous prerequisite's limited effectiveness, we have decided to eliminate the requirement of two three-credit hour courses for prospective students without a master's degree in special education. Potential students with master's degrees in other teaching fields have already passed their SPED content exams and possess relevant experience as special educators. To provide additional support for the small number of students who may need it, our program faculty will incorporate supplementary prerequisite information into various courses. Modifying the research series from three four-credit hour courses to one three credit hour course will allow us to meet the CEC Advanced Preparation Standard for Research and Inquiry while keeping our program competitive at 27 total credit hours.

39) Special Education M.ED.

Request: Revise Program

The Special Education Department is adding an Applied Behavior Analysis (ABA) area of concentration to the MED program to meet the local and statewide demand for teachers to have the knowledge and skills necessary to manage challenging student behaviors in the classroom. Currently, there is no online program for teachers that prepares them to manage difficult student behaviors within a classroom setting which also provides the content and field experience necessary for them to go sit for the exam for them to become Board Certified Behavior Analysis BCBAs.

Information Items:

A) Graduate Assistantships Review

1) The GPC will meet on Wednesday, January 17, for the purpose of reviewing and providing input on Graduate Assistantship Applications.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Addendum III)

A) Proposed Change for the UWG Faculty Handbook to Post Tenure Review Section 104.0205.

Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews. These should include but are not limited to syllabi for courses taught in the period under review, publications appearing during the period under review, evidence for committee service, and other relevant materials.

Rationale: Applicants for Post Tenure review can interpret "documentation" as referring solely to annual faculty reports submitted to the chair and consequently fail to provide supporting documents in eDossier such as published papers and evidence for committee service. As a result, the PT committee can only rely on the annual chair evaluations to assess their performance. This change clarifies the types of documentation needed.

7. Old Business

A) Chair-Elect Nomination.

8. New Business

A) Academic Integrity Breakout Sessions.

9. Announcements

10. Adjourn

Addendum I

SLPA - 4725 - Seminar: Speech Lang Path

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department* Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* SLPA

Course Number* 4725

Course Title* Seminar: Speech Lang Path

Long Course Title Seminar in Speech Language Pathology

Course Type* Speech Language Pathology

Catalog Course Description* This course provides an introduction to issues, topics, materials, and skills appropriate to the internship experience. It is designed to be taken concurrently with SLPA 4792 and to augment students' practicum experience through case studies, projects, and seminars which include presentations by both faculty and guest speakers.

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

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

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ◉ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites

Concurrent Prerequisites

Corequisites SLPA 4792

Cross-listing

Restrictions Admission to B.S.Ed. in speech-language pathology (SLPA)

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 1

Grading* Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale* This course is being added to the B.S.Ed. in speech-language pathology plan of study to accompany another new course: SLPA 4792 (Internship in Speech Language Pathology). These courses will satisfy requirements for a new Georgia PSC rule for the creation of a Speech Language Associate Program. This program will provide a pathway for students with a bachelor's degree in speech-language pathology to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Demonstrate knowledge of contemporary issues related to speech-language pathology which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
2. Demonstrate knowledge of contemporary issues related to a school-based environment, which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
3. Develop effective communication skills through seminar presentations, case studies, and projects, showcasing the ability to convey complex information to diverse audiences.
4. Participate in collaborative learning by engaging in discussions, sharing insights, and actively contributing to seminars, fostering a dynamic and supportive learning environment. (ASHA Standard V-A, V-B)
5. Enhance cultural competence by addressing diverse populations in case studies and projects, demonstrating an understanding of the impact of cultural factors on speech and language practices. (ASHA Standard IV-G)
6. Demonstrate ethical awareness and professional conduct in Speech-Language Pathology through case discussions and projects, reflecting an understanding of ethical considerations and adherence to professional standards. (ASHA Standard IV-E)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected 50

Present or Projected Annual Enrollment*	50
Will this course have special fees or tuition required?*	☐ Yes ☑ No
If yes, what will the fee be?*	N/A
Fee Justification	

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

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

UNIVERSITY OF WEST GEORGIA

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Seminar in Speech-Language Pathology

SLPA-4725

Spring 2025 Section 01 1 Credit

Description

This course provides an introduction to issues, topics, materials, and skills appropriate to the internship experience. It is designed to be taken concurrently with SLPA 4792 and to augment students' practicum experience through case studies, projects, and seminars which include presentations by both faculty and guest speakers.

Co-requisite: SLPA 4792

Contact Information

Meeting Times

Materials

Outcomes

The student will:

1.Demonstrate knowledge of contemporary issues related to speech-language pathology which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
2. Demonstrate knowledge of contemporary issues related to a school-based environment, which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
3. Develop effective communication skills through seminar presentations, case studies, and projects, showcasing the ability to convey complex information to diverse audiences.
4. Participate in collaborative learning by engaging in discussions, sharing insights, and actively contributing to seminars, fostering a dynamic and supportive learning environment. (ASHA Standard V-A, V-B)
5. Enhance cultural competence by addressing diverse populations in case studies and projects, demonstrating an understanding of the impact of cultural factors on speech and language practices. (ASHA Standard IV-G)
6.Demonstrate ethical awareness and professional conduct in Speech-Language Pathology through case discussions and projects, reflecting an understanding of ethical considerations and adherence to professional standards. (ASHA Standard IV-E)

Evaluation

Criteria

Breakdown

Students will be graded on a pass/fail basis and will receive a grade of "Satisfactory" or "Unsatisfactory."

Assignments

Schedule

Course Policies and Resources

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

SLPA - 4792 - Internship: Speech Lang Path

2024-2025 Undergraduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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College - School/ Department* Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* SLPA

Course Number* 4792

Course Title* Internship: Speech Lang Path

Long Course Title Internship: Speech Language Pathology

Course Type* Speech Language Pathology

Catalog Course Description* This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting.

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

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

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 8

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ◉ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites SLPA 3790

Concurrent Prerequisites N/A

Corequisites SLPA 4725

Cross-listing N/A

Restrictions Admission to B.S.Ed. in speech-language pathology (SLPA); Application to the Office of Field Based Experiences (FE)

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 1

Grading* Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale* This course is being added to the B.S.Ed. in speech-language pathology plan of study to satisfy requirements for a newly proposed Georgia PSC rule for the creation of a Speech Language Associate Program. This program will provide a pathway for students with a bachelor's degree in speech-language pathology to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Acquire direct clinical experience while providing intervention and screenings under the supervision of a certified speech-language pathologist, in either small group, individual, or inclusion settings (ASHA Standard V-C, V-E, V-F)
2. Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (ASHA Standard IV-F, V-B)
3. Document the progress of clients using quantitative and/or qualitative data. (ASHA Standard V-B)
4. Demonstrate ability to apply current evidence-based principles and techniques to clinical practice. (ASHA Standard V-B, IV-F)
5. Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (ASHA Standard V-B, IV-C, IV-G).
6. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (ASHA Standard V-A, V-B).
7. Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics. (ASHA Standard V–B, IV-E).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50

Will this course have special fees or tuition required?* [x] Yes [ ] No

If yes, what will the fee be?* $100 flat fee (not per credit hour)

Fee Justification	This fee covers the Clinician's related expenditures for faculty travel to the Clinical sites, printing course materials, seminars and other items associated with the oversight and instruction of the clinical intern. The Internship phase of the program is more intense, requiring more observation and guidance and requires the supervisor to travel to multiple sites, as there is typically only one clinician assigned to a clinical site. If fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Without the fee, the program would not meet supervision requirements by the Georgia Professional Standards Commission (GaPSC) for the Speech-Language Associate certification.

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

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

UNIVERSITY OF WEST GEORGIA

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Internship: Speech-Language Pathology

SLPA-4792

Spring 2025 Section 01 6 Credits

Description

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting.

Pre-requisite: SLPA 3790
Co-requisite: SLPA 4725

Contact Information

Meeting Times

Materials

Outcomes

The student will:

1. *Acquire direct clinical experience while providing intervention and screenings under the supervision of a certified speech-language pathologist, in either small group, individual, or inclusion settings (ASHA Standard V-C, V-E, V-F)*
2. *Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (ASHA Standard IV-F, V-B)*
3. *Document the progress of clients using quantitative and/or qualitative data. (ASHA Standard V-B)*
4. *Demonstrate ability to apply current evidence-based principles and techniques to clinical practice. (ASHA Standard V-B, IV-F)*
5. *Recognize the needs, values, preferred mode of communication, and cultural/ linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (ASHA Standard V-B, IV-C, IV-G).*

6. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (ASHA Standard V-A, V-B).
7. Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics. (ASHA Standard V–B, IV-E).

Evaluation

Criteria

Breakdown

Students will be graded on a pass/fail basis and will receive a grade of "Satisfactory" or "Unsatisfactory."

Assignments

Schedule

Course Policies and Resources

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

Speech-Language Pathology, B.S.Ed.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply) *

- [ ] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Speech-Language Pathology, B.S.Ed.

Program ID - DO NOT EDIT* 4246

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

Program Description* This pre-professional program is designed to give candidates a basic knowledge of human communication and communication disorders in preparation for graduate study in speech-language pathology and audiology. Speech and language development, normal anatomical and acoustic bases of communication, characteristics of a variety of communicative disorders, and intervention processes are emphasized. This program leads to a GaPSC service-level certification as a speech-language associate (SLA) in the state of Georgia.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

Core Areas A, B, C, D, E: 42 Hours

Core Curriculum

Area A

MATH 1001 Quantitative Skills and Reasoning
[Right] recommended

Area B

COMM 1110 Public Speaking
[Right] recommended

Area D

A course in Biology and a course in Physical Science are recommended for D1 and D2.

Area E

PSYC 1101 Introduction to General Psychology
[Right] (or)

SOCI 1101 Introductory Sociology
[Right] recommended

Core Area F: Major Specific Courses: 18 Hours (a)

BIOL 1010 Fundamentals of Biology
CHEM 1100 Introductory Chemistry
MATH 1401 Elementary Statistics
SLPA 3701 Introduction to Communication Disorders
SLPA 4704 Introduction to Manual Communication
MEDT 2501 Multiple Literacies for Ed.

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree

Content Specialization: 48 Hours (a)

SLPA 3702 Speech and Language Acquisition
SLPA 3703 Phonetics
SLPA 3704 Anatomy and Physiology of Speech and Hearing
SLPA 3705 Speech and Hearing Science
SLPA 3760 Articulation and Phonological Disorders
SLPA 3790 Introduction to Clinical Practicum: Observation
SLPA 4701 Language Disorders in Children
SLPA 4703 Introduction to Audiology
SLPA 4720 Introduction to Assessment of Speech-Language Disorders
SLPA 4721 Introduction to Neurological Communication Disorders
SLPA 4722 Multicultural Perspectives in Communication Disorders
SLPA 4724 Counseling Issues in Communication Disorders
SLPA 4784 Professional Practices Seminar in

SLPA 4704 Professional Practices Seminar in Communication Disorders

SLPA 4725 Seminar in Speech Language Pathology

SLPA 4786 Internship: Speech Language Pathology

Concentration: 12 Hours (a)

CEPD 4101 Educational Psychology

SPED 3713 Introduction to Special Education and Mild Disabilities

SPED 3714 Behavior and Classroom Management

SPED 4709 Special Education Policies and Procedures

Total: 123 Hours (b)

Program Notes:

a. A grade of C or better is required in courses in these sections.

b. The program is 120 hours plus 3 hours in PWLA to meet College of Education degree requirements.

Students must maintain a GPA of 3.00 throughout the program. Completion of this program leads to certification as a speech language associate (SLA) in public schools. A master's degree in speech-language pathology is required to obtain full certification.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.

Step 2 - Adding New Courses to the Program

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The proposed updates to the curriculum will allow graduates from the B.S.Ed. in Speech Language Pathology to obtain certification as a Speech Language Associate under a new GaPSC rule (505-3-.70). In order to meet the standards of this new rule, students must complete a school-based internship. The proposed curriculum revises the plan of study to include an internship as well as an accompanying seminar. To accommodate this addition, the three EDUC courses were removed from the curriculum, and some entry-level SLPA coursework was moved back into the second year of study to replace them. This also serves

the purpose of introducing students to their chosen field of study earlier in their program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Candidates will demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the lifespan, and understanding culturally/linguistically language/speech differences.
2. Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.
3. Students will summarize the clinical process and continuum of service delivery and demonstrate clinical writing skills as needed for professional practice.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

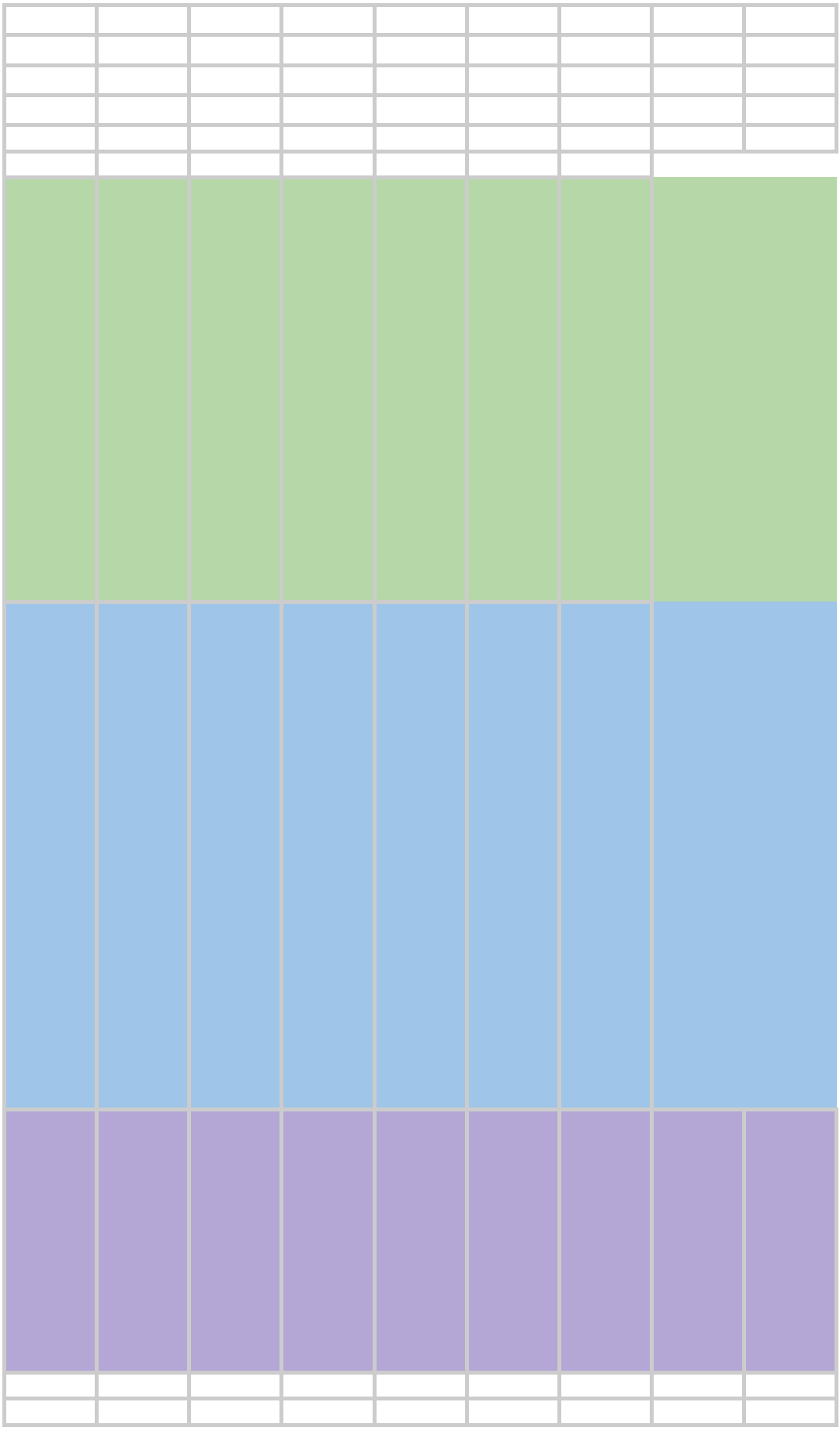
LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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

AY21	
College	**College of Education**
Degree	**Bachelor of Education (BSED)**
Program	**Speech-Language Pathology**

Student Learning Outcome	Connection	Measure/Method
(SLO 1) Candidates will demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the lifespan, and understanding culturally/linguistically language/speech differences.	1A	**A) Portfolio Assignment in SLPA 3701 (Introduction to Communicatin Disorders).** Students will discuss and differentiate between communication and swallowing disorders and differences through a portfolio of written assignments that target knowledge in specific content areas.Data is collected in the students' first semester in the undergraduate program. **Note: This key assessment was replaced with a series of case-based learning activities in AY23 because faculty felt that the portolio assignment was innapropriate for students at this level of their program and did not provide information about the basic level of knowledge and skills.* **B) Language Sample Analysis SLPA 4701 (Language Disorders in Children).** This assignment requires students to view, transcribe, and analyze a recorded language sample of a child. Data is collected in the students' second semester in the
(SLO 2) Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.		**A) Case study in SLPA 3760 (Articulation and Phonological Disorders)** Students review a case study of a patient/client with a/an articulation, phonological, or fluency disorder. Students determine the disorder. Students develop long-term and short-term goals based on the results of the case study. Students then develop an evidence- based method of treatment for the disorder. Students create a first-day session plan including materials they may use in therapy and present the project at the end of the semester. Data is collected in the second semester of the students' undergraduate program (**This course is moving to the fourth semester in AY23.)* **B) Case study in SLPA 4720 (Introduction to Assessment)** Students analyze, interpret, and give recommendations based on a case study provided by the instructor. Recommendations include but not limited to interview questions for the family, potential formal and informal measures to recommend, social and cultural factors to consider. Data is collected in the third semester of the students' undergraduate program.
(SLO 3) Students will summarize the clinical process and continuum of service delivery; and demonstrate clinical writing skills as needed for professional practice.	1A	**Treatment Plan in 3790 (Introduction to Clinical Practicum)**. This course-embedded assignment requires students to write a plan of care based on clinical scenarios. Data is collected in the students' second semester in the undergraduate program.

Success Criterion
The course instructor scores the paper/porfolio using a 4-point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means. The mean score for all individual student submissions will be computed and reported for the program. A total average score of 3.0 or higher on a 4-point scale will be the success criterion. This average is equivalent to a "proficient" rating.
The course instructor scores the paper using a 4-point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means. The mean score for all individual student submissions will be computed and reported for the program. A total average score of 3.0 or higher on a 4-point scale will be the success criterion. This average is equivalent to a "proficient" or better rating.
The course instructor scores the paper using a 4-point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means. The mean score for all individual student submissions will be computed and reported for the program. A total average score of 3.0 or higher on a 4-point scale will be the success criterion. This average is equivalent to a rating of "proficient."



Bachelor of Science in Education (BSED)
Speech Language Pathology (CIP 510203)

		PL-SLO 1	PL-SLO 2
	COURSES	Students will demonstrate competency in understanding speech and language development in typical and atypical, culturally/lingusitically diverse populations across the life span	Students will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis
1	SLPA 3701	I	I
2	SLPA 3702	I	
3	SLPA 3703		
4	SLPA 3704		
5	SLPA 3705		
6	SLPA 3760	I	
7	SLPA 3790	I	R
8	SLPA 4701		I
9	SLPA 4703		
10	SLPA 4784		
11	SLPA 4704		
12	SLPA 4720	R	R
13	SLPA 4721		R
14	SLPA 4722	I	
15	SLPA 4724	R	
16	SLPA 4786		R
17	SLPA 4789		R

PL-SLO 3	Key assessments
Students will summarize the clinical process, continuum of service delivery, and evidence-based practices	
	Case Studies
I	Case Study
I	Clinical Documentation
I	Language Sample
I	
	Case Study
R	
I	
R	
R	

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed

CURRENT

2023-2024
Program Map
B.S.Ed. in Speech-Language Pathology

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
A1: ENGL 1101	3	A1: ENGL 1102	3
A2: MATH 1001	3	F: BIOL 1010	3
B2: XIDS 2002 (recommended)	2	G: PWLA	1
E: PSYC 1101, SOCI 1101, or ANTH 1102	3	E: Social Sciences	3
D1: Science + Lab	4	F: EDUC course	3
		B1: COMM 1110, ENGL 2050, or THEA 2050	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
Complete ENGL 1101 C or better • Complete Area A2 Math • Complete Lab Science • Earn 15 or more credit hours		Complete ENGL 1102 & Area F courses with C or better • Complete B1 C or better and Earn 15 or more credit hours	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
F: CHEM 1100	3	E: Social sciences	3
F: MATH 1401	3	D1: Non-lab science	3
G: PWLA 1600	2	F: EDUC course	3
F: EDUC course	3	C2: Humanities	3
C1: Fine arts	3	D2: Math, science, & quantitative technology	3
E: Social sciences	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete Area F Courses with C or better • Earn 15 or more credit hours • 3.0 GPA or better for on-time admission into the program after this semester		Complete Core & Non-lab Science • Complete Area F Courses with a C or better • Earn 15 or more credit hours	

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SLPA 3701	3	SLPA 3705	3
SLPA 3702	3	SLPA 4703	3
SLPA 3703	3	SLPA 4701	3
SLPA 3704	3	SPED 3714	3
SLPA 4704	3	CEPD 4101	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete courses C or better • Maintain 3.0 GPA or better		Complete courses C or better • Maintain 3.0 GPA or better	
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SLPA 4720	3	SLPA 4721	3
SLPA 4724	3	SLPA 4722	3
SLPA 4784	3	SLPA 3760	3
SPED 3713	3	SLPA 3790	3
SPED 4709	3	MEDT 3401	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete courses C or better • Maintain 3.0 GPA or better		Complete courses C or better • Maintain 3.0 GPA or better	

PROPOSED

2024-2025
Program Map
B.S.Ed. in Speech-Language Pathology

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
A1: ENGL 1101	3	A1: ENGL 1102	3
A2: MATH 1001	3	F: BIOL 1010	3
B2: XIDS 2002 (recommended)	2	G: PWLA	1
E: PSYC 1101, SOCI 1101, or ANTH 1102	3	E: Social Sciences	3
D1: Science + Lab	4	C2: Humanities	3
		B1: COMM 1110, ENGL 2050, or THEA 2050	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
Complete ENGL 1101 C or better • Complete Area A2 Math • Complete Lab Science • Earn 15 or more credit hours		Complete ENGL 1102 & Area F courses with C or better • Complete B1 C or better and Earn 15 or more credit hours	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
F: CHEM 1100	3	E: Social sciences	3
F: MATH 1401	3	D1: Non-lab science	3
G: PWLA 1600	2	SLPA 4704	3
SLPA 3701	3	F: MEDT 2501	3
C1: Fine arts	3	D2: Math, science, & quantitative technology	3
E: Social sciences	3		
SEMESTER TOTAL	17	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete Area F Courses with C or better • Earn 15 or more credit hours • 3.0 GPA or better for on-time admission into the program after this semester		Complete Core & Non-lab Science • Complete Area F Courses with a C or better • Earn 15 or more credit hours	

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SPED 3713	3	SLPA 4722	3
SLPA 3702	3	SLPA 3703	3
SLPA 4724	3	SLPA 4701	3
SLPA 3704	3	SLPA 3705	3
SLPA 4721	3	SLPA 4703	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete courses C or better • Maintain 3.0 GPA or better		Complete courses C or better • Maintain 3.0 GPA or better	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SLPA 4720	3	SPED 3714	3
CEPD 4104	3	SPED 4709	3
SLPA 4784	3	SLPA 4786	8
SLPA 3790	3	SLPA 4789	1
SLPA 3760	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
Complete courses C or better • Maintain 3.0 GPA or better Apply for Internship (SLPA 4786) with Office of Field Experiences		Complete courses C or better • Maintain 3.0 GPA or better	

Special Education, B.S.Ed.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply) *

- [ ] Program Name
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ◉ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Special Education, B.S.Ed.

Program ID - DO NOT EDIT* 4248

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

Program Description* The Bachelor of Science Degree in Special Education (B.S.Ed.) is a fully online program comprising 123 credit hours. The B.S.Ed. provides teacher candidates with the skills and knowledge to educate and advocate for students with disabilities from P-12 school settings. Built upon a rigorous and relevant curriculum, this practice-oriented program ensures the preparation of high-quality educators who are well-versed in both theoretical knowledge and practical applications. Candidates undergo three full semesters of diverse grade-level practicum experiences, which allows students to apply theoretical knowledge in real-world settings. With the fully online modality, our undergraduate students can work full-time as paraprofessionals while earning their degree, with district-partnership agreements.

The program offers students the choice between two distinct concentrations:

The Adapted Curriculum Concentration is designed to prepare teacher candidates to serve students who are working on modified curriculum standards, require substantial adaptations that support access to the general curriculum, and participate in the state-adopted alternate assessments.

The General Curriculum Concentration is designed to prepare teacher candidates to serve students with mild to moderate disabilities who are working on general curriculum standards and participate in the state-adopted general content standards assessments.

Outstanding students who major in either concentration of the Special Education program (Adapted or General) have the opportunity to participate in The Accelerated Bachelors to Master's (ABM) Degree Pathway in Special Education. The ABM in Special Education offers the opportunity for students to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. The ABM pathway in Special Education allows exceptional students to count up to six (6) hours in the M.Ed. program towards both degrees.

Upon successfully completing the undergraduate B.S.Ed. in Special Education, students with a satisfactory grade point average and a grade of "B" or higher in all graduate courses completed at UWG may move to full graduate status in the M.Ed. in Special Education program. The two Masters level courses taken as an undergraduate will be applied toward the M.Ed. graduate degree.

While many graduates of the B.S.Ed. program in Special Education choose to teach children with exceptionalities in schools, some students may choose other jobs in related social service areas or pursue teacher certification in additional specialty areas at the graduate/post-baccalaureate level. Our courses adhere to the Council for Exceptional Children and GaPSC Standards. We admit students in the fall semester each year.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42 Hours

Core Curriculum

Area A

See footnote a below.

MATH 1001 Quantitative Skills and Reasoning
[Right] recommended

Area B

See footnote a below.

COMM 1110 Public Speaking
[Right] is recommended

Area C

See footnote a below.

XIDS 2100 Arts and Ideas: Special Topics
[Right] is recommended

Area D

See footnote a below.

BIOL 1010 Fundamentals of Biology
[Right] recommended

CS 1030 Introduction to Computer Concepts
[Right] recommended

Area E

GEOG 1013 World Geography
[Right] recommended

Core Area F: Major Specific Courses: 18 Hours

See footnote b below.

ISCI 2001 Life and Earth Science
ISCI 2002 Physical Science
MATH 2008 Foundations of Numbers and Operations
EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts
EDUC 2130 Exploring Learning and Teaching
MEDT 2501 Multiple Literacies for Ed.

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree: 60 Hours

Special Education Core b,c

SPED 3750 Diverse Experiences Practicum
SPED 4709 Special Education Policies and Procedures
SPED 4713 Collaboration in School Settings
[Before]OR SPED 7724: Collaboration and Inclusion
SPED 4786 Internship in Special Education
SPED 4789 Internship Seminar
SPED 3751 Practicum I
SPED 3752 Practicum II

READ Courses b,c

READ 3251 Literacy Instruction through Children's and Adolescent Literature
READ 3262 Reading Methods and Assessment I (PK-2)
READ 3263 Writing Development and Instruction
READ 4251 Reading Methods and Assessment II (3-5)

Other Education Courses b,c

CEPD 4101 Educational Psychology
MEDT 3401 Integrating Technology into the Curriculum

Adapted Curriculum Concentration b,c

SPED 3700 Introduction to Special Education and Severe Disabilities
SPED 3703 Behavior Modification
SPED 3704 Assessment of Students with Severe Disabilities
[Before]OR SPED 6716- Assessment for Moderate to Severe Disabilities
SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
SPED 4760 Curriculum and Methods II: Students with Severe Disabilities

General Curriculum Concentration b,c

SPED 3702 Educational Evaluation of Children with Disabilities

[Before] OR SPED 7721: Assessment in Special Education

SPED 3713 Introduction to Special Education and Mild Disabilities

SPED 3714 Behavior and Classroom Management

SPED 3761 Mild Disabilities: Methods for Instruction

SPED 4761 Mild Disabilities: Advanced Methods of Instruction

Total: 123 Hours

Program Notes:

a. See catalog and advisor in major area

b. Requires a grade of C or better in each course

c. Courses require admission to Teacher Education

d. Field Experience/Internship applications must be submitted by posted deadlines.

Special Education courses in each block must be taken during the block shown in order to progress through the blocks.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The Accelerated Bachelor's to Master's (ABM) Degree Program at the University of West Georgia allows outstanding students to begin earning credit toward a Master's of Education in Special Education while completing their B.S.Ed. in Special Education by allowing these exceptional students to count up to 6 hours for both degrees.

Upon completion of the undergraduate B.S.Ed. in Special Education with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's of Education in Special Education, and the courses taken as an undergraduate will be applied toward the graduate degree.

For the Special Education General Curriculum Concentration, ABM students would substitute:
SPED 3702 Eval of Child w/ Dis. with SPED 7721 Assessment in Special Education
SPED 4713 Collab. in School Settings with SPED 7724 Collaboration and Inclusion

For the Special Education Adapted Curriculum Track, ABM students would substitute:
SPED 3704 Assessment of Students with Severe Disabilities with SPED 6716 Assessment for Moderate to Severe Disabilities
SPED 4713 Collab. in School Settings with 7724 Collaboration and Inclusion

In addition, we are replacing EDUC 2110 (no longer offered) in Area F with MEDT 2501 Multiple Literacies for Ed.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

By the end of the program, Graduates will be able to:

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. Use multiple methods of assessment and data sources in making educational decisions.

5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

6. Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map*

- [x] I have attached the Program Map/Sheet.
- [ ] N/A - I am not making changes to the program curriculum.

Assessment Plan*

- [ ] I have attached the Assessment Plan.

☑ N/A

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

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

CURRICULUM MAPPING

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

DEPARTMENT:	Learning and Teaching			**PL-SLO 1**
PROGRAM:	**BSEd Special Education**	**COURSES**		~~Beginning special~~ education professionals understand how exceptionalities may interact with
		1	SPED 3713	Introduced
		2	SPED 4709	
		3	SPED 3702	
INTRODUCED: 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.		**4**	SPED 3714	
		5	SPED 3751	Reinforced
		6	SPED 3750	Reinforced
		7	SPED 3761	Reinforced
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		**8**	SPED 4713	
		9	SPED 3752	Reinforced
		10	SPED 4761	
		11	SPED 4786	Mastered, A
		12	SPED 4789	Mastered, A
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning		**13**		
		14		

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. **6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.**	**activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.**	**15**		
		16		Key Assessments Starting:
		17		4876 Intern Keys SLOs 1-4
		18		4786/4789 edTPA SLOS 3, 4, 5
		19		4789 - Posttest SLOs 1-7
	****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.**	**20**		
		21		
		22		

TEMPLATE

PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
Beginning special educational professionals create safe, inclusive, culturally responsive learning	Beginning special education professionals use knowledge of general and specialized curricula	Beginning special education professionals use multiple methods of assessment and data sources in	Beginning special education professionals select, adapt, and use a repertoire of evidence-based	Beginning special education professionals use foundational knowledge of the field and their	Beginning special education professionals collaborate with families, other educators, related
Introduced	Introduced	Introduced			Introduced
		Introduced		Introduced and Reinforced	
		Introduced and Reinforced			
		Introduced			
Introduced	Introduced		Introduced	Reinforced	Reinforced
Reinforced		Reinforced			
	Reinforced		Reinforced		
				Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
	Reinforced	Reinforced	Reinforced		
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A

7					

SPECIAL EDUCATION ADAPTED CURRICULUM B.S.ED CURRICULU

DEPARTMENT:	Learning and Teaching			PL-SLO 1	PL-SLO 2
PROGRAM:	BSEd Special Education	COURSES		Beginning special education professionals understand how exceptionalities may interact with	Beginning special educational professionals create safe, inclusive, culturally responsive learning
		1	SPED 3700	Introduced	Introduced
		2	SPED 4709		
		3	SPED 3704		
INTRODUCED: 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.		4	SPED 3703		
		5	SPED 3751	Reinforced	Introduced
		6	SPED 3760	Reinforced	
		7	SPED 3750	Reinforced	Reinforced
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	SPED 4713		
		9	SPED 3752	Reinforced	Reinforced
		10	SPED 4760		
		11	SPED 4786	Mastered, A	Mastered, A
		12	SPED 4789	Mastered, A & Assessed (Comprehensive Exam)	Mastered, A & Assessed (Comprehensive Exam)

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	**13**			
	14			
	15			
	16			
	17			
	18			
	19			
****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.**	**20**			
	21			
	22			

IM MAPPING TEMPLATE

PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
Beginning special education professionals use knowledge of general and specialized curricula	Beginning special education professionals use multiple methods of assessment and data sources in	Beginning special education professionals select, adapt, and use a repertoire of evidence-based	Beginning special education professionals use foundational knowledge of the field and their	Beginning special education professionals collaborate with families, other educators, related
Introduced	Introduced			Introduced
	Introduced		Introduced and Reinforced	
	Introduced and Reinforced			
	Introduced			
Introduced		Introduced	Reinforced	Reinforced
Reinforced		Reinforced		
		Reinforced		
			Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced & Assessed (Strategy Instruction Project)	Reinforced & Assessed (Strategy Instruction Project)	Reinforced & Assessed (Strategy Instruction Project)		
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A & Assessed (Comprehensive Exam)	Mastered, A & Assessed (Comprehensive Exam)	Mastered, A & Assessed (Comprehensive Exam)	Mastered, A & Assessed (Comprehensive Exam)	Mastered, A & Assessed (Comprehensive Exam)

ABM in Special Education Program Sheet

PROFESSIONAL General Curriculum	***HRS***	***GR***	***TRF/SUB***	***PROFESSIONAL Adapted Curriculum***	***HRS***	***GR***	***TRF/SUB***
Professional Education *1 *3 *5				***Professional Education *1 *3 *5***			
Block 1	***15***			***Block 1***	***15***		
READ 3251: *Old Title: Children's Literature* *New Title: Literacy Instruction through Children's and Adolescent Literature*	*3*			*READ 3251:* *Old Title: Children's Literature* *New Title: Literacy Instruction through Children's and Adolescent Literature*	*3*		
MEDT 3401: Integrating Technology in Class	*3*			*MEDT 3401: Integrating Technology in Class*	*3*		
CEPD 4101: Educational Psychology	*3*			*CEPD 4101: Educational Psychology*	*3*		
SPED 3713: Intro to Special Education and Mild Disabilities	*3*			*SPED 3700: Intro to Special Education and Severe Disabilities*	*3*		
SPED 3750: Practicum: Diverse Experiences	*3*			*SPED 3750: Practicum: Diverse Experiences*	*3*		
Block 2	***15***			***Block 2***	***15***		
READ 3262: Methods 1: Reading *Old Title: Teaching Content and Process: Reading Education* *New Title: Reading Methods and Assessment I (PK-2)*	*3*			*READ 3262: Methods 1: Reading* *Old Title: Teaching Content and Process: Reading Education* *New Title: Reading Methods and Assessment I (PK-2)*	*3*		
SPED 3714: Behavior & Classroom Management	*3*			*SPED 3703: Behavior Modification*	*3*		
SPED 3761: Mild Disab: Methods for Instruction	*3*			*SPED 3760: Curriculum & Methods: Adapted Curriculum I*	*3*		
SPED 4709: Special Ed. Policies and Procedures	*3*			*SPED 4709: Special Ed. Policies and Procedures*	*3*		
*SPED 3751: Practicum I *4*	*3*			*SPED 3751: Practicum I *4*	*3*		
Block 3	***15***			***Block 3***	***15***		
READ 3263: Writing *Old Title: Teaching Content and Process: Integrated*	*3*			*READ 3263: Writing* *Old Title: Teaching Content and Process: Integrated*	*3*		

Literacy Education and Process Writing *New Title: Writing Development and Instruction*				*Literacy Education and Process Writing* *New Title: Writing Development and Instruction*			
SPED 3702: Eval of Child w/ Dis. OR SPED 7721: Assessment in Special Education	*3*			*SPED 3704: Assess Students with Severe Dis. OR SPED 6716: Assessment for Moderate to Severe Disabilities*	*3*		
SPED 4761: Mild Disabilities: Methods in Science and Math	*3*			*SPED 4760: Curriculum & Methods: Adapted Curriculum II*	*3*		
SPED 4713: Collab. in School Settings OR SPED 7724: Collaboration and Inclusion	*3*			*SPED 4713: Collab. in School Settings OR SPED 7724: Collaboration and Inclusion*	*3*		
*SPED 3752: Practicum II *4*	*3*			*SPED 3752: Practicum II *4*	*3*		
Block 4 *4	***15***			***Block 4 *4***	***15***		
*SPED 4786: Teaching Internship *6*	*9*			*SPED 4786: Teaching Internship *6*	*9*		
SPED 4789: Internship Seminar	*3*			*SPED 4789: Internship Seminar*	*3*		
READ 4251: Methods 2: Reading *Old Title: Assessment and Correction Reading Education* *New Title: Reading Methods and Assessment II (3-5)*	*3*			*READ 4251: Methods 2: Reading* *Old Title: Assessment and Correction Reading Education* *New Title: Reading Methods and Assessment II (3-5)*	*3*		
Total Professional Education	*60*			*Total Professional Education*	*60*		
Total (Areas A-G)	*60*			*Total (Areas A-G)*	*60*		
Total Program	*120*			*Total Program*	*120*		

Accelerated Bachelors to Master's Degree Pathway in Special Education

The Accelerated Bachelors to Master's (ABM) Degree Pathway in Special Education at the University of West Georgia allows outstanding students who major in Special Education to begin earning credit towards their graduate degree. The ABM pathway in Special Education allows exceptional undergraduate students to count up to six (6) hours in the M. Ed. program towards both degrees.

The ABM Program offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S.Ed. in Special Education, with a satisfactory grade point average, a grade of "B" or higher in all graduate courses completed, and a current renewable certificate in Special Education, the student may move to full graduate status in the M.Ed. in Special Education program, and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students accepted into the ABM Program in Special Education meet the following criteria:

- *Have completed at least 90 hours towards a B.S.Ed. in Special Education*
- *Have completed at least 30 of the 90 hours of coursework at the University of West Georgia (UWG)*
- *Have a UWG GPA of at least 3.2 or higher*
- *Meet all admission requirements for the M.Ed. in Special Education with the exception of the completed B.S.Ed. in Special Education and renewable teaching certificate*
- *Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study*

Application Process

To apply for the ABM pathway in Special Education, students must:

- *Meet with their advisor after completing 60 hours towards their B.S.Ed. degree (i.e., beginning of Year 3) and completing all Area F coursework (i.e., EDUC and ISCI courses)*
- *Complete an application form for the ABM pathway **before** earning 90 hours (i.e., during Year 3).*
- *Complete a graduate application for the M.Ed. in Special Education program and submit all required documents for admission*

Acceptance to the Program

Once accepted, the student will follow their program of study to complete courses approved for the ABM in Special Education pathway. The student will be classified as an undergraduate student. Once the student has earned the B.S.Ed. with a satisfactory grade point average, has earned a grade of "B" or better in the graduate coursework, and holds a current renewable certificate in Special Education, the student's classification will be changed to a graduate student.

Approved Graduate Courses for the ABM in Special Education Program

The table below shows the graduate course for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace.

B.S.Ed. Special Education General Curriculum Concentration

Graduate Course	**Replaced Undergraduate Course**
SPED 7721 - Assessment in Special Education	SPED 3702 - Educational Evaluation of Children with Disabilities
SPED 7724 - Collaboration and Inclusion	SPED 4713 - Collaboration in School Settings

B.S.Ed. Special Education Adapted Curriculum Concentration

Graduate Course	**Replaced Undergraduate Course**
SPED 6176 – Assessment for Moderate to Severe Disabilities	SPED 3704 - Assessment of Students with Severe Disabilities
SPED 7724 - Collaboration and Inclusion	SPED 4713 - Collaboration in School Settings

Special Education, B.S.Ed.

2024-2025 Undergraduate Revise Program Request

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

Modifications (Check all that apply) *

- [ ] Program Name
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [ ] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Special Education, B.S.Ed.

Program ID - DO NOT EDIT* 4248

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

Program Description* The Bachelor of Science Degree in Special Education (B.S.Ed.) is a fully online program. The B.S.Ed. provides teacher candidates with the skills and knowledge to educate and advocate for students with disabilities from P-12 school settings. Built upon a rigorous and relevant curriculum, this practice-oriented program ensures the preparation of high-quality educators who are well-versed in both theoretical knowledge and practical applications. Candidates undergo three full semesters of diverse grade-level practicum/internship experiences, which allows students to apply theoretical knowledge in real-world settings. With the fully online modality, our undergraduate students can work full-time as paraprofessionals while earning their degree, with district-partnership agreements.

The program offers students the choice between four distinct concentrations:

The Adapted Curriculum Concentration is designed to prepare teacher candidates to serve students who are working on modified curriculum standards, require substantial adaptations that support access to the general curriculum, and participate in the state-adopted alternate assessments. This concentration requires 123 credit hours.

The General Curriculum Concentration is designed to prepare teacher candidates to serve students with mild to moderate disabilities who are working on general curriculum standards and participate in the state-adopted general content standards assessments. This concentration requires 123 credit hours.

The Accelerated Bachelors to Masters Concentration (ABM) in Special Education (Adapted Concentration and General Concentration) offers the opportunity for qualifying students to simultaneously satisfy partial degree requirements for a bachelors and a master's degree in an accelerated program of study. The ABM pathway in Special Education allows exceptional students to count up to six (6) hours in the M.Ed. program towards both degrees. Upon successfully completing the undergraduate B.S.Ed. in Special Education, students with a satisfactory grade point average and a grade of "B" or higher in all graduate courses completed at UWG may move to full graduate status in the M.Ed. in Special Education program. The two Masters level courses taken as an undergraduate will be applied toward the M.Ed. graduate degree. This concentration requires 123 credit hours.

The Dual Certification in Special Education General Curriculum/Elementary Education leads to a dual Georgia Level 4 certification in Special Education General Curriculum/Elementary Education (P-5). This program prepares teacher candidates to provide instruction or instructional support to all students in grades P-5 as a special education teacher or general education teacher. The dual certification program requires 127 credit hours.

While many graduates of the B.S.Ed. program in Special Education choose to teach children with exceptionalities in schools, some students may choose other jobs in related social service areas or pursue teacher certification in additional specialty areas at the graduate/post-baccalaureate level. Our courses adhere to the Council for Exceptional Children and GaPSC Standards. Students are admitted in the fall semester each year.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location*

Online

Curriculum Information

Prospective Curriculum*

Requirement

Core IMPACTS Courses

See catalog and advisor in major area

Physical Education Requirement

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree

All Concentrations

SPED 3750 Diverse Experiences Practicum
SPED 4709 Ethics, Policies and Procedures in Special Education
SPED 4713 Collaboration in School Settings
[Before] OR SPED 7724: Collaboration and Inclusion (*ABM)
SPED 4789 Internship Seminar
CEPD 4101 Educational Psychology

Reading Courses

All Concentrations

READ 3251 Literacy Instruction through Children's and Adolescent Literature
READ 3262 Reading Methods and Assessment I (PK-2)
READ 4251 Reading Methods and Assessment II (3-5)
READ 3263 Writing Development and Instruction

Adapted Curriculum Concentration

SPED 3700 Introduction to Special Education and Severe Disabilities

SPED 3703 Behavior Modification

SPED 3704 Assessment of Students with Severe Disabilities

[Before] OR SPED 6716 Assessment for Moderate to Severe Disabilities (*ABM)

SPED 3760 Curriculum and Methods I: Students with Severe Disabilities

SPED 4760 Curriculum and Methods II: Students with Severe Disabilities

SPED 3751 Practicum I

SPED 3752 Practicum II

SPED 4786 Internship in Special Education

MEDT 3401 Integrating Technology into the Curriculum

General Curriculum Concentration

SPED 3702 Educational Evaluation of Children with Disabilities

[Before] OR SPED 7721: Assessment in Special Education (*ABM)

SPED 3713 Introduction to Special Education and Mild Disabilities

SPED 3761 Mild Disabilities: Methods for Instruction

SPED 4761 Mild Disabilities: Advanced Methods of Instruction

SPED 3751 Practicum I

SPED 3752 Practicum II

SPED 4786 Internship in Special Education

MEDT 3401 Integrating Technology into the Curriculum

SPED 3714 Behavior and Classroom Management

Dual Special Education General Curriculum/Elementary Education Concentration

ECED 3250 Teaching Elem Math I

ECED 3260 Teaching Elem Math II

ECED 4261 Teaching C&P: Soc. Stud. Ed.

ECSE 4762 Teaching C&P: Science

MEDT 3402 Integrating Technology in Class

SPED 3753 Practicum I

SPED 3754 Practicum II

SPED 4787 Internship in Special Education or Elementary Education

SPED 3702 Educational Evaluation of Children with Disabilities

SPED 3713 Introduction to Special Education and Mild Disabilities

SPED 3714 Behavior and Classroom Management

SPED 3761 Mild Disabilities: Methods for Instruction

SPED 4761 Mild Disabilities: Advanced Methods of Instruction

***ABM - Accelerated Bachelor's to Masters Concentration**

PROGRAM CURRICULUM

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Georgia, like most states, currently faces a critical special education and elementary education teacher shortage. School systems are searching for quality university programs with flexible instructional modalities to increase personnel capacity, accommodate learner needs, and expand programs like "paraprofessional to teacher pipelines" and "grow your own" in-house professionals to alleviate the personnel shortfalls. To meet the current school district needs and stay relevant and competitive the Department of Special Education proposes to move the dual Special Education General Curriculum/Elementary Education concentration from the Department of Early Childhood Through Secondary Education and convert the program to a fully online delivery model for coursework and in-field practicums and internship. This proposed change provides flexibility to provide potential students interested in pursuing a dual certification the opportunity to take professional coursework content through 100% online classes. The program maintains the in-field experiences but provides more opportunities for special education teacher candidates to seek paid paraprofessional positions with school systems and complete the online program coursework and "on-the-job" internships. Additionally, the Dual program will align practicums with the SPED practicums requiring only two practicums and one internship, whereas the ECSE program required three practicums and one internship and moves the program to 127 hours versus 129 hours. This new alignment and total hour requirement maintains relevance but makes the program more competitive with other institutions. This proposal would potentially provide the special education program with opportunities to recruit from a non-traditional student population, potentially increasing enrollment in the BS Ed. Special Education Program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

DEPARTMENT OF SPECIAL EDUCATION
COLLEGE OF EDUCATION

*B.S. Ed. Special Education Adapted Curriculum		*B.S. Ed. Special Education General Curriculum		*B.S. Ed. Special Education Dual Certification	
BLOCK 1	**15**	**BLOCK I**	**15**	**BLOCK I**	**15**
SPED 3700: *Intro to Special Education: Severe Disabilities*	*3*	***SPED 3713****: Intro to Special Education- Mild Disabilities*	*3*	***SPED 3713****: Intro to Special Education- Mild Disabilities*	*3*
SPED 3750: *Practicum: Diverse Experiences*	*3*	***SPED 3750:*** *Practicum: Diverse Experiences*	*3*	***SPED 3750:*** *Practicum: Diverse Experiences*	*3*
CEPD 4101*: Educational Psychology*	*3*	***CEPD 4101****: Educational Psychology*	*3*	***CEPD 4101****: Educational Psychology*	*3*
READ 3251: *Literacy Instruction through Children's and Adolescent Literature*	*3*	***READ 3251:*** *Literacy Instruction through Children's and Adolescent Literature*	*3*	***READ 3251:*** *Literacy Instruction through Children's and Adolescent Literature*	*3*
MEDT 3401: *Integrating Technology in Class*	*3*	***MEDT 3401:*** *Integrating Technology in Class*	*3*	***ECED 3250:*** *Teaching Elem Math I*	*3*
BLOCK 2	**15**	**BLOCK 2**	**15**	**BLOCK 2**	**16**
READ 3262: *Reading Methods and Assessment I (PK-2)*	*3*	***READ 3262:*** *Reading Methods and Assessment I (PK-2)*	*3*	***READ 3262:*** *Reading Methods and Assessment I (PK-2)*	*3*
SPED 3703*: Behavior Modification*	*3*	***SPED 3714:*** *Behavior and Classroom Management*	*3*	***SPED 3714:*** *Behavior and Classroom Management*	*3*
SPED 3760: *Curriculum & Methods: Adapted Curriculum I*	*3*	***SPED 3761:*** *Mild Disabilities: Methods for Instruction*	*3*	***SPED 3761:*** *Mild Disabilities: Methods for Instruction*	*3*
SPED 4709*: Special Ed. Policies and Procedures*	*3*	***SPED 4709****: Special Ed. Policies and Procedures*	*3*	***SPED 4709****: Special Ed. Policies and Procedures*	*3*
SPED 3751: *Practicum I*	*3*	***SPED 3751:*** *Practicum I*	*3*	***SPED 3753:*** *Practicum I*	*1*
				ECED 3260: *Teaching Elem Math II*	*3*

*B.S. Ed. Special Education Adapted Curriculum				*B.S. Ed. Special Education General Curriculum				*B.S. Ed. Special Education Dual Certification	
								SUMMER	***5***
								MEDT 3402: *Integrating Technology in Class*	*2*
								ECSE 4762: *Teaching C&P: Science*	*3*
BLOCK 3			***15***	***BLOCK 3***			***15***	***BLOCK 3***	***16***
READ 3263: *Writing Development and Instruction*			*3*	***READ 3263:*** *Writing Development and Instruction*			*3*	***READ 3263:*** *Writing Development and Instruction*	*3*
SPED 3704: *Assessment of Students Severe Disabilities*	***OR***	***SPED 6716:*** *Assessment of Students with Severe Disabilities (**ABM)*	*3*	***SPED 3702:*** *Ed. Eval of Children with Disabilities*	***OR***	***SPED 7721:*** *Assessment in Special Education (**ABM)*	*3*	***SPED 3702:*** *Ed. Eval of Children with Disabilities*	*3*
SPED 4760: *Curriculum & Methods: Adapted Curr. II*			*3*	***SPED 4761:*** *Mild Disabilities Advanced Methods*			*3*	***SPED 4761:*** *Mild Disabilities Advanced Methods*	*3*
SPED 4713: *Collaboration in School Settings*	***OR***	***SPED 7724****: Collab. and Inclusion (**ABM)*	*3*	***SPED 4713:*** *Collaboration in School Settings*	***OR***	***SPED 7724****: Collab. and Inclusion (**ABM)*	*3*	***SPED 4713:*** *Collaboration in School Settings*	*3*
SPED 3752: *Practicum II*			*3*	***SPED 3752:*** *Practicum II*			*3*	***SPED 3754:*** *Practicum II*	*1*
								ECED 4261: *Teaching C&P: Soc. Stud. Ed.*	*3*
BLOCK 4			***15***	***BLOCK 4***			***15***	***BLOCK 4***	***12***
READ 4251*: Reading Methods and Assessment II (3-5)*			*3*	***READ 4251****: Reading Methods and Assessment II (3-5)*			*3*	***READ 4251****: Reading Methods and Assessment II (3-5)*	*3*
SPED 4786: *Internship in Special Education*			*9*	***SPED 4786:*** *Internship in Special Education*			*9*	***SPED 4787:*** *Internship in Special Education or Elementary Education*	*6*
SPED 4789*: Internship Seminar*			*3*	***SPED 4789****: Internship Seminar*			*3*	***SPED 4789****: Internship Seminar*	*3*
TOTAL Professional Education			*60*	***TOTAL Professional Education***			*60*	***TOTAL Professional Education***	*64*
TOTAL IMPACTS Core Coursework & Physical Education Requirement			*63*	***TOTAL IMPACTS Core Coursework & Physical Education Requirement***			*63*	***TOTAL IMPACTS Core Coursework & Physical Education Requirement***	*63*
TOTAL PROGRAM			***123***	***TOTAL PROGRAM***			***123***	***TOTAL PROGRAM***	***127***

* 100% Online courses with two semesters of in-field practicum and one semester of in-field internship
**ABM - Accelerated Bachelor’s to Master’s Degree Program

Business Systems and Analytics (Minor)

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply) *

- [x] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department* Department of Management

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Business Systems and Analytics (Minor)

Program ID - DO NOT EDIT* 4381

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* This minor allows students to learn the basic concepts associated with Enterprise Systems and Data Analytics. Please note that a comparable course from another discipline will serve as a substitute for CISM 3330 and/or CISM 3335 .

Learning Outcomes
Students will be able to develop a working, dynamic website.

Students will be able to design a relational database that is at least in Third Nominal Form.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Required Courses: 15 hours

CISM 3330 Management of Information Systems
CISM 3335 Business Programming and Web Design
CISM 3340 Database Design and Management
CISM 4330 Introduction to Enterprise Systems
CISM 4390 Business Intelligence and Data Mining

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

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Justification and Assessment

Rationale*	Changes to minor reflect recent changes to the Business Systems and Analytics concentration
If making changes to the Program Learning Outcomes, please provide the updated	n/a

SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- [ ] This change affects 25-49% of the program's curriculum content.
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Business Systems and Analytics (15 Hours)

- CISM 3330 – Management of Information Systems (3 hours)
- CISM 3335 – Business Programming and Web Design (3 hours)
- CISM 3340 – Database Design and Management (3 hours)
- CISM 4330 – Introduction to Enterprise Systems (3 hours)
- CISM 4390 – Business Intelligence and Data Mining (3 hours)

Cybersecurity and Networking (Minor)

2024-2025 Undergraduate Revise Program Request

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Desired Effective Semester * Fall

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List of Faculty Senate Action and Information Items

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If other, please identify. n/a

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Cybersecurity and Networking (Minor)

Program ID - DO NOT EDIT* 4382

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* This minor will introduce students to the basic concepts associated with IoT, Networking, and Cyber Security. Please note that a comparable course from another major will serve as a substitute for CISM 3330 .

Learning Outcomes
Students will be able to develop a working, dynamic website.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Required Courses: 15 hours

CISM 3330 Management of Information Systems
CISM 3470 Fundamentals of Information Security
CISM 4333 Introduction to Networks
CISM 4355 Fundamentals of Cybersecurity
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics

PROGRAM CURRICULUM

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Changes are made to the MIS Minors to reflect recent changes to the MIS concentrations.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered n/a

list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

Cybersecurity and Networking (15 Hours)

- CISM 3330 – Management of Information Systems (3 hours)
- CISM 3470 – Fundamentals of Information Security (3 hours)
- CISM 4333 – Introduction to Networks (3 hours)
- CISM 4355 – Fundamentals of Cybersecurity (3 hours)
- CISM 4470 – Cyberwarfare, Cybercrime, and Digital Forensics (3 hours)

Management Information Systems (Minor)

2024-2025 Undergraduate Revise Program Request

Introduction

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

Modifications (Check all that apply) *

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

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curriculog@westga.edu.

School/ Department* Department of Management

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify. n/a

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Management Information Systems (Minor)

Program ID - DO NOT EDIT* 4304

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* This minor introduces students to the basic concepts associated with Management Information Systems (MIS). Please note a comparable course from another discipline will serve as a substitute for CISM 3330 and CISM 3335 .

Learning Outcomes
Students will be able to design a relational database that is at least in Third Nominal Form.

Students will utilize data flow diagrams to accurately depict the movement of data within systems.

Students will be able to develop a working, dynamic website.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Required Courses: 15 hours

CISM 3330 Management of Information Systems
CISM 3335 Business Programming and Web Design
CISM 3340 Database Design and Management
CISM 3470 Fundamentals of Information Security
CISM 4310 System Analysis and Design

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."
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Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The changes in the minor curriculum results from changes made to our MIS concentrations.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered n/a

list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
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- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

Management Information Systems (15 Hours)

- CISM 3330 – Management of Information Systems (3 hours)
- CISM 3335 – Business Programming and Web Design (3 hours)
- CISM 3340 – Database Design and Management (3 hours)
- CISM 3470 – Fundamentals of Information Security (3 hours)
- CISM 4310 – System Analysis and Design (3 hours)

Honors College

Honors College Curriculum Revision

Introduction

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

Modifications (Check all that apply) *

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2024

Routing Information

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School/ Department* Honors College

Is this an Honors College, School of Nursing or School of Communication, Film and Media course?* ○ Yes ○ No

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Honors College

Program Description* The Honors College provides students in the college an opportunity to earn special distinction through completion of a curriculum featuring small classes, challenging courses, and a capstone project.

Program Curriculum* See attached document.

Prospective Curriculum*

Justification

Rationale* Please see attachment.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

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

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

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

****PROGRAM MODIFICATION PROPOSAL****

UWG Honors College

November 8, 2023

The Honors College proposes four changes to Honors College Requirements and Processes.

- Changes 1-3 are program modifications that require action by the Undergraduate Programs Committee of the Faculty Senate.

- Change 4 does not constitute a substantive change to an already-approved Honors College policy/procedure and is therefore submitted as an information item.

1) REDUCE THE TOTAL NUMBER OF HOURS REQUIRED TO GRADUATE WITH HONORS DISTINCTION. This change will be applied across the sliding scale (Table 1).

Table 1

Credit Hours Required to Earn Honors College Distinction

Entering with	Current	Proposed
Less than 15 hours	29	23
15-29 hours	27	21
30-44 hours	24	18
45-59 hours	21	15
60 or more hours	18	15

Rationale: The change brings UWG in line with other institutions in the USG (Table 2). At present, UWG requires more hours than any other institution in the system. The average of the USG sample in Table 2 is 19-20 hours.

Table 2

Honors College/Program Requirements of USG Institutions

Institution	Credit Hours*
UWG (current)	29
UGA	27
Columbus State	26
Georgia State	25
Middle Georgia State	12-24
Dalton State	24
GHC	24
UNG	24
UWG (proposed)	23
Valdosta State	22
Average	19-20
Clayton State	18
Fort Valley State	18
GCSU	18
Gordon State	18
Augusta	16
Georgia Southern	15
Georgia Gwinnett	9-12
Albany State	12
CCG	12
Kennesaw State	N/A

*Credit hour requirement for students who enter the Honors program with fewer than 15 hours earned toward a Bachelor's degree.

2) EXPAND THE OPTIONS FOR FULFILLING THE CAPSTONE REQUIREMENT. Current Honors College guidelines state that students must complete "an honors thesis [that] will take the form of a longer research paper or a more developed creative project." The proposed change will allow Honors students to fulfill the capstone requirement by completing: a professional internship, service learning, student teaching, clinicals, an applied project, a creative project or performance, or a scholarly/research paper, among other project types (all projects will be approved by the Dean of the Honors College).

Honors students will also be required to present their capstone projects at an end-of-term academic showcase or at a research conference of comparable nature. With this change, the "Honors thesis" requirement will become the "Honors capstone" requirement.

Rationale: This change allows the capstone requirement (1) to be more inclusive of the varieties of scholarly or pre-professional work through which one demonstrates mastery and exceptional achievement in different academic disciplines and (2) to better accommodate students in all major degree programs at UWG, given requirements and expectations that vary widely.

3) REMOVE THE E-PORTFOLIO REQUIREMENT. Current Honors requirements include the development and final submission by students of an e-Portfolio. The proposed change will eliminate this requirement.

Rationale: This requirement was instituted to align with a university-wide e-Portfolio initiative. At that time there was a promise that the university would adopt and support an institution-wide software platform that academic programs would use. Unfortunately, this did not occur and as a result the Honors e-Portfolio has become onerous for students and staff, and many students perceive it as a hurdle that outweighs the benefits.

4) CHANGE THE "EXTRA/DIFFERENT WORK" COMPONENT OF THE HONORS COURSE CONVERSION CONTRACT. The Honors course conversion contract specifies the "extra/different work" a student is required to complete in order to convert a regular course to an Honors course. Previously, the contract stipulated an alteration of the course syllabus to reflect this work. For example, an instructor would revise the syllabus to include the extra work in the course grading scheme (e.g. extra work is worth 5% of the course grade). The new Honors Contract for course conversion will **not** require an alteration to the course syllabus. It will stipulate that the extra/different work will be graded on a pass/fail basis and will not affect the student's percentage in the course and, thus, letter grade. If the course instructor appraises the Honor's student's extra work to be passing, the student will earn Honors credits for it.

Rationale: This modification will reduce the burden on instructors that arises from having to alter the syllabus.

ABRD - 3000 - Study Abroad

2024-2025 Undergraduate New Course Request

Introduction

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Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

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College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 3000

Course Title* Study Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* A variable-topic examination related to a specific place and the act of studying there. This course will provide the student an opportunity to reflect on different cultures, and to acquire intercultural skills.

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

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

Lec Hrs* 1-3

Lab Hrs* 0

Credit Hrs* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 9

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Students enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the course is taking place in an international setting and focusing on intercultural skills, there is no non-discipline specific equivalent at UWG.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 3000: Study Abroad

Catalog Course Description: A variable-topic examination related to a specific place and the act of studying there. This course will provide the student an opportunity to reflect on different cultures, and to acquire intercultural skills.

Credit Hrs: Variable: 1-3

Course may be repeated up to 3 times if taking place in a different country each time, or with approval of the Office of Education Abroad.

No prerequisites or corequisites

Rationale: Because the course is taking place in an international setting and focusing on intercultural skills, there is no non-discipline specific equivalent at UWG.

Learning Outcomes:

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

ABRD 3000: Study Abroad in Amsterdam and Paris:
Cultural immersion while following Van Gogh
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The course will immerse the students in Dutch and French ways of life while discussing the life, influence, and artworks of Vincent Van Gogh. Reflecting on the differences between American, French, and Dutch cultures will be a daily activity. Students will explore Amsterdam, Paris, and neighboring cities relevant to Art, History, and Van Gogh's influence, but also get to experience daily local lives. Students will visit markets, cafes, and other gathering sites where the local populations gather and exchange. They will walk and bike through many parts of the cities as Europeans do. This class brings together art, history, and intercultural awareness together to provide a deeper understanding of what it means to live abroad. The students will conclude the course by providing a final paper that includes a reflection on their experience.

Learning outcomes

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of the works of art seen during the program in Europe, especially Van Gogh's works.

General policy and grading scale

Students will explore virtually the sites visited before traveling (list of sites provided at the end of the syllabus). While abroad, students will provide daily brief reflections on the differences in cultures experienced that day. A final reflection paper will be due at the end of the course. The final grade will be calculated as follows:

Grade% = 40% Online discussion on sites/museums/excursions (average of all mandatory postings) + 40% Daily reflection on cultural differences (average of all mandatory postings) + 20% final paper

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

The final paper will showcase the three favorite places the student has visited during the trip abroad. Students will write an essay explaining why they chose these places (500 words per site) and include pictures. The introduction will summarize the entire trip and what was learned in each place. The conclusion will consist of a 500-word reflection on cultural differences and similarities between the countries visited.

Schedule

May 10th, 2024: Complete all discussion postings regarding sites to be visited

May 11th, 2024: Travel to Europe

Daily - May 12th to May 24th, 2024: Complete daily reflections on cultural differences

May 25th, 2024: Return to the US

May 30th, 2024: Submit final paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

List of sites visited with hyperlinks

1. Traditional Dutch Food
2. Amsterdam
3. Rijksmuseum

4. Anne Frank House
5. Van Gogh Museum
6. Vincent van Gogh Huis
7. Vincentre Museum
8. Stedelijk Museum
9. Musee Rodin
10. Louvre
11. Arc de Triomphe
12. Musee de l'Orangerie
13. Musee de l'Art Moderne de Paris
14. Auberge Ravoux
15. Eglise Notre-Dame d'Auvers
16. Musee de l'Absinthe
17. Chateau d'Auvers
18. Notre Dame
19. Sainte-Chapelle
20. Opera Garnier
21. Montmartre
22. Sacre Coeur Basilica
23. Chateau de Versailles
24. Monet's Impressionist Garden at Giverny
25. Musee d'Orsay

ABRD - 3100 - Teach Abroad

2024-2025 Undergraduate New Course Request

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Desired Effective Semester* Summer

Desired Effective Year* 2024

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 3100

Course Title* Teach Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* Course is designed for students who will teach abroad in a formal or informal setting as approved by the faculty member with an emphasis on cultural differences. Title and description of course to be specified at time of offering. This may not count as a College of Education course or towards a major/minor in education unless approved by College of Education. May be repeated for credit

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

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

Lec Hrs* 1-3

Lab Hrs* 0

Credit Hrs* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 9

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Student enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the teaching experience takes in an international informal or formal teaching setting and is focused on the cultural differences encountered while preparing to teach formally or informally and while teaching abroad, there is no exact equivalent at UWG.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate an ability to design and implement a lesson plan in an international setting formally or informally taking into account cultural differences
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 3100: Teach Abroad

Catalog Course Description: Course is designed for students who will teach abroad in a formal or informal setting as approved by the faculty member with an emphasis on cultural differences. Title and description of course to be specified at time of offering. This may not count as a College of Education course or towards a major/minor in education unless approved by College of Education. May be repeated for credit.

Credit Hrs: Variable: 1-3

Course may be repeated up to 3 times if taking place in a different country each time, or with approval of the Office of Education Abroad.

No prerequisites or corequisites

Rationale: Because the teaching experience takes in an international informal or formal teaching setting and is focused on the cultural differences encountered while preparing to teach formally or informally and while teaching abroad, there is no exact equivalent at UWG.

Learning Outcomes:

1. Demonstrate an ability to design and implement a lesson plan in an international setting formally or informally taking into account cultural differences
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

ABRD 3100: Teach Abroad: Teach in Amsterdam

Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The course will provide an opportunity for students to teach in a formal or informal setting abroad and compare the teaching styles. The students will prepare for the course by researching the cultural differences between the two countries with a specific emphasis on the differences and similarities between the school systems. The students will develop and teach one lesson plan that aligns with the requirements of the setting (formal/informal). The students will conclude the course by providing a final paper that includes a reflection on their international teaching experience.

Learning outcomes

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a school system abroad.
4. Teach a lesson plan adapted to the international setting and reflect on the teaching experience.

General policy and grading scale

Students will compare the schooling systems abroad with the American public one (Georgia). While abroad, students will create and teach one lesson plan. A final reflection paper will be due at the end of the course. The final grade will be calculated as follows:

Grade% = 40% Paper summarizing the differences and similarities between the school systems + 40% Lesson plan + 20% Final paper

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

The final paper will highlight the learning outcomes of the lesson plan taught and provide a detailed report on the behavior of the students/pupils with a reflection on how this lesson plan could have been improved upon. The conclusion will consist of a 500-word reflection on cultural differences and similarities between the US and the country visited, including the school systems.

Schedule

May 10th, 2024: Complete the comparison between the American school system and the Dutch one

May 11th, 2024: Travel to Europe

Daily - May 12th to May 24th, 2024: Design and teach a lesson plan

May 25th, 2024: Return to the US

May 30th, 2024: Submit final paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

ABRD - 3200 - Service Learning Abroad

2024-2025 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 3200

Course Title* Service Learning Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* The course is based on successful completion of service hours abroad. Global, community-based learning that provides service to a community outside of the U.S. The student under the supervision of a faculty member will complete a project that addresses a significant problem as identified by the host community served.

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

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

Lec Hrs* 1-3

Lab Hrs* 0

Credit Hrs* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 9

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions Student enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the service learning experience takes place in an international setting and is focused on the cultural differences encountered while preparing to serve and while completing the service learning project abroad, there is no exact equivalent at UWG.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate an ability to design and implement a service learning project with and for an international host community
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 3200: Service Learning Abroad

Catalog Course Description: The course is based on successful completion of service hours abroad. Global, community-based learning that provides service to a community outside of the U.S. The student under the supervision of a faculty member will complete a project that addresses a significant problem as identified by the host community served.

Credit Hrs: Variable: 1-3

Course may be repeated up to 3 times if taking place in a different country each time, or with approval of the Office of Education Abroad.

No prerequisites or corequisites

Rationale: Because the service learning experience takes in an international setting and is focused on the cultural differences encountered while preparing to serve and while completing the service learning project abroad, there is no exact equivalent at UWG.

Learning Outcomes:

1. Demonstrate an ability to design and implement a service learning project with and for an international host community
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

ABRD 3200: Serve Abroad: Serve and Learn in Tanzania
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The course will provide an opportunity for students to be part of a project for the Alagwa community in the Kondoa district of the Dodoma region of Tanzania. The students will prepare for the course by researching the cultural differences between the US and Tanzania, with a specific emphasis on the specificities of the Alagwa community they will serve. Once abroad, the students will put together an already-made water-irrigation system powered by solar panels. They will document their progress daily with pictures and reflections. The students will conclude the course by providing a final paper that includes a reflection on their international experience.

Learning outcomes

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a community abroad.
4. Install the already-made water-irrigation system powered by solar panels and reflect on the experience.

General policy and grading scale

The final grade will be calculated as follows:

Grade% = 40% Paper summarizing the differences and similarities between the US and Tanzania, with an emphasis on the Alagwa community + 40% Completion of the project with daily progress report and reflections + 20% Final paper

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

The final paper will summarize how the project was implemented and how the community participated in the effort and responded to the implementation of the project. A brief interview

with a member of the community asking their feedback about the project is required and needs to be transcribed. A reflection on the lessons learned and how this project could have been improved upon (500-word) will conclude the paper.

Schedule

May 10th, 2024: Complete the comparison between the US and Tanzania

May 11th, 2024: Travel to Africa

Daily - May 12th to May 24th, 2024: Complete the installation of the water irrigation system - Journal progress daily - Reflect daily

May 25th, 2024: Return to the US

May 30th, 2024: Submit final paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

ABRD - 3300 - Perform Abroad

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

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

College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 3300

Course Title* Perform Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* Students will prepare and perform abroad. The performance might include playing a musical instrument, singing in a choir, acting as part of a theatre play, to only cite a few examples. This may not count towards a major/minor in a specific discipline unless approved by the department. A variable-focus topic examination related to the act of performing in an international setting.

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

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

Lec Hrs* 1-3

Lab Hrs* 1-3

Credit Hrs* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 9

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Students enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the performance takes place in an international setting and is focused on the cultural differences encountered while preparing to perform and while performing abroad, there is no equivalent at UWG.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate an ability to complete a performance in an international setting
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning

objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 3300: Perform Abroad

Catalog Course Description: Students will prepare and perform abroad. The performance might include playing a musical instrument, singing in a choir, acting as part of a theatre play, to only cite a few examples. This may not count towards a major/minor in a specific discipline unless approved by the department. A variable-focus topic examination related to the act of performing in an international setting.

Credit Hrs: Variable: 1-3

Course may be repeated up to 3 times if taking place in a different country each time, or with approval from the Office of Education Abroad.

No prerequisites or corequisites

Rationale: Because the performance takes place in an international setting and is focused on the cultural differences encountered while preparing to perform and while performing abroad, there is no equivalent at UWG.

Learning Outcomes:

1. Demonstrate an ability to complete a performance in an international setting
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

ABRD 3300: Perform Abroad: Sing in Vienna
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The course will provide an opportunity for students to perform at the Annual Chorus Festival in Vienna and the local choir festival on the outskirts of Vienna. The students will prepare for the course by researching the cultural differences between the US and Austria. They will describe the contributions of the main musicians that are linked to Vienna (Haydn, Mozart, Beethoven, Schubert, Strauss father and son, Mahler, to only cite a few) and reflect on how this list of famous musicians makes the pride and joy of the inhabitants of Vienna. Once abroad, the students will rehearse and perform at two different festivals in and around Vienna. They will document their impression of the international musical scene and reflect on Austrian culture, specifically the music environment. The students will conclude the course by providing a final paper that includes a reflection on their international experience.

Learning outcomes

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a community abroad.
4. Students will demonstrate comprehensive technical and artistic competencies in the major performing area aligned with the expectations of an international setting.

General policy and grading scale

The final grade will be calculated as follows:

Grade% = 40% Paper summarizing the differences and similarities between the US and Austria, with an emphasis on the historical music scene in Vienna + 40% Prepare and perform in two different locations + 20% Final reflection paper

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

The final paper will summarize the experience of rehearsing and performing abroad. A reflection on the lessons learned and how the individual performance could have been enhanced (500-word) will conclude the paper.

Schedule

May 10th, 2024: Complete the comparison between the US and Austria

May 11th, 2024: Travel to Vienna

Daily - May 12th to May 24th, 2024: Rehearse and perform at the two music festivals in and near Vienna - Journal progress daily - Reflect daily

May 25th, 2024: Return to the US

May 30th, 2024: Submit final paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

ABRD - 4000 - Intern Abroad

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

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

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

College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 4000

Course Title* Intern Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* An extra-curricular learning experience taking place abroad and that will require the student to complete a professional project under the supervision of a faculty mentor. A written report of the results of the project must be submitted by the end of the semester abroad.

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

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

Lec Hrs* 1-15

Lab Hrs* 0

Credit Hrs* 1-15

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Students enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the course is associated with an international internship, it can only be delivered abroad and should be differentiated from a similar experience in the United States.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate an ability to complete a professional project in an international setting.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of an internship associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 4000: Intern Abroad

Catalog Course Description: An extra-curricular learning experience taking place abroad and that will require the student to complete a professional project under the supervision of a faculty mentor. A written report of the results of the project must be submitted by the end of the semester abroad.

Credit Hrs: Variable: 1-15

Students may repeat the class for credit for a second semester abroad.

No prerequisites or corequisites

Rationale: Because the course is associated with an international internship, it can only be delivered abroad and should be differentiated from a similar experience in the United States.

Learning Outcomes:

1. Demonstrate an ability to complete a professional project in an international setting.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of an internship associated with an international experience.

ABRD 4000: Intern Abroad: Being a Chemist in a Leather Factory in Normandy
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The internship will provide the students with an opportunity to work in a leather factory that chemically prepares, enhances, dyes, and cures cow hides to make them into usable leather for the textile industry. The students will prepare for this internship by researching the cultural differences between the US and France, with an emphasis of the historical link between the US and Normandy through D Day. They will also research the basic chemical principles used in the leather tanning industry. Once abroad, the students will work under the leadership of the chemical laboratory director, Dr. Legris. The students will conduct daily chemical testings on the dye baths and the tanning baths for quality control. Samples from the water treatment plants will be analyzed twice weekly to ensure adhesion to the local governmental guidelines. Students will document their work carefully in their laboratory notebook and write a final comprehensive laboratory report that will be shared with the factory leadership. The students will conclude the course by providing a short paper (1000 words) where they will reflect on their international experience beyond the laboratory work.

Learning outcomes

1. Demonstrate (through various activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a factory abroad.
4. Students will demonstrate comprehensive technical and scientific competencies in the leather factory.

General policy and grading scale

The final grade will be calculated as follows:

Grade% = 5% Paper summarizing the differences and similarities between the US and France, with an emphasis on Normandy + 65% Complete laboratory work + 20% Final scientific report based on laboratory notebook + 10% Reflection paper on international experience

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

Schedule

May 10th, 2024: Complete the comparison between the US and France

May 11th, 2024: Travel to Normandy

Daily - May 12th to July 12th, 2024: Intern at the leather factory

July 13th, 2024: Return to the US

July 25th, 2024: Submit final scientific report and reflection paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

ABRD - 4001 - Contemporary Studies in Travel

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 4001

Course Title* Contemporary Studies in Travel

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* A variable-topic examination related to a specific place and the act of traveling there, associated with a UWG Study Abroad Program. Offerings might include a transhistorical study of the site as a tourist destination, the site-specific economics of tourism and travel, or a study of food pathways specific to the site.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions This course is restricted to students in a study abroad/away program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the course is associated with an approved UWG study-abroad program, and because of its site-specific nature, it can only be delivered in its chosen place. Whereas in most courses students learn about another place or time (Russian history, say, of the nineteenth century; French revolutionary literature), ABRD classes stress the importance of place and of traveling there to experience it. As such it is a culturally immersive class calling upon students to utilize the site itself as a living classroom.

Student Learning Outcomes - Please provide these in a numbered list format.*

Learning Outcomes:

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural difference at the site and an understanding of a site's role in shaping beliefs, practices, and constraints.
2. Develop, through immersion in the local culture, new perspectives on one's own home culture and an ability to think critically about one's own values, beliefs, and goals.
3. Gain a new set of skills (adaptability, ability to problem-solve) to manage the new challenges of daily life in the specific site and culture to which it belongs, and gain a greater sense of responsibility for oneself.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 20-50

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

If yes, what will the fee be?* 0

Fee Justification

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

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

ABRD 4001
DECODING TRAVEL AND TOURISM
Spoleto, Italy
Summer 2024

CONTACT INFORMATION:

Dr. Chad Davidson
Phone (in Italy): (39) 333 903 7254
Email address: davidson@westga.edu

DESCRIPTION:

Until recently, travel was not an activity in which many people voluntarily engaged. War, empire, persecution, and trade formed the basis of much of what we might call *travel* prior even to just a few hundred years ago. Indeed the etymology of the English word *travel* recalls both the French-based *travail* (ordeal, trial, tribulation) and—earlier and more hauntingly—the Latin *tripalium* (a three-staked torture device). Travel, in other words, was synonymous with difficulty, even pain and suffering.

Flash forward to the seventeenth and eighteenth centuries, when (at least in the West) travel emerged as a pursuit of the well-to-do, an activity signifying *wealthiness* while ostensibly delivering *worldliness*. Experience abroad became a marker of class and status, not obligation and struggle. The so-called Grand Tours of the elite—mostly young British and American men sent with chaperons to enjoy the "exotic" European continent—cemented this newer notion of travel as a realm for the idle rich, one in which adventurers shirked the mores and restraints of their home cultures. (What happened in Europe, so to speak, stayed in Europe.) From there, it took only Thomas Cook, Karl Baedeker, and American Express (as well as the purchasing power of a robust and growing middle class in the nineteenth and twentieth centuries) to make travel available to the masses in "packages," commodities to be consumed.

What's this have to do with you? Like it or not, your involvement in the UWG Italy Program means that you are also participating in this struggle to understand not just *what* but also *how* travel means. Most of us take for granted that travel is a good thing, that it opens our minds, encourages tolerance and understanding, teaches us about the world, and so forth. Given its troubled history, however, we must not ignore all the ways in which travel can still signify as superficial, elitist, condescending, colonialist, and/or baldly consumer-oriented. ("The ugly American," though a stereotype, retains more than a kernel of truth.)

This experientially based class will call on you to dive into your foreign milieu in ways that run counter to typical tourist packages. It will require your near-complete immersion in the target culture, among its people, geography, history, art, and even food. It will ask that you become familiar with its language, manners, rituals, even its transportation system, and that you reflect on how your experiences abroad might affect your life at home. It will ask you to consider and then apply to your own experience the work of other thinkers who have spent considerable time trying to unpack the complicated signification of travel. Ultimately, it will demand that you differentiate *tourism* from *travel*, that you develop your own idea of *what* and *how* travel means, and that you speculate about why you are doing it.

LEARNING OUTCOMES:

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural difference at the site and an understanding of a site's role in shaping beliefs, practices, and constraints.
2. Develop, through immersion in the local culture, new perspectives on one's own home culture and an ability to think critically about one's own values, beliefs, and goals.

3. Gain a new set of skills (adaptability, ability to problem-solve) to manage the new challenges of daily life in the specific site and culture to which it belongs, and gain a greater sense of responsibility for oneself.

REQUIRED MATERIALS:

1. a small, portable journal (which you should have with you at all times);
2. multiple texts in PDF form (available through Courseden), including work from Daniel Boorstin, Walker Percy, Randy Malamud, and others.

REQUIREMENTS:

Reading and reflection assignments, attendance and participation in multiple experiences and excursions, foreign-language training, cultural immersion, and a final project.

PENALTIES FOR LATE ASSIGNMENTS:

One day after due date	= -5%
More than one day after due date	= -10%
More than one week after due date	= no credit

DETERMINATION OF SEMESTER GRADE:

Final Project	10%
Participation	50%
Pre-Departure Work	10%
Reading Discussions	20%
Presentations	10%

FINAL PROJECT:

Your final project will illustrate some of what you have learned about yourself as a burgeoning traveler and citizen of the world, and how that might serve you well in the future. Your project should be formed by aggregating some of your own critical reflections (detailed below) and may in fact take the form essentially of a larger, expanded version of those. Your project must also incorporate support and ideas (properly acknowledged) from at least two sources on our shared reading list. Your project, in other words, must reflect the ways in which you have synthesized the theoretical and practical components of our course. Ultimately, the project will allow you the opportunity to theorize about the value of your program experience and how your time abroad might aid you in future pursuits.

PARTICIPATION:

Your grade here will be the sum total of your participation in all activities listed on the program schedule, along with two critical reflections per week related to those activities (total of eight). To receive full credit for participation each week, you must be present for the duration of the designated activities and actively engaged (asking questions, refraining from distraction).

In addition, you will complete two critical reflections per week about experiences you select. All critical reflections will be kept in your pocket journal. I will spot check those each night during the week at our dinners.

All critical reflections also follow the same format:

1. **The experience:** date and describe the experience itself. Be specific. Rather than say it was your Italian lesson on Monday, offer specificity. What were you covering? What *specifically* about the experience are you focusing on? If it's during a tour or at dinner, what *specifically* about that experience are you emphasizing?

2. **Your critical reflection:** *What* surprised you about the experience? *What* was difficult about it? *What* was strangely moving, emotional, funny, odd? *What* made you feel silly, stupid, privileged, strange? Again, be specific.
3. **Your theorizing:** *Why* was the particular experience challenging or memorable or embarrassing or scary? *Why* do you think you felt the way you did? *Why* did you end up choosing that particular part of the experience to write about? What might your response say about you as a student, an American, an English or Communications major, a young woman or man, a person of color, a first-generation student, a veteran, etc.?
4. **The application:** *How* might this experience work its way into your final project? Do you see an application for this particular experience (and what you learned through it) in what might become your final project? Speculate here, but begin immediately to notice patterns in the sorts of experiences you seem to focus on.

Provided you meet the requirements of participation above and complete your two critical reflections each week, you have the opportunity to earn 100%.

PRE-DEPARTURE WORK:

Pre-departure reading and assignments are due prior to May 8, which is the day we leave for Italy. Refer to the respective folder in Courseden for your reading and posting instructions. Allow ample time to complete these assignments, since they constitute a total of 10% of your final grade and are designed to prepare you for travel.

READING DISCUSSIONS:

By Sunday night, at midnight, of each week of our program, **you must have read the assigned texts and posted at least one discussion-board question that is probing and based on your close reading.** (Use my prompts above for your pre-departure posts as models.) Once a week, we will meet at a different location: a café, a park, a museum, etc. I will give you the name of the place and expect you to be there at the agreed-upon time. At that meeting, you will lead the discussion, using those discussion-board prompts as avenues into a deeper analysis of the text(s) at hand. I will gauge each student's participation in the discussion. You may not all need to share your questions, but you will at least generate and post them. (Ultimately, they may become part of your final project.)

PRESENTATIONS:

Before our group dinners, two of you will present a critical reflection of your own from the current week. You will simply walk us through the three initial parts, as listed above, and maybe speculate about that fourth part (the application to your final project). You should not simply read from your journal but instead take a few minutes to casually discuss your particular reflection. Notify me before dinner if you wish to present. Do not wait until the last week and try to cram. If nobody volunteers, I will choose presenters at random. Be prepared. Your grade will be based on your having completed at least two presentations over the course of our four-week stay. No more than two presentations per night will be permitted. Presentations should last no more than a few minutes.

SCHEDULE:

Pre-Departure Work (Prior to May 8):

1. Read the selected chapters from Randy Malamud's *The Importance of Elsewhere*, and respond to the following prompts via Couseden
    - How do Malamud's thoughts on travel align with yours, and why?
    - Which notion of travel seems most like your own, and why?
    - Which seems the least, and why?

- How has reading Malamud perhaps influenced or changed how you will try to approach your own experiences abroad?

2. Watch Evita Robinson's short TED Talk entitled "Reclaiming the Globe," and respond to the following prompts:
    - Identify one way in which you might unwittingly reinforce stereotypes about Americans abroad. Risking our own stereotyping of Italians, what might they think that you, as an individual, represent about America? Robinson is speaking specifically of African American women, but you may also consider which demographic categories you fall into and how those might be subject to stereotyping abroad. Are you going to be taken as the iconoclast, long-haired rocker; the bubbly sorority girl; the nerdy bookworm? And remember that Americans writ large are often stereotyped by Europeans in highly particular ways. We are, to many in Europe, unhealthy, uncultured, tasteless, poorly educated, isolationist, but also rich and entitled. Does this fit you? If not, be prepared for some degree of friction as you navigate preconceived notions of your nationality, age, race and ethnicity, gender, even how you dress and walk and eat.
    - How do you expect to deal with situations abroad in which Italians (with perhaps no intended condescension) might stereotype you?

3. Read Nicholson-Lord's "The Politics of Travel," and respond to the following prompts:
    - Identify one specific and salient way in which tourism/travel is related to colonialism.
    - How might you be more conscious of, or even work against, the exploitative nature of tourism/travel while abroad?

4. Read Wendell Berry's short poem "The Vacation" and the short excerpt from Don Delillo's *White Noise*, and respond to the following prompts:
    - What is the danger in photographing and recording an experience?
    - How can you avoid that? After the first few days in Spoleto, reflect on whether you were successful.

5. Read the class document titled "Arrival" and be prepared to follow those instructions to the letter once we arrive. (Review this again directly before departure.)

Week One:

Rome, Roma, Caput Mundi (Latin for "Head of the World"), la Città Eterna (Italian for "the Eternal City"). Home to more than four million people and nine hundred churches, Rome exudes an elegance and opulence unmatched in the world. Rome was thriving when other world cities such as London and Paris were simple outposts. And after the glory days of Athens, Cairo, and other cities with towering pasts, Rome kept thriving, reinventing itself almost constantly.

In preparation of our field experience in Rome, you will interact with and discuss a few videos devoted to some of its wonders, as well as read a short excerpt from Matthew Sturgis's brilliant historical and cultural study of tourism in Rome.

The city's name, by the way, is the etymological root of our verb "to roam," which is originally what that verb meant: to go on pilgrimage *to Rome*. That is what you all will be doing this week, so pay attention, and come prepared.

1. Read the “Rome Field Experience” document, and post your responses to our discussion board.
2. Watch the selection of videos for this week via Courseden, and post your responses to our discussion board.
3. Read Sturgis’s “When in Rome,” and post your responses to our discussion board.

Week Two:

By now, you have most likely grown accustomed to both the food and culture of eating in Italy. You may have already had a few experiences with food that likely will form lasting memories for you (the first black truffle or gelato or panino, etc.).

Now is also the time to reflect on just *how* food signifies in a rich culinary tradition like that of Italy. Much of the reading for the week will ask you to consider more general questions, which you can then apply specifically to Italian culture. For example: Why does Italian cuisine differ so drastically from region to region? How and why is the American notion of Italian food different from what we encounter here? What is this phrase “cucina povera,” and how is it both a historical reality but also a “product,” engineered and perpetuated for tourists? Why do our experiences with food so often become indelible memories for us about a time, a place, a particular moment in our lives? What sorts of extracurricular signifiers (“protocols,” in the parlance of the critical piece below) in Italian cuisine have you noted? How is dining different from eating? And how is the *Italian* way of dining different (or stranger, or better, or worse) than what you are used to? Dive in! Tutti a tavola!

1. Read Belasco essay, and post your responses to our discussion board.
2. Read the “Austerity and Cuisine” document, and post your responses to our discussion board.
3. Read Bourdain essay, and post your responses to our discussion board.
4. Read Gladwell essay, and post your responses to our discussion board.

Week Three:

This week we will look forward to our field experience in Perugia and also look back into history, tackling Daniel Boorstin's classic study of the differences between travel and tourism. As a former Librarian of Congress, Boorstin was a monumental figure whose transhistorical studies of world and American phenomena still constitute classic reading. He will offer you a sweeping survey of just *how* travel and tourism signify, what he sees as some of the differences, and definitely which one he supports and which he vilifies. Feel free to argue with him on fine points. Ask yourself if his pessimism is still warranted and why.

On top of that, you will be training and preparing for your field experience in Perugia, which both relies but also builds upon your first-week experience in Rome. There, you were given the itinerary in its entirety, and you were chaperoned the entire time. That is an experience, at least in Boorstin's thinking, cleaving more closely to tourism: you were a passive receiver of someone else's idea of a city.

For our Perugia field experience, however, you will be broken into small groups and given a very short itinerary of sites to visit (some of which are merely gelaterie, pastry shops, and chocolate stores). As a small group, you must engineer your own itinerary on top of those few items supplied to you. You must also research and find a lunch spot and offer reasons for why you chose that particular place. And finally you must use a map of the city to chart your itinerary, keeping in mind that some of the most memorable experiences of a trip are those you never intended to have.

1. Read the “Perugia Field Experience” document, and post your responses to our discussion board.
2. Read Boorstin essay, and post your responses to our discussion board.

Week Four:

You may have visited Venice during your brief study-abroad experience. You may have not. Still, an image like this (featured on our Courseden site), complete with classic Venetian scenery and gondolas, remains an indelible marker of travel in Italy.

At this later stage in your travels, though, how do images like this–particularly with the lounging, privileged traveler (or is she a tourist?) in the foreground–signify in relation to your own experiences while in Italy? What does an image like this convey regarding *what* and *how* travel should be? What does it conceal? What does it promise to the intrepid traveler? What are some of the pitfalls and problems of those promises?

With Walker Percy as a guide, you will confront what he calls “the dialectic of sightseeing”: the curious paradox of our trying to escape the touristy while simultaneously *being tourists*. He will unpack the concept for you in great detail, and then it is up to you to reflect on how your experiences in Italy either resonate or are discordant with his notion of travel (or tourism or both).

1. Read Percy essay, and post your responses to our discussion board.

Final Project:

Your final project will illustrate some of what you have learned about yourself as a burgeoning traveler and citizen of the world, and how that might serve you well in the future. Your project should be formed by aggregating some of your own critical reflections and may in fact take the form essentially of a larger, expanded version of that format. Your project must also incorporate support and ideas (properly acknowledged) from at least two sources on our shared reading list. Your project, in other words, must reflect the ways in which you have synthesized the theoretical and practical components of our course. Ultimately, the project will allow you the opportunity to theorize about the value of your program experience and how your time abroad might aid you in future pursuits.

Format:

The format of your project is highly flexible. You may argue for your own personalized form anytime during the program in Spoleto. Unless you inform me otherwise, however, I will assume that you have chosen one of the suggested formats below:

- **A travel guide for the anti-tourist, the sensitive traveler, the world citizen**. What have you come to believe are imperatives for those wishing to participate in a meaningful way with Italian culture specifically and foreignness more generally, and why? Are your tips and advice immutable and essential, or are they subject to change, and why?

- **Private missive to the version of you who boarded the plane a month ago**. What would you tell that person about the personal growth to come? How would you alleviate that person’s fears and trepidations, knowing what you know now? And how would you inspire that person by gesturing toward a future irrevocably changed by having participated in this program?

- **Entrance essay to a potential graduate program**, which recasts your personal experiences abroad into skills learned and applicable to the course of study at hand. How might you tell the story of your study-abroad program in terms that a graduate admissions committee could appreciate?

- **Letter of application to a specific job related to your area of academic interest**, which translates your experiences abroad into marketable skills related to the position to which you are applying. What narrative would you stress about your time abroad in order to present yourself as a capable employee for that particular business?

- **Description of a fictitious photo of yourself while abroad**, the details of which come to symbolize your new identity as a travel-literate, sensitive citizen of the world. Consider where this idealized photo would be taken (the canals of Venice, the Colosseum of Rome, your apartment in Spoleto, etc), who would take it (yourself, a classmate, an Italian friend?), what you are wearing (and why), and–most importantly–what you are harboring inside.

- **Promotional material in support of the UWG Italy Program**. How would you best describe the experiences that await those who might participate in the future? How might you teach potential participants to distill those experiences into skills and habits of mind beneficial to their futures? How to avoid the pitfalls of tourism while enjoying the benefits of travel?

- **Mock interview with a future version of yourself**, in which that person reflects on the most meaningful experiences while on the program and how they contributed to future successes. Who is this future version of you? Which differences are most telling, and why?

Style and Mechanics:

Since the overall form of the project may differ widely from student to student, the style will likewise vary. Unless part of some creative interpretation, however, your prose should stick to the tenets of clear, communicative, Standard Written English. Here are a few guidelines:

- **Favor specificity.** Rather than weak, nonspecific verbs like “be,” “get,” “do,” and “go,” choose instead specific iterations such as “appear,” “possess,” “enact,” and “travel.” Rather than weak nouns like “things” and “stuff,” specify the *actual* things and *specific* stuff. Why say, “We went to Rome and saw some statues,” when you can instead say, “On our class excursion to Rome, the so-called “Caput Mundi” (or “Head of the World”), we marveled at Bernini’s massive *Fountain of Four Rivers* in Piazza Navona”?
- **Privilege narrativity.** Many of the places you will visit and the artifacts you will investigate while in Italy have unimaginably rich stories embedded in them. Some of those stories will be visible to you, while others will remain hidden. The same could be said for your time abroad. How might you now contain new stories within yourself? How is your time abroad *a story*? What role are you playing in it? Is there a clear beginning, middle, and end?
- **Be empathic.** Perhaps the core ethos that unites *all* disciplines in a university is a sense of empathy. When we read a novel, watch a film, unpack a poem, learn a second language, read about history, consider the end-user for a computer program, or even develop a new vaccine or consumer product, we either explicitly or implicitly practice thinking as others might think. We try to inhabit the world according to someone else. Always imagine who your audience is, to whom you are writing, to whom you are presenting yourself. Part of being a capable writer and indeed a conscientious world citizen is a strong sense of empathy. (This is also a fantastically necessary skill for most any professional career path.)

Though your projects will vary greatly, a good rule of thumb is to shoot for **at least 1500 words of prose**, independent of whatever form your project takes. (Obviously an interview might have more spacing and formatting than, say, a letter. Count words, not pages.)

This is a 4000-level, university course, which means that your prose should be almost completely free of grammatical problems and divergent or colloquial expressions (except where explicitly part of the project's aim itself). The point at which grammatical errors and lapses in register affect my appreciation of your project is the point at which I begin to penalize. Remember: I am training you how to present yourself to much less forgiving audiences. When you apply to a graduate school or new job, for example, those folks will not be quite as helpful or understanding. Strong writing skills are *always* in demand. Practice them.

Supplemental Help:

Consider some of the information below as supplemental. Consult it if you have difficulty landing on a form for your project or to help you focus your theoretical lens once you do.

Honor yourself as a budding contributor to a complex world. Insofar as your program participation is concerned, you are a visitor, a guest, an ambassador, a representative of your university, your state, and your nation. You are also, however, an individual, an active participant in foreign experiences, someone who has dedicated a great deal of time, energy, and capital to be here, to do this. Honor that in your project. You are not a number.

- How have you learned to travel in a conscientious, sensitive way? What have you found to be the most effective, considerate method of participating in a foreign culture? Which of your mistakes might become lessons for future travelers? Where did you enjoy personal growth, worldly knowledge, or just learn street smarts, and what do those experiences say about you as an individual specifically and as an American more broadly?

- What did you expect to discover—both about Italy but also about yourself—and what was the end result? What sort of discrepancy did you note between expectations and reality? And how are those discrepancies potentially meaningful?

- What are some of the ways in which you have changed as a consequence of your role as both traveler and tourist? What valuable knowledge can you share with those who might follow in your experience regarding the differences between those two states of being?

- How have you learned to avoid the common tropes of travel and tourism: the YOLO phenomenon, the colonialist exploitation, the grousing Yelp review? Or did you readily take part in some of them? If so, why? If not, why not?

- How might this project represent a profile of who you are now, as a consequence of having taken this important trip? What has travel allowed you to see differently about the world but also about yourself?

Consult Other Examples. Investigate examples of the form you have chosen or the one to which you are most drawn. Try to suss out a sense of the conventions of the form before deciding which conventions you want to follow and which you want to break.

Imagine, for example, choosing the anti-tourist guide or the program promotional materials as your final project form. You might, then, want to look at some of these:

https://www.ricksteves.com/watch-read-listen/audio/radio/programs/program-213a
https://www.stitcher.com/podcast/world-nomads/the-world-nomads-podcast/e/53584348
http://www.oneikathetraveller.com/what-being-black-abroad-means.html
http://theblogabroad.com/2015/09/15/why-more-black-people-need-to-travel-around-europe/

While in Spoleto, use your critical reflections and readings to help you decide which places, experiences, and tips you want to incorporate into your project. Discuss your various projects with your classmates and professors. Do not wait.

By the time you depart, you should have a clear sense of which project form you intend to take. You will then have two weeks to build a structured project with smooth transitions and a clear beginning, middle, and end. Proofread carefully.

Projects are due by Friday, June 23, at 5:00 p.m. EST.

ABRD - 4002 - Contemporary Studies in/of Place

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

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Desired Effective Semester* Summer

Desired Effective Year* 2024

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College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 4002

Course Title* Contemporary Studies in/of Place

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* Catalog Course Description: A variable-topic examination in a specific place as the context for and/or a product of human, social, and/or biophysical processes and features, associated with a UWG Study Abroad Program. Offerings might include a study of artistic styles and traditions that emerged there, architectural forms exhibited in the built environment, geological and hydrological processes shaping the area's topography, communication practices and media consumption, or a comparison of everyday politics in that place and the student's home.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

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

Prerequisites

Concurrent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the course is associated with an approved UWG study-abroad program, and because of its site-specific nature, it can only be delivered in its chosen place. Whereas in most courses students learn about another place or time (Russian history, say, of the nineteenth century; French revolutionary literature), ABRD classes stress the importance of place and of traveling there to experience it. As such it is a culturally immersive class calling upon students to utilize the site itself as a living classroom.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Analyze the place that is the site of the study abroad in terms of specific human, social, or biophysical features, elements, and processes.
2. Develop, through immersion in the local culture, new perspectives on one's own home place and an ability to think critically about one's own place-based experiences, history, attitudes, beliefs, and values.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* N/A

Fee Justification

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

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

Proposed Course: ABRD 4002: Contemporary Studies in/of Place

Catalog Course Description: A variable-topic examination in a specific place as the context for and/or a product of human, social, and/or biophysical processes and features, associated with a UWG Study Abroad Program. Offerings might include a study of artistic styles and traditions that emerged there, architectural forms exhibited in the built environment, geological and hydrological processes shaping the area's topography, communication practices and media consumption, or a comparison of everyday politics in that place and the student's home.

Credit Hrs: 3

Students may repeat the class for credit, if the topic changes.

No prerequisites or corequisites. Repeatable up to 15 hours.

Rationale: Because the course is associated with an approved UWG study-abroad program, and because of its site-specific nature, it can only be delivered in its chosen place. Whereas in most courses students learn about another place or time (Russian history, say, of the nineteenth century; French revolutionary literature), ABRD classes stress the importance of place and of traveling there to experience it. As such it is a culturally immersive class calling upon students to utilize the site itself as a living classroom.

Learning Outcomes:

1. Analyze the place that is the site of the study abroad in terms of specific human, social, or biophysical features, elements, and processes.
2. Develop, through immersion in the local culture, new perspectives on one's own home place and an ability to think critically about one's own place-based experiences, history, attitudes, beliefs, and values.

ABRD 4002: Contemporary Studies in/of Place

Spoleto through the Prism of Social Networks

Spoleto, Italy

Summer 2024

CONTACT INFORMATION:

Dr. Neema Noori
Phone (in Italy): xxxxxxx
Email address: nnoori@westga.edu

DESCRIPTION:

This course will be organized around the concept of social capital and its relevance to place. We will begin with political scientist Robert Putnam's book, *Making Democracy Work.* The book tries to make sense of the longstanding political and economic differences between Northern and Southern Italy. Northern Italy serves as the economic engine of the country. The South, by contrast, has lagged economically and has experienced higher levels of corruption and crime. Putnam argues that distinctive patterns of civic engagement account for the differences in regional outcomes. People in Northern Italy are far more likely to participate in organizations as diverse as choral societies, political parties, and chess clubs. Putnam contends that active participation in social and political gatherings with diverse social networks is the key to fostering civic trust. These pro-social activities fostered higher levels of social capital in Northern Italy. Social capital is a widely debated sociological concept that refers to norms that facilitate trust and cooperation in a given community. Societies with higher stocks of social capital are more effective in achieving collective goals. *Making Democracy Work* and Putnam's subsequent book *Bowling Alone*, Putnam's work helped popularize this concept, inspiring a range of inter-disciplinary research linking social capital to economic development, reduced rates of crime, and better health outcomes.

Bowling Alone will serve as a point of entry in learning about regional political and economic differences between Northern and Southern Italy and as a tool to help students better understand the concept of social capital. From discussions about the origins and maintenance of democracy, we would then branch off into conversations about how structures of social networks are linked to health outcomes, economic vitality, and public order (crime rates). We will use the built environment of Spoleto to analyze how urban design can play a central role in facilitating social interactions that have consequences for public safety and health, i.e. how the blue zone diet is more about where you live and whom you interact with than what you eat.

…

LEARNING OUTCOMES:

1. Analyze the place that is the site of the study abroad in terms of specific human, social, or biophysical features, elements, and processes.
2. Develop, through immersion in the local culture, new perspectives on one's own home place and an ability to think critically about one's own place-based experiences, history, attitudes, beliefs, and values.

REQUIREMENTS:

Reading and reflection assignments, attendance and participation in multiple experiences and excursions, foreign-language training, cultural immersion, and a final project.

DETERMINATION OF SEMESTER GRADE:

Final Project	10%
Participation	50%
Pre-Departure Work	10%
Reading Discussions	20%
Presentations	10%

FINAL PROJECT:

Your final project will illustrate some of what you have learned about community and social networks in the context of Spoleto. Your project must also incorporate support and ideas (properly acknowledged) from at least two sources on our shared reading list. Your project, in other words, must reflect the ways in which you have synthesized the theoretical and practical components of our course. Ultimately, the project will allow you the opportunity to theorize about the value of your program experience and how your time abroad might aid you in future pursuits.

PARTICIPATION:

Your grade here will be the sum total of your participation in all activities listed on the program schedule, along with two critical reflections per week related to those activities (total of eight). To receive full credit for participation each week, you must be present for the duration of the designated activities and actively engaged (asking questions, refraining from distraction).

In addition, you will complete two critical reflections per week about experiences you select. All critical reflections will be kept in your pocket journal. I will spot check those each night during the week at our dinners.

PRE-DEPARTURE WORK:

Pre-departure reading and assignments are due prior to May 8, which is the day we leave for Italy. Refer to the respective folder in Courseden for your reading and posting instructions. Allow ample time to complete these assignments, since they constitute a total of 10% of your final grade and are designed to prepare you for travel.

READING DISCUSSIONS:

By Sunday night, at midnight, of each week of our program, **you must have read the assigned texts and posted at least one discussion-board question that is probing and based on your close reading.** Once a week, we will meet at a different location: a café, a park, a museum, etc. I will give you the name of the place and expect you to be there at the agreed-upon time. At that meeting, you will lead the discussion, using those discussion-board prompts as avenues into a deeper analysis of the text(s) at hand. I will gauge each student's participation in the discussion. You may not all need to share your questions, but you will at least generate and post them. (Ultimately, they may become part of your final project.)

PRESENTATIONS:

Before our group dinners, two of you will present a critical reflection of your own from the current week. You will simply walk us through the three initial parts, as listed above, and maybe speculate about that fourth part (the application to your final project). You should not simply read from your journal but instead take a few minutes to casually discuss your particular reflection. Notify me before dinner if you wish to present. Do not wait until the last week and try to cram. If nobody volunteers, I will choose presenters at random. Be prepared. Your grade will be

based on your having completed at least two presentations over the course of our four-week stay. No more than two presentations per night will be permitted. Presentations should last no more than a few minutes.

ABRD - 4985 - Research Abroad

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

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

College - School/ Department* University College | Center for Interdisciplinary Studies

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ABRD

Course Number* 4985

Course Title* Research Abroad

Long Course Title

Course Type* Interdisciplinary

Catalog Course Description* Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

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

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

Lec Hrs* 1-15

Lab Hrs* 0

Credit Hrs* 1-15

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

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

Prerequisites None

Concurrent None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Students enrolled in approved study abroad program.

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Because the course is associated with an international academic research experience, it can only be delivered abroad and should be differentiated from a similar experience at UWG.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Demonstrate an ability to conduct research in an international setting.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of research associated with an international experience

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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

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

Proposed Course: ABRD 4985: Research Abroad

Catalog Course Description: Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

Credit Hrs: Variable: 1-15

Students may repeat the class for credit for a second semester abroad.

No prerequisites or corequisites

Rationale: Because the course is associated with an international academic research experience, it can only be delivered abroad and should be differentiated from a similar experience at UWG.

Learning Outcomes:

1. Demonstrate an ability to conduct research in an international setting.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of research associated with an international experience

ABRD 4985: Research Abroad: Zinc-based chemistry in Marburg
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

DESCRIPTION:

The students will conduct research at the University of Marburg under the leadership of Professor Knochel and in collaboration with Dr. Gaquere, the instructor of record at UWG. To prepare for this research experience, the students will conduct a literature search on the techniques used to activate zinc in the metallation of heterocycles. In order to prepare for the international experience, the students will research the cultural differences between the US and Germany. Once abroad, the students will work under the leadership of the University Research Laboratory, Dr.Pr. Knochel. The students will create a research plan based on the bibliography. Once approved by Drs. Gaquere and Knochel, the students will conduct the experiments and document their work carefully in their laboratory notebook as expected in a research laboratory. Students will write a final comprehensive report outlined like a manuscript and that will be submitted to Drs. Gaquere and Knochel for review. In addition, the students will conclude the course by providing a short paper (1000 words) where they will reflect on their international experience beyond the scientific research.

Learning outcomes

1. Demonstrate (through various activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a research laboratory abroad.
4. Students will demonstrate comprehensive technical and scientific competencies in the field of zinc-based chemistry for the metallation of heterocycles.

General policy and grading scale

The final grade will be calculated as follows:

Grade% = 5% Paper summarizing the differences and similarities between the US and Germany + 55% Complete laboratory work + 35% Draft of manuscript based on laboratory notebook and results + 5% Reflection paper on international experience

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

Schedule

May 10th, 2024: Complete the comparison between the US and Germany

May 11th, 2024: Travel to Marburg through Frankfurt

Daily - May 12th to July 12th, 2024: Conduct research in Marburg

July 13th, 2024: Return to the US

July 25th, 2024: Submit manuscript and reflection paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

Addendum II

CISM - 5333 - Fundamentals of Computer Networks

2024-2025 Graduate New Course Request

General Information

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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

School/ Department* Department of Management

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* CISM

Course Number* 5333

Course Title* Fundamentals of Computer Networks

Course Type* Management Information Systems

Catalog Course Description* This course is designed to introduce the student to IoT and networking technology applications, including the OSI model, network topologies, IP addressing, IPX addressing, subnet masks, routing theory, switching terminology, router configuration, and switch configuration. Topics include IoT applications, basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router setup, routing protocol setup, VLANS, switching technology, and emerging trends in IoT and networking. WAN technologies and network design theory are also covered.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

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

Prerequisites CISM 33330 or equivalent

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing n/a

Restrictions n/a

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course will be cross-listed with CISM 4333. It will serve as an introductory course for students with little networking experience who wish to pursue the M.S. in Cybersecurity.

Student Learning Outcomes*
1. Students will develop knowledge of the OSI model and networking technologies.
2. Students will develop and show the ability to setup and program a network with routers and switches.
3. Students will develop and show the ability to assess and test network connectivity.
4. Students will develop and show the ability to trouble and debug network connectivity problems.
5. The students will be able to design and establish a network including IP design, cabling, hardware, and networking testing.
6. Students will gain an understanding of IoT.
7. Students will gain knowledge of networking and IoT careers.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

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

UNIVERSITY OF WEST GEORGIA

Main Campus · Richards College of Business · Management

Fundamentals of Computer Networks

CISM-5333

Description

This course is designed to introduce the student to IoT and networking technology applications, including the OSI model, network topologies, IP addressing, IPX addressing, subnet masks, routing theory, switching terminology, router configuration, and switch configuration. Topics include IoT applications, basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router setup, routing protocol setup, VLANS, switching technology, and emerging trends in IoT and networking. WAN technologies and network design theory are also covered.

Requisites

Prerequisites:
CISM 3330 or equivalent

Materials

Computer Networking: A Top-Down Approach. 8th Edition (2020). Pearson.

Outcomes

1. Students will develop knowledge of the OSI model and networking technologies.
2. Students will develop and show the ability to setup and program a network with routers and switches.
3. Students will develop and show the ability to assess and test network connectivity.
4. Students will develop and show the ability to trouble and debug network connectivity problems.
5. The students will be able to design and establish a network including IP design, cabling, hardware, and networking testing.
6. Students will gain an understanding of IoT.
7. Students will gain knowledge of networking and IoT careers.

Projects

1. Network Design and Optimization – Design and optimize a network for a fictional company.
2. Network Security Implementation – Implement a secure network for a given scenario.
3. Emerging Technologies – Prepare and deliver a presentation of an approved emerging topic.

Evaluation

Project 1	10%
Project 2	10%
Project 3	10%
Labs/Packet Tracers	20 %
Online Chapter Exams	15%
Multiple Choice Final Exam	10%
In-Class Skills Exam	25%

CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics

2024-2025 Graduate Revise Course Request

General Information

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

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [ ] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [ ] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [x] Other

If other, please identify. Change course level - from 6000 to 5000-level.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Management

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* CISM

Course Number* 5470

Course Title* Cyberwarfare, Cybercrime, and Digital Forensics

Long Course Title

Course Type - DO NOT EDIT* Management Information Systems

Catalog Course Description* This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

Prerequisites * n/a

Corequisites* n/a

Frequency - How many semesters per year will this course be offered? 1

Grading Graduate Standard Letter

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* (•) Active-Visible ( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing CISM 4470

Restrictions n/a

Can a student take this course multiple times, each attempt counting separately toward graduation?* [ ] Yes [x] No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

What is the rationale for the requested course changes?* This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format. n/a

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* [ ] I have attached the syllabus.
[x] N/A

Resources and Funding

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Are you making changes to the special fees or tuition that is required for this course?* [ ] Yes [x] No

If yes, what will the fee be?* n/a

Fee Justification* n/a

Administrative Use Only - DO NOT EDIT

Course ID* 47130

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

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

Student Information

Name:	
Student ID:	

COURSE INFORMATION

Foundation Courses*	*Term*	*Grade*
ACCT 2101 Principles of Accounting I		
ACCT 2102 Principles of Accounting II		
Accounting Courses *(Required)*	*Term*	*Grade*
ACCT 3212 Intermediate Accounting I		
ACCT 3213 Intermediate Accounting II		
ACCT 3232 Managerial Accounting		
ACCT 3251 Individual Income Tax		
ACCT 4241 Accounting Information Systems		
ACCT 4261 Auditing		
MBA Courses *(Required)*	*Term*	*Grade*
MKTG 6815 Marketing Strategy		
ECON 6450 Managerial Economics		
MGNT 6670 Organizational Theory and Behavior		
MGNT 6681 Global, Ethical, and Strategic Management		

MPAcc Courses *(Required)*	*Term*	*Grade*
ACCT 6216 Financial Reporting		
ACCT 6233 Cost Management		
ACCT 6242 Strategic Information Systems		
ACCT 6253 Tax Accounting		
ACCT 6263 Assurance Service		
ACCT 6264 Non-Profit Accounting		
ECON 6461 International Finance		
FINC 6532 Finance		
SELECT THREE OF THE FOLLOWING:**	*Term*	*Grade*
ABED 6100 Strategic Business Communication		
ACCT 6265 Accounting for Sustainability		
ACCT 6285 Special Problems in Accounting		
ACCT 6286 Internship		
CISM 6331 Strategic Management of Information Technology		
ECON 6430 Business Forecasting		
ECON 6485 Special Topics in Economics		
FINC 6542 Investment Analysis and Portfolio Management		
MKTG 5805 Sales Management		
MKTG 6820 International Business Strategy		
MKTG 6881 Independent Study		
MGNT 6685 Special Problems in Management		
MGNT 6675 Work Practicum		

Note:
*All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MPAcc program.
**Students must take 3 separate 3-hour courses as electives.

MPAcc Director: Date:

Advisor: Date:

Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] Program Curriculum
- [x] Other

If other, please identify. Admission requirement update for MPAcc program and clarify other language in the Graduate Catalog

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Accounting and Finance

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Combined Master of Professional Accounting, MPAcc and Master of Business Administration,

M.B.A.

Program ID - DO NOT EDIT*: 4119

Program Code - DO NOT EDIT:

Program Type*: Master's

Degree Type*: Master of Business Administration | Master of Professional Accounting

Program Description* The University of West Georgia now offers a path for students to earn their MPAcc and MBA degrees concurrently. This option develops the proficiencies students need to succeed in today's competitive job market. Graduates qualify to take the Certified Public Accountant (CPA) examination. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs also carry the distinction of AACSB supplemental accounting accreditation. The Combined MPAcc/MBA is a method by which a student can earn separate degrees in both the MPAcc and MBA programs.

Learning Outcomes

MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Identify how globalization affects organizations and their environment.

Recognize the importance of ethical decision-making.

Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MBA Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Work effectively with others and lead in organizational situations.

Identify how globalization affects organizations and their environment.

Recognize the importance of ethical decision-making.

Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

Admission Requirements
Applicants to the combined MPAcc-MBA must be admitted into both the MPAcc and MBA programs. Applicants should review the "Admissions" tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

MPAcc program https://www.westga.edu/academics/business/program_page.php?program_id=77

MBA program https://www.westga.edu/academics/business/program_page.php?program_id=59

Course Requirements
The combined MPAcc/MBA requires the successful completion of 45 graduate course hours. All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

Status* Active-Visible Inactive-Hidden

Status Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Foundation Courses (Common body of knowledge)

ACCT 2101 Principles of Accounting I

ACCT 2102 Principles of Accounting II

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

Basic Accounting Courses

ACCT 3212 Financial Reporting I

ACCT 3213 Financial Reporting II

ACCT 3232 Managerial Accounting

ACCT 3251 Income Tax Accounting for Individuals

ACCT 4241 Accounting Information Systems

ACCT 4261 - Auditing

Required MPAcc Courses

ACCT 6216 Seminar in Financial Reporting
ACCT 6233 Seminar in Cost Accounting
ACCT 6242 Strategic Information Systems
ACCT 6253 Seminar in Tax Accounting
ACCT 6263 Seminar in Auditing
ACCT 6264 Nonprofit Accounting and Auditing
ECON 6461 International Finance
FINC 6532 Finance

Required MBA Courses

ECON 6450 Managerial Economics
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management
MKTG 6815 Marketing Strategy

MPAcc/MBA Electives

(Select three)
Students must take 3 separate 3 hour courses.

ABED 6100 Strategic Business Communication
ACCT 6265 Accounting for Sustainability
ACCT 6285 Special Problems in Accounting
ACCT 6286 Internship
CISM 6331 Strategic Management of Information Technology
ECON 6430 Business Forecasting
ECON 6485 Special Topics in Economics
FINC 6542 Investment Analysis and Portfolio Management
MKTG 5805 Sales Management
MKTG 6820 International Business Strategy
MKTG 6881 Independent Study in Marketing
MGNT 6675 Work Practicum
MGNT 6685 Special Problems in Business
[After] (Note: Any of the above elective courses can count as an elective course in the Combined MPAcc/MBA path as either the MPAcc or MBA elective.)

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MPAcc-MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MPAcc-MBA student earning two or more grades "F" or "WF" in

Any combined MPAcc-MBA student earning two or more grades "F" or "WF" --in any combination--during the course of his or her program of study will be subject to dismissal from the program.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* Removed GMAT requirement to be consistent with MBA program and to encourage more

international students.

All changes will reduce barriers to admission.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

MPAcc Program Sheet
University of West Georgia

Student Information

Name:	
Student ID:	

COURSE INFORMATION

Foundation Courses*	***Term***	***Grade***
ACCT 2101 Principles of Accounting I		
ACCT 2102 Principles of Accounting II		

Basic Accounting Courses	***Term***	***Grade***
ACCT 3212 Intermediate Accounting I		
ACCT 3213 Intermediate Accounting II		
ACCT 3232 Managerial Accounting		
ACCT 3251 Individual Income Tax		
ACCT 4241 Accounting Information Systems		
ACCT 4261 Auditing		

Note:
*All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MPAcc program.
**Students must take 2 separate 3-hour courses as electives.

MPAcc Courses *(Required)*	***Term***	***Grade***
ACCT 6216 Financial Reporting		
ACCT 6233 Cost Management		
ACCT 6242 Strategic Information Systems		
ACCT 6253 Tax Accounting		
ACCT 6263 Assurance Service		
ACCT 6264 Non-Profit Accounting		
ECON 6461 International Finance		
FINC 6532 Financial Management		

SELECT TWO OF THE FOLLOWING:**	***Term***	***Grade***
ABED 6100 Strategic Business Communication		
ACCT 6265 Accounting for Sustainability		
ACCT 6285 Special Problems in Accounting		
ACCT 6286 Internship		
CISM 6331 Strategic Management of IT		
ECON 6430 Business Forecasting		
ECON 6485 Special Topics in Economics		
FINC 6542 Investment Analysis and Portfolio Management		
MKTG 5805 Sales Management		
MKTG 6820 International Business Strategy		
MKTG 6881 Independent Study		
MGNT 6685 Special Problems in Management		
MGNT 6675 Work Practicum		

MPAcc Director: Date:

Effective Fall 2022
(last revised 11/08/2023)

Master of Professional Accounting, MPAcc

2024-2025 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] Program Curriculum
- [x] Other

If other, please identify. Admission requirement update and clarify other language in the Graduate Catalog

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Accounting and Finance

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Master of Professional Accounting, MPAcc

Program ID - DO NOT EDIT* 4100

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Professional Accounting

Program Description* MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Identify how globalization affects organizations and their environments.

Recognize the importance of ethical decision-making.

Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MPAcc Admission Requirements
Applicants to the MPAcc program must hold a bachelor's degree. Admission requires submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program. In all cases, final admission decisions are made by the MPAcc Graduate Admissions Committee. Admission requirements may be met under any one of the following three conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

2. An undergraduate degree from an AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.2 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

3. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Foundation Courses (Common body of knowledge)

ACCT 2101 - Financial Accounting

ACCT 2102 - Managerial Accounting

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

Basic Accounting Courses

ACCT 3212 - Financial Reporting I

ACCT 3213 - Financial Reporting II

ACCT 3232 - Managerial Accounting

ACCT 3251 - Income Tax Accounting for Individuals

ACCT 4241 - Accounting Information Systems

ACCT 4261 - Auditing

MPAcc Courses

ACCT 6242 Strategic Information Systems
ACCT 6216 Seminar in Financial Reporting
ACCT 6233 Seminar in Cost Accounting
ACCT 6253 Seminar in Tax Accounting
ACCT 6263 Seminar in Auditing
ACCT 6264 Nonprofit Accounting and Auditing
ECON 6461 International Finance
FINC 6532 Finance

And two of the following:

Students must take 2 separate 3 hour courses as electives.

ACCT 6265 Accounting for Sustainability
ACCT 6285 Special Problems in Accounting
ACCT 6286 Internship
ABED 6100 Strategic Business Communication
CISM 6331 Strategic Management of Information Technology
ECON 6430 Business Forecasting
ECON 6485 Special Topics in Economics
FINC 6542 Investment Analysis and Portfolio Management
MKTG 5805 Sales Management
MKTG 6820 International Business Strategy
MGNT 6685 Special Problems in Business
MKTG 6881 Independent Study in Marketing
MGNT 6675 Work Practicum

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any MPAcc student earning two or more grades, “F” or “WF” -in any combination-

during the course of his or her program of study will be subject to dismissal from the program.

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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For courses already in the catalog, click on "Import Course" and find the courses needed.
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NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* Removed GMAT requirement to be consistent with MBA program and to encourage more

international students.

All changes will reduce barriers to admission.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

ECED - 6111 - Intro to Elementary Field Experience

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6111

Course Title* Intro to Elementary Field Experience

Course Type* Early Childhood / Elementary Education

Catalog Course Description* This course reviews general field experience expectations and requirements for the MAT in Elementary Education, including completing experiential learning in elementary schools. Documents and deadlines will be introduced. Upon completing this course, students will have met the requirements necessary to be placed in a public-school setting. This course is designed to serve as a prerequisite for any MAT course in the Elementary Education program that includes a field experience.

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

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

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education (TE)

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?* This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout this course will afford students opportunities to master the program's learning objectives.

Student Learning Outcomes* 1. Students will complete the field experience application.
2. Students will review professional expectations and agree to adhere to the provisions outlined in the College of Education Memorandum of Understanding for Field Experiences.
3. Students will review protocols and complete the documentation and application materials required for successful participation in field experiences.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6111: Intro to Elementary Field Experience

Course Description

This course reviews general field experience expectations and requirements for the MAT in Elementary Education, including completing experiential learning in elementary schools. Documents and deadlines will be introduced. Upon completing this course, students will have met the requirements necessary to be placed in a public-school setting. This course is designed to serve as a prerequisite for any MAT course in the Elementary Education program that includes a field experience.

Credit Hours: 0

Prerequisites: Admission to Teacher Education program

Delivery Method: 100% Online

Rationale: This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout this course will afford students opportunities to master the program's learning objectives.

Student Learning Outcomes

1. Students will complete the field experience application.
2. Students will review professional expectations and agree to adhere to the provisions outlined in the College of Education Memorandum of Understanding for Field Experiences.
3. Students will review protocols and complete the documentation and application materials required for successful participation in field experiences.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

ECED - 6249 - Seminar For P-5 Teachers

2024-2025 Graduate Revise Course Request

General Information

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

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

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

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

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [ ] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* ECED

Course Number* 6249

Course Title* Seminar For P-5 Teachers

Long Course Title

Course Type - DO NOT EDIT* Early Childhood / Elementary Education

Catalog Course Description* A seminar designed to synthesize the theories, concepts, NBPTS propositions, and instructional strategies that have been learned during the M.Ed. program. A 'capstone' field project with students in a PK-5 setting will be a requirement for this course. This seminar is also designed to enhance skills in critical thinking, comprehension of research, and decision-making as an effective practitioner. A completion of the Master's degree portfolio will also be accomplished in this course. This course should be taken within the last two semesters of graduation.

Prerequisites * NA

Corequisites* NA

Frequency - How many semesters per year will this course be offered? 3

Grading Graduate Standard Letter

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 0

Credit Hrs 0

Lab Hrs 0

Status* (•) Active-Visible ( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* NA

Justification and Assessment

What is the rationale for the requested course changes?* This course has been redesigned to complete a comprehensive portfolio. Students will complete the items in the portfolio in the other program courses and will put them together during their last semester in this course. Because of this, there is no reason to have this course be a part of a faculty member's load. Program coordinator will monitor and organize the course.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

Syllabus* ☑ I have attached the syllabus. ☐ N/A

Resources and Funding

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

Present or Projected Annual Enrollment* 200

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45909

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

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

ECED 6249: Seminar for P-5 Teachers

Description: A seminar designed to synthesize the theories, concepts, NBPTS propositions, and instructional strategies that have been learned during the M.Ed. program. A 'capstone' field project with students in a PK-5 setting will be a requirement for this course. This seminar is also designed to enhance skills in critical thinking, comprehension of research, and decision-making as an effective practitioner. A completion of the Master's degree portfolio will also be accomplished in this course. This course should be taken within the last two semesters of graduation.

No prerequisites or corequisites

Credits: 0

Fully Online

Objectives
Students will:

1. Examine and discuss current trends and issues pertinent to early childhood/elementary education that effect the role of an educator as a critical thinker, decision maker, and researcher; (Cangelosi, 2000; DeRoche & Williams, 1998; Diaz, Massialas & Xanthopoulos, 1999; Robyler & Edwards, 2000), (Standards: NBPTS: 2, 4)
2. Synthesize the theories, concepts, NBPTS propositions, and instructional strategies that have been learned during the M.Ed. program; (Kauchak & Eggen, 1998; Schultz, 1995; Bigge & Shermis, 1999); (Standards: NBPTS: 1, 2, and 4)
3. Compose a final philosophy paper that would reflect a personal belief of effective teaching based on the theories, concepts, NBPTS propositions, and innovative instructional strategies; (National Board for Professional Teaching Standards, 1998; Ballou & Podursky, 1998; Byrnes, 1996; Cooper, 1999; Orlich et al, 1998; Schultz, 1995); (Standards: NBPTS: 4)
4. Design a “capstone” field project with students in a PK-5 setting that will demonstrate the knowledge and skills from the NBPTS propositions in order to be a more effective practitioner; and (Freiburg, 1998; Shepherd & Ragan, 1992; Jarolimek & Foster, 1993; Eby, 1992); (Standards: NBPTS: 1, 2, 3, and 4)
5. Complete a Master’s degree portfolio based on National Board propositions serving as the exit examination for the M.Ed. program. (Hurst et al, 1998; Burke, 1997; Wilcox, 1997). (Standards: NBPTS: 3, 4, and 5)

ECED - 6258 - Teaching Social Studies and Literacy

2024-2025 Graduate New Course Request

General Information

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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

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

School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6258

Course Title* Teaching Social Studies and Literacy

Course Type* Early Childhood / Elementary Education

Catalog Course Description* Curriculum and instructional practices in PK-5 social studies education and literacy. This course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. Interdisciplinary social studies and literacy approaches are implemented through children's literature and inclusive instructional resources. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education (TE)

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of interdisciplinary social studies and literacy concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying social studies content and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of social studies and literacy concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

Student Learning Outcomes*

1. Students will demonstrate knowledge of the social studies program as part of the total educational process of the school.
2. Students will integrate content from social science disciplines with literacy and other content areas appropriate for elementary-grade children.
3. Students will evaluate curriculum and instructional practices in K-5 social studies education.
4. Students will plan engaging learning sequences that integrate state required standards, inclusive resources, and the C3 Framework.
5. Students will critically analyze practices, policies, and current events in social studies and literacy education.
6. Students will design and implement practices that address the diverse needs, learning styles, and cultural backgrounds of elementary-grade students to create a supportive and inclusive learning environment.
7. Students will apply inquiry, reflective, and critical thinking methods for literacy and social studies curriculum.
8. Students will demonstrate knowledge and application for evaluating and assessing children's learning of social studies education.
9. Students will learn specific strategies to teach social studies using technology.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6258 Teaching Social Studies and Literacy

Course Description

Curriculum and instructional practices in PK-5 social studies education and literacy. This course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. Interdisciplinary social studies and literacy approaches are implemented through children's literature and inclusive instructional resources. This course is designed for M.A.T. students entering elementary teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program

Delivery Method: Entirely Online

Student Learning Outcomes

1. Students will demonstrate knowledge of the social studies program as part of the total educational process of the school.
2. Students will integrate content from social science disciplines with literacy and other content areas appropriate for elementary-grade children.
3. Students will evaluate curriculum and instructional practices in K-5 social studies education.
4. Students will plan engaging learning sequences that integrate state required standards, inclusive resources, and the C3 Framework.
5. Students will critically analyze practices, policies, and current events in social studies and literacy education.
6. Students will design and implement practices that address the diverse needs, learning styles, and cultural backgrounds of elementary-grade students to create a supportive and inclusive learning environment.
7. Students will apply inquiry, reflective, and critical thinking methods for literacy and social studies curriculum.
8. Students will demonstrate knowledge and application for evaluating and assessing children's learning of social studies education.
9. Students will learn specific strategies to teach social studies using technology.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

ECED - 6259 - Teaching Science and Literacy

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6259

Course Title* Teaching Science and Literacy

Course Type* Early Childhood / Elementary Education

Catalog Course Description* Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades Pk-5 using course readings, discussions, and assignments. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and integrating science with literacy, mathematics, and other relevant subject areas. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education program (TE)

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in science education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and science education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of science concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying science skills, attitudes, and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of scientific concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

Student Learning Outcomes*

1. Students will demonstrate the integration of physical, life, and earth science concepts relevant to elementary school science curricula.
2. Students will select appropriate teaching strategies for teaching science skills, attitudes, and knowledge to elementary children.
3. Students will explain the developmental and cultural differences in children's thinking as it relates to science learning.
4. Students will identify appropriate resources, materials, and technology for use in teaching science.
5. Students will explain the dominant views of science education and the strengths and weaknesses of each view.
6. Students will demonstrate ability to develop science lesson plans and units of study that reflect appropriate integration on other subject matter.
7. Students will articulate the issues and strategies for teaching science to disadvantaged, minority, and special student populations.
8. Students will demonstrate positive scientific attitudes and interest in teaching and learning about the natural world.
9. Students will demonstrate the ability to manipulate simple science equipment found in most elementary schools.
10. Students will assess student learning in science through use of authentic means such as performance tasks, anecdotal records, and portfolios.
11. Students will apply theories of learning in educational settings.
12. Students will apply problem-solving and decision-making strategies to societal, scientific, and technological issues.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before

the proposal has been completely approved through the faculty governance process.

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

ECED 6259: Teaching Science and Literacy

Course Description

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades Pk-5 using course readings, discussions, and assignments. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and integrating science with literacy, mathematics, and other relevant subject areas. This course is designed for M.A.T. students entering elementary teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program

Delivery Method: Entirely Online

Student Learning Outcomes

1. Students will demonstrate the integration of physical, life, and earth science concepts relevant to elementary school science curricula.
2. Students will select appropriate teaching strategies for teaching science skills, attitudes, and knowledge to elementary children
3. Students will explain the developmental and cultural differences in children's thinking as it relates to science learning.
4. Students will identify appropriate resources, materials, and technology for use in teaching science
5. Students will explain the dominant views of science education and the strengths and weaknesses of each view
6. Students will demonstrate ability to develop science lesson plans and units of study that reflect appropriate integration on other subject matter
7. Students will articulate the issues and strategies for teaching science to disadvantaged, minority, and special student populations
8. Students will demonstrate positive scientific attitudes and interest in teaching and learning about the natural world
9. Students will demonstrate the ability to manipulate simple science equipment found in most elementary schools
10. Students will assess student learning in science through use of authentic means such as performance tasks, anecdotal records, and portfolios
11. Students will apply theories of learning in educational settings
12. Students will apply problem-solving and decision-making strategies to societal, scientific, and technological issues.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

ECED - 6260 - Classroom Management

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6260

Course Title* Classroom Management

Course Type* Early Childhood/Elementary Education

Catalog Course Description* Research-based approaches to prevent and address disruptive classroom behaviors in PreK-5th grade classrooms through the implementation of foundational classroom management practices, by understanding the phases of the acting-out cycle, and by effectively responding to behaviors at each phase of the acting-out cycle. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education program (TE)

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports using research-based approaches to prevent and address disruptive classroom behaviors through implementing foundational classroom management practices. Candidates can effectively manage classroom behaviors by focusing on understanding the phases of the acting-out cycle and effectively responding to behaviors at each stage.

The course objectives prioritize strategies that promote positive classroom behaviors, minimize disruptions related to negative behaviors, and support equitable classroom management practices. This emphasis will help prepare candidates to create positive, supportive classroom environments. By developing skills to understand how to respond appropriately to students in different phases of the acting out cycle, candidates will be able to address negative behaviors and utilize positive classroom management strategies to promote student learning.

Student Learning Outcomes* 1. Students will describe and define the role of the classroom teacher as a decision-maker and reflective thinker to facilitate learning in the classroom.
2. Students will understand how negative behavior affects teaching and learning.
3. Students will understand and apply key concepts related to behavior and foundational classroom management practices.
4. Students will learn the components of a comprehensive behavior management system.
5. Students will design a comprehensive behavior management plan.
6. Students will analyze and prescribe classroom management strategies to effectively address challenging classroom behaviors.
7. Students will identify the characteristics associated with each phase of the acting-out cycle (the calm phase, the trigger phase, the agitation phase, the peak phase, the de-escalation phase, and the recovery phase).
8. Students will learn strategies to appropriately respond to students in different phases of the acting-out cycle.
9. Students will demonstrate the ability to implement equitable classroom management practices.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6260 Classroom Management

Course Description

Research-based approaches to prevent and address disruptive classroom behaviors in PreK-5th grade classrooms through the implementation of foundational classroom management practices, by understanding the phases of the acting-out cycle, and by effectively responding to behaviors at each phase of the acting-out cycle. This course is designed for M.A.T. students entering elementary teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program

Delivery Method: Entirely Online

Student Learning Outcomes

1. Students will describe and define the role of the classroom teacher as a decision-maker and reflective thinker to facilitate learning in the classroom.
2. Students will understand how negative behavior affects teaching and learning.
3. Students will understand and apply key concepts related to behavior and foundational classroom management practices.
4. Students will learn the components of a comprehensive behavior management system.
5. Students will design a comprehensive behavior management plan.
6. Students will analyze and prescribe classroom management strategies to effectively address challenging classroom behaviors.
7. Students will identify the characteristics associated with each phase of the acting-out cycle (the calm phase, the trigger phase, the agitation phase, the peak phase, the de-escalation phase, and the recovery phase).
8. Students will learn strategies to appropriately respond to students in different phases of the acting-out cycle.
9. Students will demonstrate the ability to implement equitable classroom management practices.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

ECED - 6263 - Teaching Elementary Mathematics I

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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

School/ Department* Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6263

Course Title* Teaching Elementary Mathematics I

Course Type* Early Childhood / Elementary Education

Catalog Course Description* Mathematics education content, methods, and materials that are appropriate for the cognitive development of young children from grades Pk-5 within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

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

Prerequisites Admission to Teacher Education program (TE) and College of Education field experience documentation (FE) required.

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*

The course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

Student Learning Outcomes*

1. Gain an understanding of the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks.
2. Gain an understanding of how children construct mathematical knowledge and apply their understanding.
3. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
4. Become familiar with strategies to organize mathematical content, the classroom environment, and children for maximum learning in mathematics.
5. Identify, describe, and reflect on strategies for teaching mathematics; for example, problem-solving, task selection, and implementation facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking.
6. Become familiar with assessment techniques that support learning and instructional planning, focusing on summative, formative, and diagnostic assessment.
7. Develop and implement strategies to create a supportive and inclusive learning environment that acknowledges diverse backgrounds to increase student learning in mathematics.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6263 Teaching Elementary Mathematics I

Course Description

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program and College of Education field experience documentation required.

Delivery Method: Fully Online

Student Learning Outcomes

1. Gain an understanding of the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks.
2. Gain an understanding of how children construct mathematical knowledge and apply their understanding.
3. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
4. Become familiar with strategies to organize mathematical content, the classroom environment, and children for maximum learning in mathematics.
5. Identify, describe, and reflect on strategies for teaching mathematics; for example, problem-solving, task selection, and implementation facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking.
6. Become familiar with assessment techniques that support learning and instructional planning, focusing on summative, formative, and diagnostic assessment.
7. Develop and implement strategies to create a supportive and inclusive learning environment that acknowledges diverse backgrounds to increase student learning in mathematics.

Common Language for Course Syllabi

ECED - 6266 - Teaching Elementary Mathematics II & Practicum

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6266

Course Title* Teaching Elementary Mathematics II & Practicum

Course Type* Early Childhood / Elementary Education

Catalog Course Description* Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades Pk-5 within the domains of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning will be investigated using course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education (TE), Application for Field Experience (FE), ECED 6111, ECED 6263

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

Student Learning Outcomes* 1. Students will gain an understanding of the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning related to integers, fraction operations, measurement and data reasoning, and geometric and spatial reasoning through mathematics tasks.
2. Students will gain an understanding of how children construct mathematical knowledge and apply their understanding.
3. Students will distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
4. Students will become familiar with strategies to organize mathematical content, the classroom environment, and children for maximum understanding learning in mathematics.
5. Students will identify, describe, reflect on strategies for teaching mathematics; for example, problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking.
6. Students will become familiar with assessment techniques that support learning and instructional planning, focusing on summative, formative, and diagnostic assessment.
7. Students will develop and implement strategies to create a supportive and inclusive learning environment that acknowledges diverse backgrounds to increase student learning in mathematics.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6266 Teaching Elementary Mathematics II & Practicum

Course Description

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades Pk-5 within the domains of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning will be investigated using course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program, Application for Field Experience, ECED 6111, and ECED 6263

Delivery Method: Fully Online

Student Learning Outcomes

1. Students will gain an understanding of the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning related to integers, fraction operations, measurement and data reasoning, and geometric and spatial reasoning through mathematics tasks.
2. Students will gain an understanding of how children construct mathematical knowledge and apply their understanding.
3. Students will distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
4. Students will become familiar with strategies to organize mathematical content, the classroom environment, and children for maximum understanding learning in mathematics.
5. Students will identify, describe, reflect on strategies for teaching mathematics; for example, problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking.
6. Students will become familiar with assessment techniques that support learning and instructional planning, focusing on summative, formative, and diagnostic assessment.
7. Students will develop and implement strategies to create a supportive and inclusive learning environment that acknowledges diverse backgrounds to increase student learning in mathematics.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

ECED - 6289 - Elementary MAT Seminar & Comprehensive Exam

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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

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

School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6289

Course Title* Elementary MAT Seminar & Comprehensive Exam

Course Type* Early Childhood / Elementary Education

Catalog Course Description* This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying the exit requirements of the program. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education program (TE), ECED 6111

Concurrent Prerequisites

Corequisites ECED 6286

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to critically reflect on issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will serve as a capstone experience for satisfying the exit requirements of the program.

Student Learning Outcomes* 1. Students will reflect on the knowledge and skills experienced in the required educational program.
2. Students will reflect on the practices implemented in the current and previous field experiences.
3. Students will complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content.
4. Students will compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 75

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

If yes, what will the fee be?* 0

Fee Justification

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

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

ECED 6289 Elementary MAT Seminar & Comprehensive Exam

Course Description

This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying the exit requirements of the program. This course is designed for M.A.T. students entering elementary teacher education from other fields.

Credit Hours: 0 hours

Prerequisites: Admission to Teacher Education program, ECED 6111

Corequisites: ECED 6286

Delivery Method: Entirely Online

Student Learning Outcomes

1. Students will reflect on the knowledge and skills experienced in the required educational program.
2. Students will reflect on the practices implemented in the current and previous field experiences.
3. Students will complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content.
4. Students will compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy

ECED - 6291 - Internship

2024-2025 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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School/ Department* College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department?* ○ Yes ◉ No

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

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* ECED

Course Number* 6291

Course Title* Internship

Course Type* Early Childhood / Elementary Education

Catalog Course Description* Students will be teaching full-time for one semester in a public-school elementary level (Pre-K - 5) classroom under the supervision and mentorship of an experienced, qualified classroom teacher. This course is designed for M.A.T. students entering elementary teacher education from other fields.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Admission to Teacher Education program (TE), Application for Field Experience (FE), ECED 6111

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?* This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to teach full-time for one semester in an elementary level (PK-5) public school including two full weeks of leading all instruction. Students are expected to participate in general faculty duties and professional activities.

Student Learning Outcomes* 1. Students will at the beginning of the semester, assist with tasks such as checking the roll, leading activities, assisting with group work, distributing equipment, etc.
2. Students will assume teaching responsibilities gradually prior to mid-semester, assuming all teaching duties for at least two full weeks of instruction.
3. Students will develop and implement standards-based lessons that use a variety of appropriate teaching strategies, formative and summative assessments, and instructional resources (including technology) appropriate for the discipline and that reflect differentiation for diverse learners.
4. Students will design and implement assessments, including pre and post-unit assessments, that are useful in planning for instruction and determining grades as one measure of student progress.
5. Students will plan and use appropriate techniques necessary to manage all aspects of the classroom.
6. Students will reflect on and evaluate each day to effect change or planning for subsequent instruction.
7. Students will participate in general faculty duties (bus duty, cafeteria duty, etc.) and professional activities (attend faculty meetings, PTA, in-services, etc.).
8. Students will practice the Code of Ethics for Georgia Educators.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [x] Yes [ ] No

If yes, what will the fee be?* 100

Fee Justification Education Internship Fee for ECED 6291

This fee covers student teacher related expenditures for faculty travel to the student teacher's site and materials associated with the oversight and instruction of the student teacher during the internship. The internship phase of the program is more intense requiring frequent observations and guidance meetings. If the Education Internship fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Therefore, the Georgia Professional Standards Commission mandates of supervisory hours for certification would not be met which would be detrimental to the program. Courses with fee are offered fall and spring semesters each year.

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

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

ECED 6291 Internship

Course Description

Students will be teaching full-time for one semester in a public-school elementary level (Pre-K - 5) classroom under the supervision and mentorship of an experienced, qualified classroom teacher. This course is designed for M.A.T. students entering elementary teacher education from other fields.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program, Application for Field Experience, ECED 6111

Delivery Method: Entirely Online

Student Learning Outcomes

1. Students will at the beginning of the semester, assist with tasks such as checking the roll, leading activities, assisting with group work, distributing equipment, etc.
2. Students will assume teaching responsibilities gradually prior to mid-semester, assuming all teaching duties for at least two full weeks of instruction.
3. Students will develop and implement standards-based lessons that use a variety of appropriate teaching strategies, formative and summative assessments, and instructional resources (including technology) appropriate for the discipline and that reflect differentiation for diverse learners.
4. Students will design and implement assessments, including pre and post-unit assessments, that are useful in planning for instruction and determining grades as one measure of student progress.
5. Students will plan and use appropriate techniques necessary to manage all aspects of the classroom.
6. Students will reflect on and evaluate each day to effect change or planning for subsequent instruction.
7. Students will participate in general faculty duties (bus duty, cafeteria duty, etc.) and professional activities (attend faculty meetings, PTA, in-services, etc.).
8. Students will practice the Code of Ethics for Georgia Educators.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy

Elementary Education, M.Ed.

2024-2025 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Elementary Education, M.Ed.

Program ID - DO NOT EDIT* 4065

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Education

Program Description* A master's degree in Elementary Education can be achieved by completing an innovative program designed to promote research-based practices that ensure that all students can and do learn. The program consists of a minimum of 30 hours of course work. This degree does not lead to initial certification in Elementary Education.

In addition to the requirement for regular admission, the following requirements apply for applicants to the M.Ed. degree in Elementary Education:

Applicants must have an undergraduate degree in Early Childhood or Elementary Education and be eligible for an Elementary Education clear and renewable certificate or possess a renewable professional certificate in Elementary Education with a minimum overall 2.7 GPA.

Courses include 6 hours in professional studies, 3 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Required Courses: (6 Hours)

CURR 6575 Curriculum Trends and Issues
ECSE 7500 Diverse Classrooms in Global Society
ECED 6249 Seminar For P-5 Teachers

Professional Specialization: (15 Hours)

(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)

[Before]Area 1

ECED 7259 Investigating Methods and Materials in Mathematics
[Right] 5

[Before]Area 2

ECED 7260 Investigating Methods and Materials in Science
[Right] 5

[Before]Area 3

ECED 7262 Investigating Language Arts
[Right] 5

[Right] or

ECSE 7564 Content Area Literacy Instruct
[Before]Area 4

ECED 7264 Investigating Social Studies Methods
[Right] 5

[Before]Area 5

ECED 7265 Parent Education for Teachers and Child Care Workers
[Right] or

ECED 7266 The Young Child: Home and Community
[Right] or

ECED 7273 Family/Community Involvement for School Improvement

Research/Assessment: 3 Hours

(Choose one course from the area below)

[Before]Area 1

EDRS 6301 Introduction to Research in the Human Sciences
[Right] or

EDRS 6342 School and Classroom Assessment

Related Studies/Electives: 6 Hours

(Choose two courses from the entries below)

ECED 7267 Teaching Creative Arts
[Right] or

ECED 7272 Classroom Management Early Grades (P-5)
[Right] or

ECSE 7560 Contemporary Issues in Education
[Right] or

[Before]Other courses as approved by advisor

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate or possession of a valid Early Childhood Education or Elementary clear and renewable certificate.
2. CURR 6575, ECSE 7500, and ECED 6249 are required courses and may not be substituted.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. Students may start work towards an endorsement or certification with their electives, but will not be able to finish it within this degree program.
5. Per Department policy, and in accordance with the Graduate Handbook, graduate students are allowed to take up to six credit hours in the Fall and Spring semesters

students are allowed to take up to six credit hours in the Fall and Spring semesters and up to nine credit hours in Summer. https://catalog.westga.edu/content.php?catoid=8&navoid=440#graduate-course-loads

6. Students must follow their approved program of study and contact their advisor prior to any substitutions, changes, or deletions.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The USG has recommended that Master degrees be no more than 30 credit hours. This program update is to address that recommendation and take the program from 36 credit hours to 30 credit hours. We addressed this by making our comprehensive portfolio course zero credits because students will complete each task in another program course, which will provide them feedback from faculty prior to the course. We are also decreasing the research section to three credits from six credits and giving students an option between two research courses. Finally, we are including 6 credits for electives. The purpose of these credits are to allow students to begin work on a certification or endorsement that they can finish in the Elementary EdS program or explore education courses that they feel will best benefit them. We also removed ECED 7261 from #3 under professional specialization as we no longer offer that course because those topics are now covered in READ courses.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

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
- [ ] None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

MASTER OF EDUCATION
ELEMENTARY EDUCATION
PROGRAM OF STUDY

Name: _____ ID#: 917 _____

	HRS	SEMESTER	TRF/SUB
Required Courses	**6 hrs**		
CURR 6575 Curriculum Trends and Issues	3		
ECSE 7500 Diverse Classrooms in a Global Society	3		
ECED 6249 Seminar for P-5 Teachers	0		
Professional Specialization *(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor.)*	**15 hrs**		
1. ECED 7259 Investigating Methods & Materials in Mathematics[s] **or** other advisor approved course	3		
2. ECED 7260 Investigating Methods & Materials in Science[s] **or** other advisor approved course	3		
3. ECED 7262 Investigating the Language Arts[s] **or** ECSE 7564 Content Area Literacy Instruction	3		
4. ECED 7264 Investigating Social Studies Methods[s]	3		
5. ECED 7265 Parent Ed for Teachers & Child Care Workers **or** ECED 7266 The Young Child: Home & Community **or** ECED 7273 Family/Community Involvement for School Improvement	3		
Research/Assessment *(Choose one course from each of the two areas below.)*	**3 hrs**		
1. EDRS 6301 Research in Education **or** EDRS 6342 School and Classroom Assessment	3		
Related Studies/Electives *(Choose two courses from the entries below.)*	**6 hrs**		
1. ECED 7267 Teaching Creative Arts **or**	3		
2. ECED 7272 Classroom Management for Early Grades (P-5) **or**	3		
3. ECSE 7560 Contemporary Issues in Education **or**	3		
4. Other courses as approved by advisor			

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate **or** possession of a valid Early Childhood Education or Elementary clear and renewable certificate.
2. CURR 6575, ECSE 7500, and ECED 6249 are required courses and may not be substituted.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. Students may start work towards an endorsement or certification with their electives, but will not be able to finish it within this degree program.
5. Per Department policy, and in accordance with the Graduate Handbook, graduate students are allowed to take up to six credit hours in the Fall and Spring semesters and up to nine credit hours in Summer. https://catalog.westga.edu/content.php?catoid=8&navoid=440#graduate-course-loads
6. Students must follow their approved program of study and contact their advisor prior to any substitutions, changes, or deletions.

Master of Arts in Teaching: Teacher Education

Elementary Education Concentration

Student Learning Outcome
***Student learning outcomes are adopted from the Georgia Professional Standars Cmmission Teaching Standards for Content and Pedagogical Knowledge. Program faculty advise reviewers that these outcomes are adopted as written and may contain compound goals.**
Outcome 1: Professional Knowledge. The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1).
Outcome 2: Instructional Planning. The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2).
Outcome 3: Intructional Strategies. The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3).
Outcome 4: Differentiated Instruction. The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4).
Outcome 5: Assessment Strategies. The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5).

Outcome 6: Assessment Uses. The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

Outcome 7: Positive Learning Environment. The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7).

Outcome 8: Academically Challenging Environment. The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8).

Outcome 9: Professionalism. The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).

Outcome 10: Communication. The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10).

Outcomes 1-10

Measure/Method	Success Criterion
Georgia Assessment for the Certification of Educators (GACE) Elementary Education Tests I & II Candidate Assessment on Performance Standards (CAPS), item 1 Professional Behaviors and Dispositions Assessment (PBDA), items 10, 11, 13	Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA.
CAPS item 2 PBDA item 11, 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
Georgia Assessment for the Certification of Educators (GACE) Elementary Education Tests I & II CAPS item 3 PBDA item 11, 13	Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 4 PBDA items 10, 11, 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 5 PBDA item 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.

CAPS item 6 item 13	PBDA	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 7 PBDA items 2, 4, 6, 10, 11, 13		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 8 PBDA item 11, 13		Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA.
CAPS item 9 PBDA items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 10 PBDA items 1, 2, 3, 4, 6, 10		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
Near completer survey all items		Program will average 3.0 or higher across all survey items.

AY24	AY25	AY26	Interpretation & Use of Results	Improvement Plan

Teacher Education, M.A.T., Concentration in Elementary Education

2024-2025 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [x] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [ ] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * College of Education

Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Teacher Education, M.A.T., Concentration in Elementary Education

Program ID - DO NOT EDIT* 4080

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Arts in Teaching

Program Description* The Master of Arts in Teaching with a concentration in Elementary Education is a 39-credit hour program of study delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades PK-5. This program leads to initial teacher certification in Georgia in grades PK-5. Students must be able to complete practicum and internship requirements for program completion within the state of Georgia.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Admission Requirements

- Undergraduate degree with an overall GPA of at least 2.7
- Completion of the Georgia Educator Ethics Assessment - Test 360

Internship: 3 Hours

ECED 6291 Internship

Comprehensive Exam

ECED 6289 Elementary MAT Seminar & Comprehensive Exam

Required Professional Courses: 36 Hours

Students must complete all of the required courses for initial certification and graduation from the program.

CEPD 6101 Educational Psychology
ECED 6111 Intro to Elementary Field Experience
ECED 6258 Teaching Social Studies and Literacy
ECED 6259 Teaching Science and Literacy
ECED 6263 Teaching Mathematics I
ECED 6266 Teaching Mathematics II
ECED 6285 Partnership Elective or Student Elective
EDRS 6342 School and Classroom Assessment
READ 6263 Reading Instruction and Assessment II (3-5)
READ 7263 Language and Literacy Assessments and Interventions
Read 6262 Reading Instruction and Assessment I (PK-2)
ECED 6260 Classroom Management
SPED 6706 Special Education in the Regular Classroom

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.
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In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

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For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 39 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.

Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.

According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.

Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 39-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:

Georgia Southern: 45 credit hours
UGA: 51 credit hours
Augusta University: 39 credit hours
Columbus State: 49-65 credit hours
Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with an MAT in Elementary P-5 Education:

Brenau University: 57-60 credit hours
Mercer University: 37-46 credit hours
Piedmont University: 48 credit hours
Reinhardt University: 48 credit hours
Thomas University: 48 credit hours
Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
University of Phoenix: 45 credit hours

University of Phoenix: 45 credit hours
Liberty University: 36 credit hours
Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).
2. The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning).
3. The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies).
4. The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction).
5. The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies).
6. The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).
7. The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment).
8. The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).
9. The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).
10. The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments Adding an Elementary Education concentration track to the already approved Master of Art in Teaching degree.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map*

- [x] I have attached the Program Map/Sheet.
- [ ] N/A - I am not making changes to the program curriculum.

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

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

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

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Department of Early Childhood Through Secondary Education and

PROGRAM: MAT in Elementary Education

INTRODUCED: 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.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

****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.**

	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8	PL-SLO 9	PL-SLO 10
		Uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1).	Uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2).	Promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3).	Demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4).	Systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5).	Gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).	Provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7).	Creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8).	Demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).	Communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10).
1	CEPD 6101	R		R	R	I		R	R		
2	ECED 6111	1									
3	ECED 6258	M	M	M	M	M	M				M
4	ECED 6259	M	M	M	M	M	M				M
5	ECED 6260							R	R		R
6	ECED 6263	M	M	M	M	M	M				M
7	ECED 6266	M	M	M	M	M	M				M
8	ECED 6285									I	
9	ECED 6289	M	M	M	M	M	M	M	M	M	M
10	ECED 6291	M	M	M	M	M	M	M	M	M	M
11	EDRS 6342			M	M	M					
12	READ 6262	M	M	M	M	M	M				M
13	READ 6285	M	M	M	M	M	M				M
14	READ 7263	M	M	M	M	M	M				M
15	SPED 6706	R	R	R	R						
16											
17											
18											
19											
20											
21											
22											

MASTER OF ARTS

ELEMENTARY EDUCATION

PROPOSED PROGRAM OF STUDY

2024-2025

	HRS	SEMESTER	TRF/SUB
Required Courses Block I	**9 hrs**		
READ 6262: Reading Instruction and Assessment I (PK-2)	3		
ECED 6263: Teaching Mathematics I	3		
ECED 6260: Classroom Management	3		
ECED 6111: Intro to Elementary Field Experience	0		
Required Courses Block II	**9 hrs**		
READ 6263: Reading Instruction and Assessment II (3-5)	3		
ECED 6266: Teaching Mathematics II & Practicum	3		
ECED 6259: Teaching Science and Literacy	3		
Required Courses Block III	**12 hrs**		
CEPD 6101: Educational Psychology	3		
SPED 6706: Special Education in the General Classroom	3		
ECED 6258: Teaching Social Studies and Literacy	3		
ECED 6285: Partnership Elective or Student Elective	3		
Required Courses Block IV	9 hrs		
EDRS 6342: School and Classroom Assessment	3		
READ 7263: Language and Literacy Assessments and Interventions	3		
ECED 6291: Internship	3		
ECED 6289: Elementary MAT Seminar & Comprehensive Exam	0		
Total Program Hours	**39 hrs**		

Program Notes:

1. Admission to this program requires a Bachelor's degree and eligibility for an Early Childhood for Elementary Education clear and renewable certificate
2. All courses are required courses and may not be substituted.
3. Students may start work towards an endorsement with their elective, but will not be able to finish it within this degree program.
4. Students must follow their approved program of study and contact their advisor prior to any changes.

Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum,

General Curriculum

Program ID - DO NOT EDIT*
4080

Program Code - DO NOT EDIT

Program Type*
Master's

Degree Type*
Master of Arts in Teaching

Program Description*
The Master of Arts in Teaching with a concentration in Special Education at the University of West Georgia is a fully online 30-hour degree program that seamlessly integrates embedded practicum experience with academic study. The comprehensive program is designed for individuals holding a Bachelor's degree in a non-education field and seeking initial teaching certification in Georgia. This program offers two distinct PK-12 concentration options, General Curriculum and Adapted Curriculum.

The General Curriculum Concentration option focuses on learners with mild disabilities in a general education setting who are working toward the state-adopted curriculum content standards and participating in the general achievement standards assessment.

The Adapted Curriculum Concentration option is specifically designed for teacher candidates responsible for teaching learners with severe disabilities, who require increased support levels, modified curriculum instruction, and alternate achievement assessments.

Both concentrations culminate in an internship residency, allowing teacher candidates to practice and refine their skills in a real-world setting. The MAT in Special Education program is an ideal pathway for career changers aiming to make a significant impact in the field of Special Education.

Status*
(•) Active-Visible ( ) Inactive-Hidden

Program Location*
Online

Curriculum Information

Prospective Curriculum*

Degree Requirements

The Master of Arts in Teaching, with a concentration in Special Education, is a 30-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification concentrations: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics Assessment to be admitted to this program. An undergraduate GPA of 2.7 is required for admission.

Professional Education Foundation: 12 Hours

SPED 6709 Regulations and Requirements in Special Education
SPED 7722 Collaborative Practices in Special Education
READ 6262 Reading Instruction and Assessment I (PK-2)
READ 6263 Reading Instruction and Assessment II (3-5)

Select One Concentration Area Below: 15 Hours

General Curriculum Courses

SPED 6715 Educational Characteristics of Learners: Mild Disabilities
SPED 7721 Assessment of Students with Mild Disabilities
SPED 6761 Classroom Behavior Management
SPED 6766 General Curriculum: Methods I with Practicum
SPED 6767 Methods II: General Curriculum Concentration

Adapted Curriculum Courses

SPED 6701 Characteristics of Learners: Severe Disabilities

SPED 6716 Assessment of Students with Severe Disabilities

SPED 6751 Behavioral Strategies for Students with Severe Disabilities

SPED 6776 Adapted Curriculum: Methods I with Practicum:

SPED 6777 Methods II: Adapted Curriculum Concentration

Internship: 3 Hours

SPED 6793 Practicum Internship: Special Education

Comprehensive Exam: 0 Hours

SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education

Total Program Hours: 30 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The proposed reduction in credit hours for the MAT in Special Education program is a strategic endeavor to enhance the program's competitiveness, relevance, and place in the educational landscape. By streamlining the curriculum from 33 to 30 hours, we are responding to the evolving needs of the field and the expectations of prospective students who are increasingly seeking more efficient pathways to certification. The integration of a practicum into the initial methods course is a deliberate move to infuse practical and authentic learning experiences early in the program, thereby increasing its applicability and alignment with real-world teaching demands. Moreover, the incorporation of instructional technology standards into the special education collaboration course leverages the course's current use of technology in collaborative educational settings. The requirement for all MAT students to pursue the Reading Concentration, aimed at mastering the science of reading, reflects our commitment to literacy excellence, despite limiting concentration options. This change, however, ensures depth and specialization in a critical area of education. Lastly, the elimination of the overlapping special education introductory SPED 6706 course exemplifies our commitment to curriculum efficiency, preventing redundancy and reinforcing our dedication to providing a robust, focused educational experience that aligns with the latest academic and professional standards in special education.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [x] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

New Proposed SPED MAT Program Sheet
To Begin Fall 2024

Revisions:

- Combined SPED 6706 House Bill information with SPED 6715/6701 (we will keep SPED 6706 on the books for Secondary MAT and for electives for other programs)
- SPED 6715 and 6701 Prerequisite: Admission to Teacher Education (TE)
- Embedded MEDT 6401 ISTE standards within SPED 7722 Collaboration
- Embedded Practicum 1 within Methods 1
- Replacing SPED 7720 with SPED 6716 for name change (MEd. needs the 7720 number) SPED 6716 is replacing SPED 7720
- Changed from 33 credit hours + area of concentration to 30 credit hours with READ AOC embedded
- NEW name for SPED 6701 to emphasize “learners” (consistent with 6715) instead of “need”

NOTES:
* denotes where the READ AOC is embedded:
6701/6715 = READ introduction module
READ MAT Course READ 6262: Advanced Reading Methods and Assessment I (PK-2) (Literacy Department adding this course through Curriculog)
READ MAT Course READ 6285: Advanced Reading Methods and Assessment II (3-5) (Literacy Department adding this course through Curriculog)
6766/6776 = Include Reading Module in Methods 1
6767/6777 = Include Reading Module in Methods 2

FALL Start 2024 **30 Hours**			
Fall Semester 1			
***SPED 6701** *Characteristics of Learners: Severe Disabilities*	3	***SPED 6715** *Characteristics of Learners: Mild Disabilities*	3
SPED 6709 *Regulations & Requirements in Special Education*	3	**SPED 6709** *Regulation & Requirements in Special Education*	3
Spring Semester 2			
SPED 6751 *Behavioral Strategies for Students with Severe Disabilities*	3	**SPED 6761** *Classroom Behavior Management*	3
***READ 6262:** Reading Instruction and Assessment I (PK-2)*	3	***READ 6262:** Reading Instruction and Assessment I (PK-2)*	3
Summer Semester 3			
SPED 6716 *Assessment of Students with Severe Disabilities*	3	**SPED 7721** *Assessment of Students with Mild Disabilities*	3
***READ 6263**: Reading Instruction and Assessment II (3-5)	3	***READ 6263**: Reading Instruction and Assessment II (3-5)	3
Fall Semester 4			
***SPED 6776:** *Adapted Curriculum: Methods I with Practicum:*	3	***SPED 6766** *General Curriculum: Methods I with Practicum*	3
SPED 7722 *Collaborative Practices in Special Education*	3	**SPED 7722** *Collaborative Practices in Special Education*	3
Spring Semester 5			
***SPED 6777** *Methods II: Adapted Curriculum Concentration*	3	***SPED 6767** *Methods II: General Curriculum Concentration*	3
SPED 6793 *Practicum Internship: Special Education*	3	**SPED 6793** *Practicum Internship: Special Education*	3
SPED 6705 *Comprehensive Exam*	0	**SPED 6705** *Comprehensive Exam*	0
TOTAL Hours	30	**TOTAL Hours**	30

SPRING Start 2025 **30 Hours**			
Spring Semester 1			
****SPED 6701** *Characteristics of Learners: Severe Disabilities*	3	***SPED 6715** *Characteristics of Learners: Mild Disabilities*	3
SPED 6709 *Regulations & Requirements in Special Education*	3	**SPED 6709** *Regulation & Requirements in Special Education*	3
Summer Semester 2			
SPED 6751 *Behavioral Strategies for Students with Severe Disabilities*	3	**SPED 6761** *Classroom Behavior Management*	3
****READ 6262**: Reading Instruction and Assessment I (PK-2)*	3	****READ 6262:** Reading Instruction and Assessment I (PK-2)*	3
Fall Semester 3			
SPED 6716 *Assessment of Students with Severe Disabilities*	3	**SPED 7721** *Assessment of Students with Mild Disabilities*	3
***SPED 6776:** *Adapted Curriculum: Methods I with Practicum:*	3	***SPED 6766** *General Curriculum: Methods I with Practicum:*	3
Spring Semester 4			
***SPED 6777** *Methods II: Adapted Curriculum Concentration*	3	***SPED 6767** *Methods II: General Curriculum Concentration*	3
SPED 6793 *Practicum Internship: Special Education*	3	**SPED 6793** *Practicum Internship: Special Education*	3
Summer Semester 5			
SPED 7722 *Collaborative Practices in Special Education*	3	**SPED 7722** *Collaborative Practices in Special Education*	3
***READ 6263**: Reading Instruction and Assessment II (3-5)	3	***READ 6263**: Reading Instruction and Assessment II (3-5)	3
SPED 6705 *Comprehensive Exam*	0	**SPED 6705** *Comprehensive Exam*	0
TOTAL Hours	30	**TOTAL Hours**	30

SUMMER Start 2025 **30 Hours**			
Summer Semester 1			
***SPED 6701** *Characteristics of Learners: Severe Disabilities*	3	***SPED 6715** *Characteristics of Learners: Mild Disabilities*	3
SPED 6709 *Regulations & Requirements in Special Education*	3	**SPED 6709** *Regulation & Requirements in Special Education*	3
Fall Semester 2			
SPED 6751 *Behavioral Strategies for Students with Severe Disabilities*	3	**SPED 6761** *Classroom Behavior Management*	3
***READ 6262:** Reading Instruction and Assessment I (PK-2)*	3	***READ 6262:** Reading Instruction and Assessment I (PK-2)*	3
Spring Semester 3			
SPED 6716 *Assessment of Students with Severe Disabilities*	3	**SPED 7721** *Assessment of Students with Mild Disabilities*	3
***SPED 6776:** *Adapted Curriculum: Methods I with Practicum:*	3	***SPED 6766** *General Curriculum: Methods I with Practicum:*	3
Summer Semester 4			
***READ 6263**: Reading Instruction and Assessment II (3-5)	3	***READ 6263**: Reading Instruction and Assessment II (3-5)	3
SPED 7722 *Collaborative Practices in Special Education*	3	**SPED 7722** *Collaborative Practices in Special Education*	3
Fall Semester 5			
***SPED 6777** *Methods II: Adapted Curriculum Concentration*	3	***SPED 6767** *Methods II: General Curriculum Concentration*	3
SPED 6793 *Practicum Internship: Special Education*	3	**SPED 6793** *Practicum Internship: Special Education*	3
SPED 6705 *Comprehensive Exam*	0	**SPED 6705** *Comprehensive Exam*	0
TOTAL Hours	30	**TOTAL Hours**	30

INSTRUCTI

1. Insert your
2. Insert your specific
3. Under the "Courses" Column, list out the individual
4. **Under each "PL-SLO", list out your specific program level**
5. **In the remainder of the spreadsheet,** In the corresponding aligned box, mark the level of instruction
6. **Go through and mark with an "A",**

CURRICULUM MAPPING TEMPLA

DEPARTMENT:	Learning and Teaching			**PL-SLO 1**	**PL-SLO 2**
PROGRAM:	**T: special educa**	**COURSES**		Beginning special	Beginning special
		1	Characteristics of	Introduced	Introduced
		2	& Requirements in		
		3	Behavior	Reinforced	Reinforced
not expected to be familiar with the content or skill at the collegiate level.		**4**	of Students with		
		5	Curriculum:	Reinforced	Reinforced
		6	Collaborative	Reinforced	
		7	General Curriculum	Reinforced	Reinforced
expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate		**8**	Internship: Special	Mastered, A	Mastered, A
		9	Comprehensive	Mastered, A	Mastered, A
		10			
		11			
		12			
expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional		**13**			
		14			
		15			
		16			
		17			
		18			
		19			
****Please note: All assessment data may not be collected directly within a**		**20**			
		21			
		22			

ATE				
PL-SLO 3	**PL-SLO 4**	**PL-SLO 5**	**PL-SLO 6**	**PL-SLO 7**
Beginning special	Beginning special	Beginning special	Beginning special	Beginning special
Introduced		Introduced		
	Introduced		Introduced	Introduced
	Reinforced	Reinforced		
Reinforced	Reinforced		Reinforce	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced			Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A

INSTRUCTI

1. Insert your
2. Insert your specific
3. Under the "Courses" Column, list out the individual courses for
4. **Under each "PL-SLO", list out your specific program level**
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6. **Go through and mark with an "A",**

CURRICULUM MAPPING TEMPLA

DEPARTMENT:	Learning and Teaching			**PL-SLO 1**	**PL-SLO 2**
PROGRAM:	**T: special educa**	**COURSES**		Beginning special	Beginning special
		1	Characteristics of	Introduced	Introduced
		2	& Requirements in		
		3	Strategies for	Reinforced	Reinforced
		4	of Students with		
not expected to be familiar with the content or skill at the collegiate level.		**5**	Curriculum:	Reinforced	Reinforced
		6	Collaborative	Reinforced	
		7	Adapted Curriculum	Reinforced	Reinforced
		8	Internship: Special	Mastered, A	Mastered, A
expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate		**9**	Comprehensive	Mastered, A	Mastered, A
		10			
		11			
		12			
		13			
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the		**14**			
		15			
		16			
		17			
		18			
		19			
		20			
****Please note: All assessment data may not be collected directly within a**		**21**			

ATE				
PL-SLO 3	**PL-SLO 4**	**PL-SLO 5**	**PL-SLO 6**	**PL-SLO 7**
Beginning special	Beginning special	Beginning special	Beginning special	Beginning special
Introduced		Introduced		
	Introduced		Introduced	Introduced
	Reinforced	Reinforced		
Reinforced	Reinforced		Reinforce	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced			Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A

READ - 6263 - Reading Instruction and Assessment II (3-5)

2024-2025 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2024

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

School/ Department* Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* READ

Course Number* 6263

Course Title* Reading Instruction and Assessment II (3-5)

Course Type* Reading

Catalog Course Description* This course equips candidates with knowledge and skills to effectively instruct and assess reading abilities in elementary students in grades 3-5. Particular emphasis is placed on advancing reading comprehension, as well as speaking and listening skills. Candidates will engage in nuanced analysis of various assessment tools, develop tailored instructional strategies based on these assessments, and understand how to translate these data into actionable teaching plans. This course builds on the foundational principles acquired in READ 6262: Reading Instruction and Assessment I (PK-2). A field experience component is included for real-world observation and application of course concepts.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

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

Prerequisites

Concurrent Prerequisites READ 6262

Corequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* The course is designed for M.A.T. candidates entering teacher education from other fields. The course description and student learning outcomes emphasize critical literacy skills, including word analysis and recognition, vocabulary development, and comprehension, along with the development of speaking and listening skills for upper elementary students. The course focuses on assessment and evaluation, equipping candidates with the skills to identify and address students' reading strengths and weaknesses to provide effective instruction and intervention.

The course has been created to build upon the skills and concepts covered in READ 6262: Reading Instruction and Assessment I (PK-2). Both READ 6262 and 6263 are aligned with the latest Georgia Professional Standards Commission (GaPSC) standards for Foundations of Reading, which focus on structured literacy and the science of teaching reading. Aligning the course with the GaPSC standards ensures candidates are better prepared to address the literacy needs of their students and implement evidence-based instructional approaches and assessments. By designing the course to meet GaPSC standards, we are equipping our candidates with the most current and effective evidence-based practices and strategies in reading instruction to support the different literacy needs of their students and ensure all children have the opportunity to develop strong literacy skills.

Student Learning Outcomes* Candidates will:

1. Critically analyze and synthesize various theories of literacy learning to deepen their understanding of the reading process.

2. Evaluate, select, and model evidence-based reading strategies focusing on word analysis and recognition, vocabulary development, and comprehension with elementary students.

3. Apply and critique evidence-based instructional methods for promoting literacy learning among elementary readers.

4. Achieve expertise in administering and interpreting a variety of formal and informal reading assessments for elementary students, emphasizing comprehension, speaking, and listening skills, and explain and critique the foundational principles of test construction, including reliability, validity, criterion, and normed standards.

5. Analyze and integrate assessment results from multiple sources, including formal/informal assessments, diagnostic tests, screeners, and progress-monitoring tools, to identify specific reading strengths and weaknesses and communicate these findings clearly, both orally and in writing, to students, parents, and other educators.

6. Design, implement, and evaluate targeted instructional strategies and interventions, utilizing assessment data to meet the specific reading needs of diverse student populations.

7. Develop and implement strategies to create a supportive and inclusive learning environment that acknowledges and leverages the diverse backgrounds and needs of elementary students, aiming for equitable outcomes in reading instruction.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 75

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* N/A

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

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

UNIVERSITY OF WEST GEORGIA

Main Campus · College of Education · Early Childhood Through Secondary Education

Reading Instruction and Assessment II (3-5)

READ-6263

Spring 2024 Section E01 3 Credits 11/07/2023 to 05/17/2024 Modified 11/07/2023

Description

This course equips candidates with knowledge and skills to effectively instruct and assess reading abilities in elementary students in grades 3-5. Particular emphasis is placed on advancing reading comprehension, as well as speaking and listening skills. Candidates will engage in nuanced analysis of various assessment tools, develop tailored instructional strategies based on these assessments, and understand how to translate these data into actionable teaching plans. This course builds on the foundational principles acquired in READ 6262: Reading Instruction and Assessment I (PK-2). A field experience component is included for real-world observation and application of course concepts.

Outcomes

Student Learning Outcomes Candidates will:	GaPSC Foundations of Reading	International Literacy Association (ILA)	International Dyslexia Association (IDA)
1. Critically analyze and synthesize various theories of literacy learning to deepen their understanding of the reading process.	1(ii), 1(iii), 1(iv), 1(vi)	1.1, 1.3, 1.4	1.1, 1.3, 1.4, 1.7
2. Evaluate, select, and model evidence-based reading strategies focusing on word analysis and recognition, vocabulary development, and comprehension with elementary students.	1(ix), 1(xii), 2(i)(II), 2(i)(III), 2(i)(V)	1.1, 2.2, 2.4	4B.1, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4D.2, 4E.1, 4E.2, 4E.3, 4E.4
3. Apply and critique evidence-based instructional methods for promoting literacy learning among elementary readers.	1(ix), 1(xiii), 2(i)(II), 2(i)(III), 2(i)(IV), 2(i)(V)	2.2, 2.4	4A.1, 4A.2, 4A.3, 4B.1, 4C.1, 4C.2, 4D.1, 4D.2, 4E.1, 4F.1, 4G.1

4. Achieve expertise in administering and interpreting a variety of formal and informal reading assessments for elementary students, emphasizing comprehension, speaking, and listening skills, and explain and critique the foundational principles of test construction, including reliability, validity, criterion, and normed standards.	2(ii)(I), 2(ii)(II), 2(ii)(III), 2(ii)(IV), 2(ii)(V), 2(ii)(VI), 2(ii)(VII), 2(ii)(VIII)	3.1, 3.2, 3.3, 3.4	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
5. Analyze and integrate assessment results from multiple sources, including formal/informal assessments, diagnostic tests, screeners, and progress-monitoring tools, to identify specific reading strengths and weaknesses and communicate these findings clearly, both orally and in writing, to students, parents, and other educators.	2(ii)(II), 2(ii)(III), 2(ii)(IV), 2(ii)(VII), 2(ii)(VIII), 3(ii)	3.2, 3.3, 4.2	1.5, 3.1, 3.3, 3.4, 3.5, 3.8, 4A.3, 4C.5
6. Design, implement, and evaluate targeted instructional strategies and interventions, utilizing assessment data to meet the specific reading needs of diverse student populations.	2(i)(I), 2(i)(II), 2(i)(III), 3(ii)	2.2, 2.3, 2.4, 3.3, 3.4	1.4, 1.5, 4A.3, 4B.1, 4C.1, 4C.2, 4C.5, 4D.2, 4E.1, 4E.4, 4F.1, 4F.4, 4G.1
7. Develop and implement strategies to create a supportive and inclusive learning environment that acknowledges and leverages the diverse backgrounds and needs of elementary students, aiming for equitable outcomes in reading instruction.	1(v), 2(i)(I), 2(i)(VI), 3(i)	4.1, 4.2, 5.1, 5.4	1.5, 4A.3, 4C.5, 4D.4, 4E.3, 4F.3, 4F.4, 4G.5, 5.1, 5.8

Additional Items

Link to the Common Language for Course Syllabi:

http://www.westga.edu/UWGSyllabusPolicies/

EDLE - 7000 - Principles of Instructional Leadership

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7000

Course Title* Principles of Instructional Leadership

Course Type* Educational Leadership

Catalog Course Description* This course lays the foundation for the educational leadership student to transition into the role of instructional leader. The student is introduced to the theories and practices of leadership and organizational behaviors, to include vision development, and connects that knowledge to instructional leadership that facilitates school improvement. Attention is given to understanding ones self as leader, identifying core values and personal leadership styles, and practicing effective communication that facilitates positive interactions with internal and external stakeholders.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* na

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

Prerequisites na

Concurrent Prerequisites na

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 6312 Principles of Instructional Leadership. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Student Learning Outcomes*

STANDARD: Summarize the distinguishing characteristics of research-based leadership theories, theories of human motivation, and psychological personality types as applicable to school leadership, and distinguish between leadership and management.

Associate Learning Targets:

The student will be able to identify and distinguish between several basic leadership theories. The student will demonstrate the ability to use theories, research, and literature on effective leadership to inform leadership practices.

The student will demonstrate an understanding of the differences and similarities between leadership and management.

The student will exhibit knowledge of Kouzes and Posner's "Five Practices of Exemplary Leadership". The student will exhibit knowledge of Bass' four components of transformational leadership.

STANDARD: Compare and contrast leadership and instructional leadership.

Associated Learning Targets:

The student will demonstrate an understanding of the unique nature of instructional leadership as it applies to the educational setting.

The student will exhibit knowledge of educational curriculum, best teaching practices, and student assessment.

The student will know that instructional leaders are able to recognize when teachers are (or are not) using best teaching practices.

The student will know that instructional leaders are able to recognize classroom conditions and culture that support student learning.

The student will know that instructional leaders are able to facilitate effective staff development.

The student will identify different ways to be an instructional resource for teachers and staff.

The student will understand the critical importance for school leaders to develop positive relationships with students, teachers, and parents.

The student will demonstrate knowledge of ways to form positive relationships with students, teachers, and parents.

The student will understand the correlation between positive relationships that exist within a school and positive climate.

The student will understand the correlation that exists between school climate and student achievement.

STANDARD: Explain the school leader's role as it relates to the use of valid systems for supervision and evaluation that are anchored in research and provide accurate, reliable information.

Associated Learning Targets:

The student will demonstrate an understanding about instructional program development based on proven instructional practices.

The student will understand the importance of setting high standards for self and staff, and ways to do this.

The student will know that building positive relationships with others is an important component of being an effective leader.

The student will know how to engage teachers in thinking and reflecting on their own teaching for the purpose of improving student learning.

The student will show knowledge of prominent educational researchers and how the results of this research can inform instructional leadership.

The student will demonstrate the ability to read, understand, and critique educational research.

STANDARD: Employ communication skill to foster professional growth of colleagues, facilitate difficult conversations, and encourage productive dialogue with colleagues, students, and diverse community members.

Associated Learning Targets:

The student will understand the importance of communicating high expectations to teachers, students, parents, and other stakeholders.

The student will exhibit a belief in high expectation for student academic and behavioral performance.

The student will demonstrate knowledge of different ways to develop teacher leaders. The student will understand the basic premise and use of cognitive coaching.

The student will understand the importance for the teacher to be thoughtful and self-reflective about their own teaching.

STANDARD: Plan a process to lead teachers and staff in creating a new school vision that sets the stage for continuously improved teacher and student learning.

sets the stage for continuously improved teacher and student learning.
Associated Learning Targets:
The student will understand the difference between school culture and school climate.

The student will demonstrate ways to effectively influence the climate and culture of a school.
The student will know the importance of strategic planning, specifically as it relates to vision statements.
The student will be able to follow best practices when developing a vision statement for a school.
STANDARD: Distinguish among leadership styles and complete one or more self-assessment inventories to better understand "self as leader" for the purpose of increasing leadership effectiveness.
Associated Learning Targets:
The student will understand the importance of self-reflection and self-awareness as a leader.
The student will demonstrate knowledge of Daniel Goleman's Six Leadership Theories.
The student will demonstrate an understanding about the Myers-Briggs Type Indicator.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students each semester

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* na

Fee Justification na

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

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Princ of Instructionl Leadrshp

EDLE-7000

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified 08/07/2023

嗜 Description

This course lays the foundation for the educational leadership student to transition into the role of instructional leader. The student is introduced to the theories and practices of leadership and organizational behaviors, to include vision development, and connects that knowledge to instructional leadership that facilitates school improvement. Attention is given to understanding ones self as leader, identifying core values and personal leadership styles, and practicing effective communication that facilitates positive interactions with internal and external stakeholders.

Requisites

Prerequisites:

Corequisites:

¸ Contact Information

Dr. Julie Raschen

Westga email: jraschen@westga.edu

Cell: 770-685-0219

□ Meeting Times

This course includes an introductory section and seven asynchronous online learning modules structured to maximize reflective interactions among members of the learning community. In all instances, theory and practice will be blended to create the most authentic learning experiences possible. Resources used in the course include reflective self-assessments, case studies, videos, and selected articles.

This course will be delivered 100% online. There will be three optional virtual sessions scheduled for Monday: August 14, September 11, and October 16 All sessions will begin at 6:30 PM and last for approximately 1 hour. While these sessions are optional, I strongly encourage you make plans to join us for

these dates. These sessions will review expectations for upcoming assignments, provide more in-depth learning on a current or future topic, and respond to any questions you may have about the learning modules.

Materials

TEXT:

McKwen, E. K. (2003). Seven steps to effective leadership (2nd ed.). Sage: Thousand Oaks.

Dweck, Carol S. (2016). Mindset, the new psychology of success: How we can learn to fulfill our potential. Ballantine Books. (Notice that this is an updated edition)

Text is available in the Campus Bookstore and online (Amazon).

All other materials will be provided to the student through CourseDen (articles, documents, Internet links, videos).

Outcomes

STANDARD: Summarize the distinguishing characteristics of research-based leadership theories, theories of human motivation, and psychological personality types as applicable to school leadership, and distinguish between leadership and management.

Associate Learning Targets:

> The student will be able to identify and distinguish between several basic leadership theories. The student will demonstrate the ability to use theories, research, and literature on effective leadership to inform leadership practices.
> The student will demonstrate an understanding of the differences and similarities between leadership and management.
> The student will exhibit knowledge of Kouzes and Posner's "Five Practices of Exemplary Leadership". The student will exhibit knowledge of Bass' four components of transformational leadership.

STANDARD: Compare and contrast leadership and instructional leadership.

Associated Learning Targets:

> The student will demonstrate an understanding of the unique nature of instructional leadership as it applies to the educational setting.

The student will exhibit knowledge of educational curriculum, best teaching practices, and student assessment.
The student will know that instructional leaders are able to recognize when teachers are (or are not) using best teaching practices.
The student will know that instructional leaders are able to recognize classroom conditions and culture that support student learning.
The student will know that instructional leaders are able to facilitate effective staff development.
The student will identify different ways to be an instructional resource for teachers and staff.
The student will understand the critical importance for school leaders to develop positive relationships with students, teachers, and parents.
The student will demonstrate knowledge of ways to form positive relationships with students, teachers, and parents.
The student will understand the correlation between positive relationships that exist within a school and positive climate.
The student will understand the correlation that exists between school climate and student achievement.

STANDARD: Explain the school leader's role as it relates to the use of valid systems for supervision and evaluation that are anchored in research and provide accurate, reliable information.

Associated Learning Targets:

The student will demonstrate an understanding about instructional program development based on proven instructional practices.
The student will understand the importance of setting high standards for self and staff, and ways to do this.
The student will know that building positive relationships with others is an important component of being an effective leader.
The student will know how to engage teachers in thinking and reflecting on their own teaching for the purpose of improving student learning.
The student will show knowledge of prominent educational researchers and how the results of this research can inform instructional leadership.
The student will demonstrate the ability to read, understand, and critique educational research.

STANDARD: Employ communication skill to foster professional growth of colleagues, facilitate difficult conversations, and encourage productive dialogue with colleagues, students, and diverse community members.

Associated Learning Targets:

The student will understand the importance of communicating high expectations to teachers, students, parents, and other stakeholders.
The student will exhibit a belief in high expectation for student academic and behavioral performance.
The student will demonstrate knowledge of different ways to develop teacher leaders.

The student will understand the basic premise and use of cognitive coaching.
The student will understand the importance for the teacher to be thoughtful and self-reflective about their own teaching.

STANDARD: Plan a process to lead teachers and staff in creating a new school vision that sets the stage for continuously improved teacher and student learning.

Associated Learning Targets:

The student will understand the difference between school culture and school climate.
The student will demonstrate ways to effectively influence the climate and culture of a school.
The student will know the importance of strategic planning, specifically as it relates to vision statements.
The student will be able to follow best practices when developing a vision statement for a school.

STANDARD: Distinguish among leadership styles and complete one or more self-assessment inventories to better understand "self as leader" for the purpose of increasing leadership effectiveness.

Associated Learning Targets:

The student will understand the importance of self-reflection and self-awareness as a leader.
The student will demonstrate knowledge of Daniel Goleman's Six Leadership Theories.
The student will demonstrate an understanding about the Myers-Briggs Type Indicator.

Evaluation

Criteria

Students will be graded using the following grading scale. Several assignments are graded using rubrics that can be accessed in CourseDen. Final grades will be calculated as follows:

Breakdown

Points	Score	Grade
981-1090	90%-100%	A
872-980	80%-89%	B**
763-871	70%-79%	C
Below 762 Points	Below 70%	F

**The UWG Tier 1 Program is now an official program. With this change also comes a new requirement, Tier 1 students must complete the six courses with a 3.0 GPA.

Assignments

Syllabus Quiz (10 points)
Complete the quiz for course enrollment verification. (Module 0)

APA Quiz (10 points)

Review APA guidelines and complete quiz. (Module 0)

Student Information Sheet (10 points)

Complete the Google Form. (Module 0)

Leadership Example (50 points)

From a video provided, students will consider a school leader in the light of course content and leadership theory offered in the course thus far (Module 1).

Leader Goals Parts 1 (25 points)

Students will review the LAPS Fact Sheets for Standards 1:Instructional Leadership and Standard 6: Teacher and Staff Evaluation. You will then meet with your mentor and develop learning/proficiency goals for the course and professional growth. The goals will be based on the identification of strengths and opportunities from the fact sheets. (Module 2)

Identifying Your Leadership Core Values (25 points)

Students will be given a prompt to spur thinking on personal beliefs and values regarding education and education leadership. From this experience, students will write down 5 specific ‘core values’ as well as develop and record a ‘leadership statement. (Module 2)

Hattie's Visible Learning Introduction Quiz (10 points)

Students will review Hattie's synthesis of research which identified 256 Influences related to

achievement and complete a quiz. (Module 3)

Shadow a School Leader (100 points)

This assignment is dependent on your interactions with other people. Students will meet with their Sponsor/Supervisor/Mentor to discuss the assignment and get his/her recommendations for school leaders you might (interview) shadow. You will need to reach out to those leaders recommended by your Sponsor/Supervisor/Mentor to identify one who can accommodate your interview or visit. (Module 3)

ILC Steps 1,2, and 3 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) using Elaine McEwan's Instructional Leadership Checklist (ILC). (Module 4)

Small Group Discussion (50 points)
Students will lead a small, assigned group of colleagues to complete a video discussion. The discussion will focus on the Module Four materials and should include students applying this learning to their current school / district role.

Take the MBTI Test and Reflect (50 points)

Students will take a free version of the Myers-Briggs Type Indicator survey (a type of personality test). From the results of these self-assessments, students will identify their MBTI type, function pair, strengths brought to teams, communication styles, and potential blind spots. (Module 5)

ILC Steps 4 and 5 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) applying findings from Dweck's mindset research to Elaine McEwan's work about instructional leadership Checklist. (Module 5)

Vision Exercise (100 points)

Students will examine effective vision and mission statements and identify characteristics of both that make them effective. Statements will include those from business and K12 school systems. Students will expand their Personal Leadership Statement from the Core Values assignment and convert it into a Personal Leadership Vision. Students will lead a discussion with a group of teachers and leaders to reflect on their school's current vision, mission or purpose statement.(Module 6)

Skilled Interactions (100 points)

Students will study Costa and Garmston's Coaching Tools for Cognition and apply cognitive coaching strategies for language specificity, listening and paraphrasing, and language of inquiry. (Module 6)

ILC Steps 6 and 7 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) applying findings from Dweck's mindset research to Elaine McEwan's work about instructional leadership Checklist. (Module 6)

Leader Goals 2 (50 points)

Students write a brief response on progress made toward the goals established at the beginning of the course OR complete the course evaluation. (Module 7)

Key Assessment – Leadership Foundation (200 points)

Students will combine the reports 'Reflective Analysis' (Part 1), 'Challenging Conversations' (Part 2) and write a summary of the review of Parts 1 and 2 by the student's mentor. This summary becomes Part 3 of the Key Assessment. (Additional information about this assignment is provided in the section on 'Key Assessment – The Leadership Foundation'.) (Module 7)

----------Key Assessment – The Leadership Foundation----------
This assignment assesses your knowledge of leadership, understanding of self (as a leader) and others, and communication skills. It has three parts.

Part 1: The Reflective Analysis

1. Understanding "Self as Leader". Refer to your results from leadership assessments/inventories completed in EDLE 6312.
2. Core Values and Leadership Theories. With which leadership theories do you most closely resonate (list several)? First, discuss connections between your values and these theories. Then explain how your understanding of these connections will help you navigate your position as principal?
3. Leadership Style. In what ways will your leadership style support this challenging situation (i.e., "turn the school around")? Hint:
    1. Discuss your leadership style, its strengths and weaknesses.
    2. Explain how you will leverage your leadership strengths to tackle "turning the school

around". Part 2: The Challenging Conversations

This section is based on the Oak Grove School scenario provided in the key assessment. Use communication skills learned EDLE 6312 to prepare for challenging conversations with the scenario's three teacher groups. You anticipate that conversations with each group may be challenging in their own ways, however these initial meetings will be the first of your efforts to build relationships with each group.

Part 3: The Sponsor's Feedback

Schedule a face-to-face meeting with your Sponsor. Prior to the meeting, provide him or her copies of your drafts for Part 1: The Reflective Analysis and Part 2: The Challenging Conversations. During your face-to face meeting, ask for his/her feedback on what you have written. Questions you may want to discuss with your Sponsor might include:

What are your thoughts of a leader who holds the core values that I do?
There are a number of different leadership styles. To what extend do think my leadership style is a "good fit" for the Oak Grove School? Or any other type of school?

After your meeting, summarize the conversation. Make explicit the key ideas that emerge from the meeting and include the Sponsor's recommendation for you ongoing leadership development.

Additional details can be found in CourseDen in the assignment instructions document.

Submit the Key Assessment – The Leadership Foundation to both CourseDen and TK20.

---------Leader Goals, Part 1 and Part 2---------

The Georgia Professional Standards Commission requires all programs that prepare students for educational leadership certificates collect and analyze leadership disposition data. The tool UWG uses for this purpose is the Leadership Behavioral Survey (LBS).
The Leadership Behavioral Survey (LBS) measures 16 essential behaviors that are closely aligned with the Georgia Leader Keys Evaluation System (LKES). UWG's Educational Leadership Program uses this took to assist students with goal setting, reflection, and ultimately, to facilitate growth in the behaviors and beliefs that are essential to effective school and district leadership.

Each student in the Tier 1 Educational Leadership Program takes the LBS assessment early in their first course and once again near the end of their final course. In each of the six courses in the program, students discuss their results (i.e., the Behavioral Profile Report) with their Sponsor/Supervisor/Mentor in order to set goals and identify target leadership behaviors for the semester.

The Behavior Survey is administered online and typically takes about 30 minutes to complete. Upon completion, an individual analysis of the results and a developmental profile are automatically generated for the participant. These results are called the Behavioral Profile Report.

The student uses the Behavioral Profile Report for two assignments in this course (Leader Goals, Part 1 and Part 2). Both assignments are submitted to CourseDen.

1. Part 1. The student develops an individualized Leader Goals Plan in collaboration with his/her supervisor based on the LBS results.
2. Part 2. The student completes Part 2 near the end of the term after reflecting on his or her progress toward achieving the goals developed in Part 1.

? Schedule

EDLE 6312 Principles of Instructional Leadership

Fall 2023 Assignments at a Glance for Section 1

Module	Topic	Module Dates	Module Assignments	
0	Welcome to EDLE 6312	August 9- 13	Syllabus Quiz	Aug. 13
			APA Quiz	
			Student Information Sheet	
1	Introduction to leadership	August 14- 20	Leadership Example	Aug. 20
2	How will I lead (andfollow)?	August 21- September 3	Leader Goals Part 1	Aug. 27
			Identifying Core Values	Sept. 3
3	What makes me an effective leader? How can I ensure that everyone learns?	September 4-17	Hattie Quiz	Sept. 10
			Shadow a School Leader	Sept. 17
4	Leadership that makes a difference… Understanding Culture	September 18- October 1	ILC Steps 1, 2, 3 (SP)	Sept. 24

			Small Group Discussion	Oct. 1
5	Understanding self and others	October 2- 15	Take the MBTI	Oct. 8
			ILC Steps 4,5 (SP)	Oct. 15
6	Communicating successfully	October 16- November 5	Vision Exercise	Oct. 22
			Skilled Interactions	Oct. 29
			ILC Steps 6, 7 (SP)	Nov. 5

7	Reflecting on Your Instructional Leadership Capacity	November 6- December 1	Key Assessment: TheLeadership Foundation	Nov. 29
			Leader Goals Part 2	Dec. 1

ⓘ Course Policies and Resources

ATTENDANCE POLICY

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Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name, and the location of the publisher (for books). See the list of class readings for examples.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

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Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not

maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.
>
> I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus carry.php (https://www.westga.edu/police/campus-carry.php)

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Princ of Instructionl Leadrshp

EDLE-6312

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified 08/07/2023

Description

This course lays the foundation for the educational leadership student to transition into the role of instructional leader. The student is introduced to the theories and practices of leadership and organizational behaviors, to include vision development, and connects that knowledge to instructional leadership that facilitates school improvement. Attention is given to understanding â self as leader,â identifying core values and personal leadership styles, and practicing effective communication that facilitates positive interactions with internal and external stakeholders.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Julie Raschen

Westga email: jraschen@westga.edu

Cell: 770-685-0219

Meeting Times

This course includes an introductory section and seven asynchronous online learning modules structured to maximize reflective interactions among members of the learning community. In all instances, theory and practice will be blended to create the most authentic learning experiences possible. Resources used in the course include reflective self-assessments, case studies, videos, and selected articles.

This course will be delivered 100% online. There will be three **optional** virtual sessions scheduled for Monday: August 14, September 11, and October 16 All sessions will begin at 6:30 PM and last for approximately 1 hour. While these sessions are optional, I strongly encourage you make plans to join us for

these dates. *These sessions will review expectations for upcoming assignments, provide more in-depth learning on a current or future topic, and respond to any questions you may have about the learning modules.*

Materials

TEXT:

McKwen, E. K. (2003). *Seven steps to effective leadership (2nd ed.)*. Sage: Thousand Oaks.

Dweck, Carol S. (2016). *Mindset, the new psychology of success: How we can learn to fulfill our potential.* Ballantine Books. (Notice that this is an updated edition)

Text is available in the Campus Bookstore and online (Amazon).

All other materials will be provided to the student through CourseDen (articles, documents, Internet links, videos).

Outcomes

STANDARD: Summarize the distinguishing characteristics of research-based leadership theories, theories of human motivation, and psychological personality types as applicable to school leadership, and distinguish between leadership and management.

Associate Learning Targets:

- The student will be able to identify and distinguish between several basic leadership theories.
- The student will demonstrate the ability to use theories, research, and literature on effective leadership to inform leadership practices.
- The student will demonstrate an understanding of the differences and similarities between leadership and management.
- The student will exhibit knowledge of Kouzes and Posner's "Five Practices of Exemplary Leadership".
- The student will exhibit knowledge of Bass' four components of transformational leadership

STANDARD: Compare and contrast leadership and instructional leadership.

Associated Learning Targets:

- The student will demonstrate an understanding of the unique nature of instructional leadership as it applies to the educational setting.
- The student will demonstrate an understanding of the unique nature of instructional leadership as it applies to the educational setting.
- The student will exhibit knowledge of educational curriculum, best teaching practices, and student assessment.

- The student will know that instructional leaders are able to recognize when teachers are (or are not) using best teaching practices
- The student will know that instructional leaders are able to recognize classroom conditions and culture that support student learning
- The student will know that instructional leaders are able to facilitate effective staff development
- The student will identify different ways to be an instructional resource for teachers and staff
- The student will understand the critical importance for school leaders to develop positive relationships with students, teachers, and parents
- The student will demonstrate knowledge of ways to form positive relationships with students, teachers, and parents
- The student will understand the correlation between positive relationships that exist within a school and positive climate
- The student will understand the correlation that exists between school climate and student achievement

STANDARD: Explain the school leader's role as it relates to the use of valid systems for supervision and evaluation that are anchored in research and provide accurate, reliable information.

Associated Learning Targets:

- The student will demonstrate an understanding about instructional program development based on proven instructional practices.
- The student will understand the importance of setting high standards for self and staff, and ways to do this.
- The student will know that building positive relationships with others is an important component of being an effective leader.
- The student will know how to engage teachers in thinking and reflecting on their own teaching for the purpose of improving student learning
- The student will show knowledge of prominent educational researchers and how the results of this research can inform instructional leadership
- The student will demonstrate the ability to read, understand, and critique educational research

STANDARD: Employ communication skill to foster professional growth of colleagues, facilitate difficult conversations, and encourage productive dialogue with colleagues, students, and diverse community members.

Associated Learning Targets:

- The student will understand the importance of communicating high expectations to teachers, students, parents, and other stakeholders
- The student will exhibit a belief in high expectation for student academic and behavioral performance
- The student will demonstrate knowledge of different ways to develop teacher leaders.
- The student will understand the basic premise and use of cognitive coaching.
- The student will understand the importance for the teacher to be thoughtful and self-reflective about their own teaching.

STANDARD: Plan a process to lead teachers and staff in creating a new school vision that sets the stage for continuously improved teacher and student learning.

Associated Learning Targets:

- The student will understand the difference between school culture and school climate
- The student will demonstrate ways to effectively influence the climate and culture of a school
- The student will know the importance of strategic planning, specifically as it relates to vision statements
- The student will be able to follow best practices when developing a vision statement for a school

STANDARD: Distinguish among leadership styles and complete one or more self-assessment inventories to better understand "self as leader" for the purpose of increasing leadership effectiveness.

Associated Learning Targets:

- The student will understand the importance of self-reflection and self-awareness as a leader
- The student will demonstrate knowledge of Daniel Goleman's Six Leadership Theories
- The student will demonstrate an understanding about the Myers-Briggs Type Indicator

Evaluation

Criteria

Students will be graded using the following grading scale. Several assignments are graded using rubrics that can be accessed in CourseDen. Final grades will be calculated as follows:

Breakdown

Points	Score	Grade
981-1090	90%-100%	A
872-980	80%-89%	B**
763-871	70%-79%	C
Below 762 Points	Below 70%	F

**The UWG Tier 1 Program is now an official program. With this change also comes a new requirement, Tier 1 students must complete the six courses with a 3.0 GPA.

Assignments

Syllabus Quiz (10 points)

Complete the quiz for course enrollment verification. (Module 0)

APA Quiz (10 points)

Review APA guidelines and complete quiz. (Module 0)

Student Information Sheet (10 points)

Complete the Google Form. (Module 0)

Leadership Example (50 points)

From a video provided, students will consider a school leader in the light of course content and leadership theory offered in the course thus far (Module 1).

Leader Goals Parts 1 (25 points)

Students will review the LAPS Fact Sheets for Standards 1:Instructional Leadership and Standard 6: Teacher and Staff Evaluation. You will then meet with your mentor and develop learning/proficiency goals for the course and professional growth. The goals will be based on the identification of strengths and opportunities from the fact sheets. (Module 2)

Identifying Your Leadership Core Values (25 points)

Students will be given a prompt to spur thinking on personal beliefs and values regarding education and education leadership. From this experience, students will write down 5 specific 'core values' as well as develop and record a 'leadership statement. (Module 2)

Hattie's Visible Learning Introduction Quiz (10 points)

Students will review Hattie's synthesis of research which identified 256 Influences related to achievement and complete a quiz. (Module 3)

Shadow a School Leader (100 points)

This assignment is dependent on your interactions with other people. Students will meet with their Sponsor/Supervisor/Mentor to discuss the assignment and get his/her recommendations for school leaders you might (interview) shadow. You will need to reach out to those leaders recommended by your Sponsor/Supervisor/Mentor to identify one who can accommodate your interview or visit. (Module 3)

ILC Steps 1,2, and 3 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) using Elaine McEwan's Instructional Leadership Checklist (ILC). (Module 4)

Small Group Discussion (50 points)

Students will lead a small, assigned group of colleagues to complete a video discussion. The discussion will focus on the Module Four materials and should include students applying this learning to their current school / district role.

Take the MBTI Test and Reflect (50 points)

Students will take a free version of the Myers-Briggs Type Indicator survey (a type of personality test). From the results of these self-assessments, students will identify their MBTI type, function pair, strengths brought to teams, communication styles, and potential blind spots. (Module 5)

ILC Steps 4 and 5 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) applying findings from Dweck's mindset research to Elaine McEwan's work about instructional leadership Checklist. (Module 5)

Vision Exercise (100 points)

Students will examine effective vision and mission statements and identify characteristics of both that make them effective. Statements will include those from business and K12 school systems. Students will expand their Personal Leadership Statement from the Core Values assignment and convert it into a Personal Leadership Vision. Students will lead a discussion with a group of teachers and leaders to reflect on their school's current vision, mission or purpose statement.(Module 6)

Skilled Interactions (100 points)

Students will study Costa and Garmston's Coaching Tools for Cognition and apply cognitive coaching strategies for language specificity, listening and paraphrasing, and language of inquiry. (Module 6)

ILC Steps 6 and 7 (100 points)

Students will work with a study partner to assess the instructional leadership effectiveness of your current or past school leader (typically a principal) applying findings from Dweck's mindset research to Elaine McEwan's work about instructional leadership Checklist. (Module 6)

Leader Goals 2 (50 points)

Students write a brief response on progress made toward the goals established at the beginning of the course OR complete the course evaluation. (Module 7)

Key Assessment – Leadership Foundation (200 points)

Students will combine the reports 'Reflective Analysis' (Part 1), 'Challenging Conversations' (Part 2) and write a summary of the review of Parts 1 and 2 by the student's mentor. This summary becomes Part 3 of the Key Assessment. (Additional information about this assignment is provided in the section on 'Key Assessment – The Leadership Foundation'.) (Module 7)

----------Key Assessment – The Leadership Foundation----------

This assignment assesses your knowledge of leadership, understanding of self (as a leader) and others, and communication skills. It has three parts.

Part 1: The Reflective Analysis

1. Understanding "Self as Leader". Refer to your results from leadership assessments/inventories completed in EDLE 6312.
2. Core Values and Leadership Theories. With which leadership theories do you most closely resonate (list several)? First, discuss connections between your values and these theories. Then explain how your understanding of these connections will help you navigate your position as principal?
3. Leadership Style. In what ways will your leadership style support this challenging situation (i.e., "turn the school around")? Hint:
    1. Discuss your leadership style, its strengths and weaknesses.
    2. Explain how you will leverage your leadership strengths to tackle "turning the school around".

Part 2: The Challenging Conversations

This section is based on the Oak Grove School scenario provided in the key assessment. Use communication skills learned EDLE 6312 to prepare for challenging conversations with the scenario's three teacher groups. You anticipate that conversations with each group may be challenging in their own ways, however these initial meetings will be the first of your efforts to build relationships with each group.

Part 3: The Sponsor's Feedback

Schedule a face-to-face meeting with your Sponsor. Prior to the meeting, provide him or her copies of your drafts for Part 1: The Reflective Analysis and Part 2: The Challenging Conversations. During your face-to-face meeting, ask for his/her feedback on what you have written. Questions you may want to discuss with your Sponsor might include:

- What are your thoughts of a leader who holds the core values that I do?
- There are a number of different leadership styles. To what extend do think my leadership style is a "good fit" for the Oak Grove School? Or any other type of school?

After your meeting, summarize the conversation. Make explicit the key ideas that emerge from the meeting and include the Sponsor's recommendation for you ongoing leadership development.

Additional details can be found in CourseDen in the assignment instructions document.

Submit the Key Assessment – The Leadership Foundation to both CourseDen and TK20.

---------Leader Goals, Part 1 and Part 2---------

The Georgia Professional Standards Commission requires all programs that prepare students for educational leadership certificates collect and analyze leadership disposition data. The tool UWG uses for this purpose is the Leadership Behavioral Survey (LBS).

The Leadership Behavioral Survey (LBS) measures 16 essential behaviors that are closely aligned with the Georgia Leader Keys Evaluation System (LKES). UWG's Educational Leadership Program uses this took to assist students with goal setting, reflection, and ultimately, to facilitate growth in the behaviors and beliefs that are essential to effective school and district leadership.

Each student in the Tier 1 Educational Leadership Program takes the LBS assessment early in their first course and once again near the end of their final course. In each of the six courses in the program, students discuss their results (i.e., the Behavioral Profile Report) with their Sponsor/Supervisor/Mentor in order to set goals and identify target leadership behaviors for the semester.

The Behavior Survey is administered online and typically takes about 30 minutes to complete. Upon completion, an individual analysis of the results and a developmental profile are automatically generated for the participant. These results are called the Behavioral Profile Report.

The student uses the Behavioral Profile Report for two assignments in this course (Leader Goals, Part 1 and Part 2). Both assignments are submitted to CourseDen.

1. Part 1. The student develops an individualized Leader Goals Plan in collaboration with his/her supervisor based on the LBS results.
2. Part 2. The student completes Part 2 near the end of the term after reflecting on his or her progress toward achieving the goals developed in Part 1.

Schedule

EDLE 6312 Principles of Instructional Leadership

Fall 2023 Assignments at a Glance for Section 1

Module	Topic	Module Dates	Module Assignments	Due Dates
0	Welcome to EDLE 6312	August 9-13	Syllabus Quiz	Aug. 13
			APA Quiz	
			Student Information Sheet	
1	Introduction to leadership	August 14-20	Leadership Example	Aug. 20

2	How will I lead (and follow)?	August 21-September 3	Leader Goals Part 1	Aug. 27
			Identifying Core Values	Sept. 3
3	What makes me an effective leader? How can I ensure that everyone learns?	September 4-17	Hattie Quiz	Sept. 10
			Shadow a School Leader	Sept. 17
4	Leadership that makes a difference… Understanding Culture	September 18-October 1	ILC Steps 1, 2, 3 (SP)	Sept. 24
			Small Group Discussion	Oct. 1
5	Understanding self and others	October 2-15	Take the MBTI	Oct. 8
			ILC Steps 4,5 (SP)	Oct. 15
6	Communicating successfully	October 16-November 5	Vision Exercise	Oct. 22
			Skilled Interactions	Oct. 29
			ILC Steps 6, 7 (SP)	Nov. 5

7	Reflecting on Your Instructional Leadership Capacity	November 6- December 1	Key Assessment: The Leadership Foundation	Nov. 29
			Leader Goals Part 2	Dec. 1

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Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

EDLE - 7100 - School Law, Policy, and Ethics

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7100

Course Title* School Law, Policy, and Ethics

Course Type* Educational Leadership

Catalog Course Description* 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.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* na

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

Prerequisites na

Concurrent Prerequisites na

Corequisites na

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 6316 School Law, Policy, and Ethics. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Student Learning Outcomes*

The student will:

1. Recognize school/district administrative functions and policy making processes that affect issues of equity, effectiveness, and efficiency in the areas of talent management, school discipline and safety, finance and budgeting, information management, compliance monitoring, and others. (Alexander, K., & Alexander, M.D., 2012; Essex, 2016; Fowler, 2009; Hudgins, H.C., Jr. & Vacca, R.S., 2012; International Society for Technology in Education, 2015). (GELS 3, 4, 5, 6, 7, 8, 9).
2. Examine the management structure of the school and district, and the engagement of staff in consistently supporting school/district vision, values, and decision-making processes that are equitable, culturally responsive, and prioritize the needs of all students. (Bon, S. C. & Bigbee, A. J., 2011; Essex, 2017; Fowler, 2009; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Stader, D. L., 2013). (GELS 1, 4, 5, 6).
3. Identify the responsible steward's role in using public funds, including procurement and distribution of various school/district revenue sources, accountability measures, and transparency in decision making processes. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 1, 6, 9, 10).
4. Interpret the legal framework surrounding public school operations, agencies that drive policy decisions for schools/districts, and the role of educational leaders in developing, implementing, and advocating for effective policies that support the best interest of all students. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 2, 3, 9).
5. Recommend changes to improve the quality of administrative and managerial functions and their contributions to system-wide operations. (Essex, 2016; Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T., 2014; Reutter, E.E., Jr., 2015; Stader, D. L., 2013; Wrigley, 2013). (GELS 7, 8, 9).
6. Distinguish school/district practices that support coordination of administrators' work with development of professional practices, building a school community, and fostering an open, tolerant, and trusting culture that values the viewpoints of all members. (Bon, S. C. & Bigbee, A. J., 2011; Georgia Professional Standards Commission, 2015; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; International Society for Technology in Education, 2015; Mansouri, M., & Rowney, J., 2014). (GELS 6, 7).
7. Interpret the Georgia Professional Standards Commission Code of Ethics for Educators and the leader's role in ethical decision making and application of the educator evaluation process including classroom instruction, communications, relationships, professional conduct with internal and external stakeholders, and other areas. (Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Georgia Department of Education, 2015; Georgia Professional Standards Commission, 2015). (GELS 2).
8. Analyze significant legal issues confronting school districts and their operation in Georgia and throughout the United States including student and staff confidentiality, copyright and intellectual property protection, discrimination, due process, and special education. (GELS 2).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students each semester

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* na

Fee Justification na

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

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School Law, Policy, and Ethics

EDLE-6316

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified 08/17/2023

Description

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.

Requisites

Prerequisites:

Corequisites:

Contact Information

Assistant Professor, Dr. Clifford Davis, Jr.

Email: cdavis@westga.edu

Office: Education Annex, Rm. 118

Personal Cell Phone: (865) 696-2250

Website: https://www.westga.edu/academics/education/lrsi/educational-leadership.php (https://www.westga.edu/academics/education/lrsi/educational-leadership.php)

Online by appointment

Meeting Times

This course is 100% online. There are no required scheduled meeting times.

Materials

The UWG Bookstore, Pearson Education, UWG Online (CourseDen Support), and I have partnered together to provide the most cost-effective option for you to receive your digital course materials for your EDLE 6316 course. The material is provided to you through the LMS (CourseDen Account). Simply log in to CourseDen and choose the tile associated with this course to gain access to the material. The cost of the material will be attached to your student bill in the amount of $39.00. You do not need to look elsewhere for material. You can opt out of the delivery of the material before the end of drop/add on 08/16/23, but will be responsible for obtaining the material on your own without the lower discounted rate. If you have questions, please visit the Day One Access FAQ, by using the following link: https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO.

To access information regarding the eBook for the course, please use the link below:

Day One eBook (https://westga.view.usg.edu/d2l/le/content/2908096/viewContent/57023942/View)

Required Textbooks:

- Essex, N.L. (2016). *School law and the public schools: A practical guide for educational leaders*. Sixth Edition. Boston: Pearson Education. Inc. ISBN 978-0-13-390542-7.
- Official Code of Georgia Annotated (this electronic version is free)
  - https://advance.lexis.com/container?config=00JAAzZDgzNzU2ZC05MDA0LTRmMDItYjkzMS0xOGY3MjE3OWNlODIKAFBvZENhdGFsb2fcIFfJnJ2IC8XZi1AYM4Ne&crid=7bf6258a-96f2-46b7-a413-e58456163ee9&prid=f8be998b-62cd-427a-9827-8a3322abe200

Suggested Textbooks:

- This course will also utilize materials accessible from the Georgia Professional Standards Commission, Georgia Department of Education, LEXIS-NEXIS, and other web-based resources.

Outcomes

The student will:

1. Recognize school/district administrative functions and policy making processes that affect issues of equity, effectiveness, and efficiency in the areas of talent management, school discipline and safety, finance and budgeting, information management, compliance monitoring, and others. (Alexander, K., & Alexander, M.D., 2012; Essex, 2016; Fowler, 2009; Hudgins, H.C., Jr. & Vacca, R.S., 2012; International Society for Technology in Education, 2015). (GELS 3, 4, 5, 6, 7, 8, 9).

2. Examine the management structure of the school and district, and the engagement of staff in consistently supporting school/district vision, values, and decision-making processes that are equitable, culturally responsive, and prioritize the needs of all students. (Bon, S. C. & Bigbee, A. J., 2011;

Essex, 2017; Fowler, 2009; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Stader, D. L., 2013). (GELS 1, 4, 5, 6).

3. Identify the responsible steward's role in using public funds, including procurement and distribution of various school/district revenue sources, accountability measures, and transparency in decision making processes. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 1, 6, 9, 10).

4. Interpret the legal framework surrounding public school operations, agencies that drive policy decisions for schools/districts, and the role of educational leaders in developing, implementing, and advocating for effective policies that support the best interest of all students. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 2, 3, 9).

5. Recommend changes to improve the quality of administrative and managerial functions and their contributions to system-wide operations. (Essex, 2016; Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T., 2014; Reutter, E.E., Jr., 2015; Stader, D. L., 2013; Wrigley, 2013). (GELS 7, 8, 9).

6. Distinguish school/district practices that support coordination of administrators' work with development of professional practices, building a school community, and fostering an open, tolerant, and trusting culture that values the viewpoints of all members. (Bon, S. C. & Bigbee, A. J., 2011; Georgia Professional Standards Commission, 2015; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; International Society for Technology in Education, 2015; Mansouri, M., & Rowney, J., 2014). (GELS 6, 7).

7. Interpret the Georgia Professional Standards Commission Code of Ethics for Educators and the leader's role in ethical decision making and application of the educator evaluation process including classroom instruction, communications, relationships, professional conduct with internal and external stakeholders, and other areas. (Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Georgia Department of Education, 2015; Georgia Professional Standards Commission, 2015). (GELS 2).

8. Analyze significant legal issues confronting school districts and their operation in Georgia and throughout the United States including student and staff confidentiality, copyright and intellectual property protection, discrimination, due process, and special education. (GELS 2).

Evaluation

Assignment Descriptions

Student Information Sheet - 10 points

The Student Information Sheet is for students to provide me with some basic information that will allow me to quickly contact them if the need arises. Additionally, I will use this data to assist me in assigning students to teams for group activities in this course.

Learning Contract – 10 points

Each student will be asked to read a set of expectations for the course and agree to operate within these parameters for the duration of the course. Each item has to be initialed by the student. Once he or she has read and initialed all items, the entire document is to be submitted via CourseDen.

Quizzes – 20 points each

There is one syllabus quiz and 8 module quizzes. These assessments are open book, but you are encouraged to review the quiz prior to the readings to gauge your prior knowledge and understanding. (Course Objectives 1-7)

Case Briefs – 50 points

Students are required to select cases related to the content of each module and prepare a case brief. The select cases will be related to areas of personnel, school climate, school discipline and safety, finance and budgeting, information management, compliance monitoring, and others. Follow the instructions posted within the Course Den module. (Course Objectives 1, 2, 3, 7)

Case Studies - 50 points each

Two case studies related to certain legal topics will be presented. In PLC groups, students will consider the legal issues surrounding the case. Based upon the research, readings, lecture and videos, the groups will analyze each case. (Course Objectives 1, 2, 4, 5, 8)

Asynchronous Discussions - 20 points each

Informed participation in online discussions led by the course instructor is required. Discussion topics will be posted for each module by your instructor. Participation should not be limited to simply answering the instructor's question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates' and instructors' comments in a dialogue fashion. Discussion postings should include application of the session's readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. Your first posting must be your response to the discussion question, followed by at least two responses to your classmates' responses. Note: The initial post and replies to fellow students' posts have different due dates.

Handbook Analysis Project - 100 points

The purpose of this project is to give you the opportunity to identify, analyze, and apply educational law to a local, educational agency's policies and communicate your findings to an educational leader. You must identify and analyze *three* policies from a school's handbook. The questions listed below should be used to analyze these policies.

Principal/Supervisor Interview – 100 points

You may either interview a current school leader or Central Office supervisor. Students will write a narrative based on a) interview of a practicing school level administrator, b). identification of challenges for school leaders in modeling ethical practice; and c) your personal recommendations for best professional practices.

Key Assessment Leadership Foundation - 200 points

The Key Assessment is your final exam. You MUST upload this assessment in Course Den. The purpose of the Key Assessment is to put theory into practice. This section has ten scenarios. You must provide an affirmative or dissenting answer to each scenario question AND provide appropriate legal citations to defend your answer based on federal law, state law, case law and/or Code of Ethics. (Course Objectives 1-7)

Post-Test – 50 points

All students enrolled in the course will be required to take a pre-test at the beginning of the course related to various topics on educational law. This pre-test will not count as a part of the students' grades. However, at the end of the course, a post-test, including the same assessment items, will be administered and will count as a part of the students' grades.

Optional Assignments - 30 points each

There will be two optional assignments related to the course content. These will give students some choice in studies and some added flexibility in the course.

Assignments

Schedule

Module	Location	Name of Assignment	Assessment	Due Date	Points
0 – Start Here	Discussions	Introduction Forum	Rubric	Initial Post: August 13, 11:59 P.M. Final Post: August 13, 11:59 P.M.	20

0 – Start Here	Assignments	Student Information Sheet (Google Form)	N/A	August 13, 11:59 P.M.	10
0 – Start Here	Assignments	Learning Contract	N/A	August 13, 11:59 P.M.	10
0 – Start Here	Quizzes	Non-Graded Pre-Test	Quiz	August 13, 11:59 P.M.	N/A
0 – Start Here	Quizzes	Syllabus Quiz	Quiz	August 13, 11:59 P.M.	20
Module 1	Assignments	Assignment #1 - Ethical Conflict Interview (Individual)	Rubric	August 27, 2023	25
Module 1	Discussions	Discussion Forum #1 Or Synchronous Session #1	Rubric	Initial Post: August 20, 11:59 P.M. Final Post: August 27, 11:59 P.M. August 22nd @ 6:00 P.M.	20
Module 1	Quizzes	Module Quiz #1	Quiz	August 27, 11:59 P.M.	20
Module 2	Assignments	Assignment #2 – Case Study (PLCs/Groups)	Rubric	September 3, 11:59 P.M.	50
Module 2	Assignments	Assignment #2 – Group Self-Evaluation	N/A	September 3, 11:59 P.M.	5

Module 2	Discussions	Discussion Forum #2 Or Synchronous Session #2	Rubric	Initial Post: September 3, 11:59 P.M. Final Post: September 10, 11:59 P.M. September 5th @ 6:00 P.M.	20
Module 2	Quizzes	Module Quiz #2	Quiz	September 10, 11:59 P.M.	20
Module 3	Assignments	Assignment #3 – Principal/Supervisor Interview (Individual)	Rubric	September 24, 11:59 P.M.	100
Module 3	Discussions	Discussion Forum #3 Or Synchronous Session #3	Rubric	Initial Post: September 17, 11:59 P.M. Final Post: September 24, 11:59 P.M. September 19th @ 6:00 P.M.	20
Module 3	Quizzes	Module Quiz #3	Quiz	September 24, 11:59 P.M.	20
Module 4	Assignments	Assignment #4 – Case Brief (PLCs/Groups)	Rubric	October 8, 11:59 P.M.	50
Module 4	Assignments	Assignment #4 – Group Self-Evaluation	N/A	October 8, 11:59 P.M.	5

Module 4	Discussions	Discussion Forum #4 Or Synchronous Session #4	Rubric	Initial Post: October 1, 11:59 P.M. Final Post: October 8, 11:59 P.M. October 3rd @ 6:00 P.M.	20
Module 4	Quizzes	Module Quiz #4	Quiz	October 8, 11:59 P.M.	20
Module 5	Assignments	Assignment #5 – Case Study (PLCs/Groups)	Rubric	October 22, 11:59 P.M.	50
Module 5	Assignments	Assignment #5 – Group Self-Evaluation	N/A	October 22, 11:59 P.M.	5
Module 5	Discussions	Discussion Forum #5 Or Synchronous Session #5	Rubric	Initial Post: October 15, 11:59 P.M. Final Post: October 22, 11:59 P.M. October 17th @ 6:00 P.M.	20
Module 5	Quizzes	Module Quiz #5	Quiz	October 22, 11:59 P.M.	20
Module 6	Assignments	Assignment #6 - Special Education Simulation (PLCs/Groups)	N/A	October 29, 11:59 P.M.	50
Module 6	Assignments	Assignment #6 - Group Self-Evaluation	N/A	October 29, 11:59 P.M.	5
Module 6	Assignments	Assignment #6a – Handbook Analysis Project (Individual)	Rubric	November 5, 11:59 P.M.	100

Module 6	Discussions	Discussion Forum #6 Or Synchronous Session #6	Rubric	Initial Post: October 29, 11:59 P.M. Final Post: November 5, 11:59 P.M. October 31st @ 6:00 P.M.	20
Module 6	Quizzes	Module Quiz #6	Quiz	November 5, 11:59 P.M.	20
Module 7	Assignment s	Assignment #7 - Case Brief (PLCs/Groups)	Rubric	November 19, 11:59 P.M.	50
Module 7	Assignments	Assignment #7 – Group Self-Evaluation	N/A	November 19, 11:59 P.M.	5
Module 7	Discussions	Discussion Forum #7 Or Synchronous Session #7	Rubric	Initial Post: November 12, 11:59 P.M. Final Post: November 19, 11:59 P.M. November 14th @ 6:00 P.M.	20
Module 7	Quizzes	Module Quiz #7	Quiz	November 19, 11:59 P.M.	20
Module 8	Assignments	Assignment #8 – Key Assessment Leadership Foundation	Rubric	December 1, 11:59 P.M.	200
Module 8	Discussions	Closure Forum		Initial Post: November 26, 11:59 P.M. Final Post: December 1, 11:59 P.M.	20

Module 8	Quizzes	Module Quiz #8	Quiz	December 1, 11:59 P.M.	20
Module 8	Quizzes	Post-Test	Quiz	December 1, 11:59 P.M.	50
Optional	Assignments	Assignment #1	Rubric	November 26, 11:59	30
Optional	Assignments	Assignment #2	Rubric	November 26, 11:59	30
	Total Possible Points				**1,190**

Course Policies and Resources

Grading Information and Policy

Each assignment has a point value; the total points that can be earned in the course is 1135. At the end of the semester, points are converted to letter grades of A, B, C, or F.

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

*Mastery Learning Assignments: In the event that the grade on a "Mastery Learning" assignment is lower than a B, a student, using feedback from the professor, may make corrections and resubmit the assignment within three days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment.

Attendance Policy:

This course is delivered 100% online. Students are most successful when they pace themselves throughout the course by participating on a consistent basis (e.g., check-in to the course at least 3-4 times per week). Keep in mind that due dates for assignments are firm.

Extra Credit:

There are two optional assignments. This will give students some additional flexibility regarding course assignments.

Late Work:

All documents and revisions must be submitted to CourseDen in order to be counted toward your grade.

There is a penalty of 10% off the grade for each day in which any graded assignment.

It is always better to turn in the assignment in advance of the Due Date / Time rather than delay and get the 10% penalty.

Of course, if you have a health or personal emergency, please discuss it with me over the phone, and, on a case-by-case basis, I will exempt you from the due date requirement. The student must request permission from the instructor to submit late work within a reasonable time after the due date. If the instructor grants permission for late submission, it is the responsibility of the student to follow through to ensure that the late work is received.

PLC/Group Assignments:

As you complete your group assignment, only one person needs to upload the required documents for the group. In most cases, one person will upload a word document with the case study document and a link giving me access to a Google document used by the group to complete the work. The purpose of the Google document is for me to be able to track the amount of work completed by each group member. By the way, CourseDen is set up for you to be able to upload links as well as various types of documents.

Professional Conduct:
This is a leadership course in the Georgia Tier 1 Educational Leadership Program. Each student will conduct him or herself in a professional manner appropriate for an educational leader, as professional conduct is an essential quality for an individual working in schools.

Professionalism in this course includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with classmates.
- Turning in assignments on time.
- Arriving and leaving online classes at the prescribed times.
- Treating classmates, colleagues, and the instructor with respect in and out of the class.
- Producing original work. Plagiarism, academic fraud, or turning in work previously submitted for another course, including courses outside UWG, are serious offenses.

Communication Rules

Please do NOT use the CourseDen email tool to communicate with your instructor. Rather, contact him via UWG email at cdavis@westga.edu using this subject line: "EDLE 6316." Alternatively, you may call his direct UWG office line at (678) 839-6078. Clearly and slowly state your name, say that you are an EDLE 6316 student, provide the best phone number where the instructor can reach you, and BRIEFLY state your question. Additionally, your instructor can be reached by texting him at (865) 696-2250.

If you wish to schedule a longer phone conference, send a request to the instructor's UWG email account with several day/time options. A mutually convenient time will be scheduled.

Writing Guidelines

Guidelines for writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the **APA style guide (7th edition)**, which generally includes:

- Cover Page: Title and author on the first page (not counted toward page length)

- Margins: 1-inch on all sides of paper (top, bottom, left and right)
- Font: Times New Roman, 12-point font
- Spacing: Double-spaced throughout (including all quotations)
- Unless otherwise noted, all work should be written in third person
- Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5)
- Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Assignments are expected to be high-quality, graduate level work. Each assignment is accompanied by instructions and rubrics. Some assignments will include sample exemplars. Assignments should be submitted by the deadline to the appropriate Course Den Assignment Dropbox (Assessment tab).

Network Etiquette:

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

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

Expected Response Times

Typical response time for emailed questions to the instructor's UWG email account is 24 hours. The instructor's goal for returning major assignments is 7-10 days, although the amount of feedback required may extend that time.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt

of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School Law, Policy, and Ethics

EDLE-7100

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified 08/17/2023

Description

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.

Requisites

Prerequisites:

Corequisites:

Contact Information

Assistant Professor, Dr. Clifford Davis, Jr.

Email: cdavis@westga.edu

Office: Education Annex, Rm. 118

Personal Cell Phone: (865) 696-2250

Website:
https://www.westga.edu/academics/education/lrsi/educational-leadership.php
(https://www.westga.edu/academics/education/lrsi/educational-leadership.php)

Online by appointment

Meeting Times

This course is 100% online. There are no required scheduled meeting times.

Materials

The UWG Bookstore, Pearson Education, UWG Online (CourseDen Support), and I have partnered together to provide the most cost-effective option for you to receive your digital course materials for your EDLE 6316 course. The material is provided to you through the LMS (CourseDen Account). Simply log in to CourseDen and choose the tile associated with this course to gain access to the material. The cost of the material will be attached to your student bill in the amount of $39.00. You do not need to look elsewhere for material. You can opt out of the delivery of the material before the end of drop/add on 08/16/23, but will be responsible for obtaining the material on your own without the lower discounted rate. If you have questions, please visit the Day One Access FAQ, by using the following link: https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO.

To access information regarding the eBook for the course, please use the link below: Day One

eBook (https://westga.view.usg.edu/d2l/le/content/2908096/viewContent/57023942/View)

Required Textbooks:

Essex, N.L. (2016). School law and the public schools: A practical guide for educational leaders. Sixth Edition. Boston: Pearson Education. Inc. ISBN 978-0-13-390542-7.
Official Code of Georgia Annotated (this electronic version is free)
https://advance.lexis.com/container?config=00JAAzZDgzNzU2ZC05MDA0LTRmMDItYjkzMS0xOGY3MjE3OWNlODIKAFBvZENhdGFsb2cIFfJnJ2IC8XZi1AYM4Ne&crid=7bf6258a-96f2-46b7-a413-e58456163ee9&prid=f8be998b-62cd427a-9827-8a3322abe200

Suggested Textbooks:

This course will also utilize materials accessible from the Georgia Professional Standards Commission, Georgia Department of Education, LEXIS-NEXIS, and other web-based resources.

Outcomes

The student will:

1. Recognize school/district administrative functions and policy making processes that affect issues of equity, effectiveness, and efficiency in the areas of talent management, school discipline and safety, finance and budgeting, information management, compliance monitoring, and others. (Alexander, K., & Alexander, M.D., 2012; Essex, 2016; Fowler, 2009; Hudgins, H.C., Jr. & Vacca, R.S., 2012; International Society for Technology in Education, 2015). (GELS 3, 4, 5, 6, 7, 8, 9).

2. Examine the management structure of the school and district, and the engagement of staff in consistently supporting school/district vision, values, and decision-making processes that are equitable, culturally responsive, and prioritize the needs of all students. (Bon, S. C. & Bigbee, A. J., 2011;

Essex, 2017; Fowler, 2009; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Stader, D. L., 2013). (GELS 1, 4, 5, 6).

3. Identify the responsible steward's role in using public funds, including procurement and distribution of various school/district revenue sources, accountability measures, and transparency in decision making processes. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 1, 6, 9, 10).

4. Interpret the legal framework surrounding public school operations, agencies that drive policy decisions for schools/districts, and the role of educational leaders in developing, implementing, and advocating for effective policies that support the best interest of all students. (Alexander, K., & Alexander, M.D., 2012; Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Hudgins, H.C., Jr. & Vacca, R.S., 2012; Imber, M., Geel. T. V., Blokhuis, J. C., & Feldman, J., 2014). (GELS 2, 3, 9).

5. Recommend changes to improve the quality of administrative and managerial functions and their contributions to system-wide operations. (Essex, 2016; Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T., 2014; Reutter, E.E., Jr., 2015; Stader, D. L., 2013; Wrigley, 2013). (GELS 7, 8, 9).

6. Distinguish school/district practices that support coordination of administrators' work with development of professional practices, building a school community, and fostering an open, tolerant, and trusting culture that values the viewpoints of all members. (Bon, S. C. & Bigbee, A. J., 2011; Georgia Professional Standards Commission, 2015; Hollandsworth, R., Dowdy, L., & Donovan, J.; 2011; International Society for Technology in Education, 2015; Mansouri, M., & Rowney, J., 2014). (GELS 6, 7).

7. Interpret the Georgia Professional Standards Commission Code of Ethics for Educators and the leader's role in ethical decision making and application of the educator evaluation process including classroom instruction, communications, relationships, professional conduct with internal and external stakeholders, and other areas. (Bon, S. C. & Bigbee, A. J., 2011; Essex, 2016; Fowler, 2009; Georgia Department of Education, 2015; Georgia Professional Standards Commission, 2015). (GELS 2).

8. Analyze significant legal issues confronting school districts and their operation in Georgia and throughout the United States including student and staff confidentiality, copyright and intellectual property protection, discrimination, due process, and special education. (GELS 2).

Evaluation

Assignment Descriptions

Student Information Sheet - 10 points

The Student Information Sheet is for students to provide me with some basic information that will allow me to quickly contact them if the need arises. Additionally, I will use this data to assist me in assigning students to teams for group activities in this course.

Learning Contract – 10 points

Each student will be asked to read a set of expectations for the course and agree to operate within these parameters for the duration of the course. Each item has to be initialed by the student. Once he or she has read and initialed all items, the entire document is to be submitted via CourseDen.

Quizzes – 20 points each

There is one syllabus quiz and 8 module quizzes. These assessments are open book, but you are encouraged to review the quiz prior to the readings to gauge your prior knowledge and understanding. (Course Objectives 1-7)

Case Briefs – 50 points

Students are required to select cases related to the content of each module and prepare a case brief. The select cases will be related to areas of personnel, school climate, school discipline and safety, finance and budgeting, information management, compliance monitoring, and others. Follow the instructions posted within the Course Den module. (Course Objectives 1, 2, 3, 7)

Case Studies - 50 points each

Two case studies related to certain legal topics will be presented. In PLC groups, students will consider the legal issues surrounding the case. Based upon the research, readings, lecture and videos, the groups will analyze each case. (Course Objectives 1, 2, 4, 5, 8)

Asynchronous Discussions - 20 points each

Informed participation in online discussions led by the course instructor is required. Discussion topics will be posted for each module by your instructor. Participation should not be limited to simply answering the instructor's question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates' and instructors' comments in a dialogue fashion. Discussion postings should include application of the session's readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. Your first posting must be your response to the discussion question, followed by at least two responses to your classmates' responses. Note: The initial post and replies to fellow students' posts have different due dates.

Handbook Analysis Project - 100 points

The purpose of this project is to give you the opportunity to identify, analyze, and apply educational law to a local, educational agency's policies and communicate your findings to an educational leader. You must identify and analyze three policies from a school's handbook. The questions listed below should be used to analyze these policies.

Principal/Supervisor Interview – 100 points

You may either interview a current school leader or Central Office supervisor. Students will write a narrative based on a) interview of a practicing school level administrator, b). identification of challenges for school leaders in modeling ethical practice; and c) your personal recommendations for best professional practices.

Key Assessment Leadership Foundation - 200 points

The Key Assessment is your final exam. You MUST upload this assessment in Course Den. The purpose of the Key Assessment is to put theory into practice. This section has ten scenarios. You must provide an affirmative or dissenting answer to each scenario question AND provide appropriate legal citations to defend your answer based on federal law, state law, case law and/or Code of Ethics. (Course Objectives 1-7)

Post-Test – 50 points

All students enrolled in the course will be required to take a pre-test at the beginning of the course related to various topics on educational law. This pre-test will not count as a part of the students' grades. However, at the end of the course, a post-test, including the same assessment items, will be administered and will count as a part of the students' grades.

Optional Assignments - 30 points each

There will be two optional assignments related to the course content. These will give students some choice in studies and some added flexibility in the course.

Assignments

Schedule

Module	Location	Name of Assignment	Assessment	Due Date	Points
0 – Start Here	Discussions	Introduction Forum	Rubric	Initial Post: August 13, 11:59 P.M. Final Post: August 13, 11:59 P.M.	20

0 – Start Here		ents Student Information Sheet (Google Form)	N/A	August 13, 11:59 P.M.	10

0 – Start Here		s Learning Contract	N/A	August 13, 11:59 P.M.	10
0 – Start Here	Quizzes	Non-Graded Pre-Test	Quiz	August 13, 11:59 P.M.	N/A
0 – Start Here	Quizzes	Syllabus Quiz	Quiz	August 13, 11:59 P.M.	20
Module 1		ents Assignment #1 - Ethical Conflict Interview (Individual)	Rubric	August 27, 2023	25
Module 1	Discussions	Discussion Forum #1 Or Synchronous Session #1	Rubric	Initial Post: August 20, 11:59 P.M. Final Post: August 27, 11:59 P.M. August 22nd @ 6:00 P.M.	20
Module 1	Quizzes	Module Quiz #1	Quiz	August 27, 11:59 P.M.	20
Module 2		nts Assignment #2 – Case udy (PLCs/Groups)	Rubric	September 3, 11:59 P.M.	50
Module 2		s Assignment #2 – Group on	N/A	September 3, 11:59 P.M.	5

Module 2	Discussions	Discussion Forum #2 Or Synchronous Session #2	Rubric	Initial Post: September 3, 11:59 P.M. Final Post: September 10, 11:59 P.M. September 5th @ 6:00 P.M.	20

Module 2	Quizzes	Module Quiz #2	Quiz	September 10, 11:59 P.M.	20
Module 3		signments Assignment #3 – ncipal/Supervisor Interview (Individual)	Rubric	September 24, 11:59 P.M.	100
Module 3	Discussions	Discussion Forum #3 Or Synchronous Session #3	Rubric	Initial Post: September 17, 11:59 P.M. Final Post: September 24, 11:59 P.M. September 19th @ 6:00 P.M.	20
Module 3	Quizzes	Module Quiz #3	Quiz	September 24, 11:59 P.M.	20
Module 4		ts Assignment #4 – Case ef (PLCs/Groups)	Rubric	October 8, 11:59 P.M.	50
Module 4		s Assignment #4 – Group on	N/A	October 8, 11:59 P.M.	5

Module 4	Discussions	Discussion Forum #4 Or Synchronous Session #4	Rubric	Initial Post: October 1, 11:59 P.M. Final Post: October 8, 11:59 P.M. October 3rd @ 6:00 P.M.	20

Module 4	Quizzes	Module Quiz #4	Quiz	October 8, 11:59 P.M.	20
Module 5		nts Assignment #5 – Case udy (PLCs/Groups)	Rubric	October 22, 11:59 P.M.	50
Module 5		s Assignment #5 – Group on	N/A	October 22, 11:59 P.M.	5
Module 5	Discussions	Discussion Forum #5 Or Synchronous Session #5	Rubric	Initial Post: October 15, 11:59 P.M. Final Post: October 22, 11:59 P.M. October 17th @ 6:00 P.M.	20
Module 5	Quizzes	Module Quiz #5	Quiz	October 22, 11:59 P.M.	20
Module 6		nents Assignment #6 - Special Education Simulation (PLCs/Groups)	N/A	October 29, 11:59 P.M.	50
Module 6		s Assignment #6 - Group Self-Evaluation	N/A	October 29, 11:59 P.M.	5
Module 6		ents Assignment #6a – Handbook Analysis Project (Individual)	Rubric	November 5, 11:59 P.M.	100

Module 6	Discussions	Discussion Forum #6 Or Synchronous Session #6	Rubric	Initial Post: October 29, 11:59 P.M. Final Post: November 5, 11:59 P.M. October 31st @ 6:00 P.M.	20

Module 6	Quizzes	Module Quiz #6	Quiz	November 5, 11:59 P.M.	20
Module 7		t s Assignment #7 - Case ef (PLCs/Groups)	Rubric	November 19, 11:59 P.M. 5	
Module 7		s Assignment #7 – Group on	N/A	November 19, 11:59 P.M. 5	
Module 7	Discussions	Discussion Forum #7 Or Synchronous Session #7	Rubric	Initial Post: November 12, 11:59 P.M. Final Post: November 19, 11:59 P.M. November 14th @ 6:00 P.M.	20
Module 7	Quizzes	Module Quiz #7	Quiz	November 19, 11:59 P.M. 2	
Module 8		ments Assignment #8 – Key ment Leadership Foundation	Rubric	December 1, 11:59 P.M.	200
Module 8	Discussions	Closure Forum		Initial Post: November 26, 11:59 P.M. Final Post: December 1, 11:59 P.M.	20

Module 8	Quizzes	Module Quiz #8	Quiz	December 1, 11:59 P.M.	20
Module 8	Quizzes	Post-Test	Quiz	December 1, 11:59 P.M.	50
Optional		s Assignment #1	Rubric	November 26, 11:59	30

Optional		Assignment #2	Rubric	November 26, 11:59	30
	Total Possible Points 1,190				

Course Policies and Resources

Grading Information and Policy

Each assignment has a point value; the total points that can be earned in the course is 1135. At the end of the semester, points are converted to letter grades of A, B, C, or F.

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

*Mastery Learning Assignments: In the event that the grade on a "Mastery Learning" assignment is lower than a B, a student, using feedback from the professor, may make corrections and resubmit the assignment within three days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment.

Attendance Policy:

This course is delivered 100% online. Students are most successful when they pace themselves throughout the course by participating on a consistent basis (e.g., check-in to the course at least 3-4 times per week). Keep in mind that due dates for assignments are firm.

Extra Credit:
There are two optional assignments. This will give students some additional flexibility regarding course assignments.

Late Work:

All documents and revisions must be submitted to CourseDen in order to be counted toward your grade.

There is a penalty of 10% off the grade for each day in which any graded assignment.

It is always better to turn in the assignment in advance of the Due Date / Time rather than delay and get the 10% penalty.
Of course, if you have a health or personal emergency, please discuss it with me over the phone, and, on a case-by-case basis, I will exempt you from the due date requirement. The student must request permission from the instructor to submit late work within a reasonable time after the due date. If the instructor grants permission for late submission, it is the responsibility of the student to follow through to ensure that the late work is received.

PLC/Group Assignments:

As you complete your group assignment, only one person needs to upload the required documents for the

group. In most cases, one person will upload a word document with the case study document and a link giving me access to a Google document used by the group to complete the work. The purpose of the Google document is for me to be able to track the amount of work completed by each group member. By the way, CourseDen is set up for you to be able to upload links as well as various types of documents.

Professional Conduct:
This is a leadership course in the Georgia Tier 1 Educational Leadership Program. Each student will conduct him or herself in a professional manner appropriate for an educational leader, as professional conduct is an essential quality for an individual working in schools.

Professionalism in this course includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with classmates.
- Turning in assignments on time.
- Arriving and leaving online classes at the prescribed times.
- Treating classmates, colleagues, and the instructor with respect in and out of the class.
- Producing original work. Plagiarism, academic fraud, or turning in work previously submitted for another course, including courses outside UWG, are serious offenses.

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If you wish to schedule a longer phone conference, send a request to the instructor's UWG email account with several day/time options. A mutually convenient time will be scheduled.

Writing Guidelines

Guidelines for writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes:

- Cover Page: Title and author on the first page (not counted toward page length)
- Margins: 1-inch on all sides of paper (top, bottom, left and right)
- Font: Times New Roman, 12-point font
- Spacing: Double-spaced throughout (including all quotations)
- Unless otherwise noted, all work should be written in third person
- Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5)

Reference List / Page (APA 7 edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Assignments are expected to be high-quality, graduate level work. Each assignment is accompanied by instructions and rubrics. Some assignments will include sample exemplars. Assignments should be submitted by the deadline to the appropriate Course Den Assignment Dropbox (Assessment tab).

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

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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

Typical response time for emailed questions to the instructor's UWG email account is 24 hours. The instructor's goal for returning major assignments is 7-10 days, although the amount of feedback required may extend that time.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt
of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides

24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.
>
> I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go

to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)
You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

EDLE - 7200 - Using Data to Improve the School

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7200

Course Title* Using Data to Improve the School

Course Type* Educational Leadership

Catalog Course Description* The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data driven culture within the school.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* NA

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 6341 Using Data to Improve the School. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Student Learning Outcomes* Students will:
(1) Understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data and how the use of data informs comprehensive school improvement goals (Bernhardt, 2013; Depka, 2006; Johnson, 2002; Popham, 2006), (GELS 1).
(2) Analyze appropriate data from multiple sources to inform decisions about specific curriculum, instruction, and assessment processes for comprehensive school improvement. (Bernhardt, 2013;; Bracey, 2000; Depka, 2006; Gronlund, 2006), (GELS 2).
(3) Facilitate collaborative inquiry cycles as a means to critically examine the effectiveness of existing approaches to instruction, curriculum, assessments and evidence of student learning and achievement (Bernhardt, 2013; Killion, Hord, Roy, Kennedy, & Hirsh, 2012), (GELS 1, 2).
(4) Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data. (Bernhardt, 2004; Depka, 2006; Popham, 2006), (GA 2).
(5) Engage teachers in the use of local and state assessment data to monitor and evaluate the impact of instructional programs on student learning and achievement and make adjustments as necessary. (Bernhardt, 2013; Danielson,2002; Holcomb, 1999;Popham, 2006; Schmoker, 2001), (GELS 2).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* n/a

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Using Data to Improve the Schl

EDLE-6341

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified 08/05/2023

Description

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Georgia G. Evans

Class Meeting Time & Location:

Optional online sessions: -TBD

Office Location:

Ed Annex, Rm 219

Carrollton Campus

Telephone (cell): **770-301-4640**

Telephone (office): **678-839-2243**

Online Hours: **Tuesday (1:00pm-5:00pm)** Email: gevans@westgal.edu to schedule a conference.

Westga email: **gevans@westga.edu**

***(I do not use Course Den email)

Meeting Times

Optional online sessions: There will 4 Optional Online Meetings/Sessions throughout the semester. Dates will be determined by August 20.

I am available to talk or meet with most anytime (and I love meeting with you). To schedule a meeting, please email me at gevans@westga.edu with your available times to me. I will check my schedule and get back to you within 24 hours. If for some reason, you do not hear back from me within that time period, please reach out again.

Materials

All course readings, resources, and materials are provided in the Content tab.

Students may find it beneficial to download and save all course materials, as they will serve as excellent resources for school / district leaders.

You will need access to a computer with sound and high-speed Internet. You will need to be able to listen and watch audio presentations. Please ensure that your technology is working and seek technical help right away as needed.

ROLE OF MENTOR/ SPONSOR: (Please share this information with your sponsor ASAP)

The students' mentor/sponsor will work with the student on:

1. Article Discussion *(30-minute meeting to discuss the leader's view on grading and school beliefs about the learning of all students)*

2. Data Profile *(Access to school data will be acquired from public websites. However, additional data can be shared at the discretion of the mentor)*

3. Data Presentation and Root Cause Analysis *(Participate in this session, if at all possible).*

5. PLC Observation *(Assist leader candidate with date, time, and group to observe)*

Outcomes

Students will:

(1) Understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data and how the use of data informs comprehensive school improvement goals (Bernhardt, 2013; Depka, 2006; Johnson, 2002; Popham, 2006), (GELS 1).

(2) Analyze appropriate data from multiple sources to inform decisions about specific curriculum, instruction, and assessment processes for comprehensive school improvement. (Bernhardt, 2013;; Bracey, 2000; Depka, 2006; Gronlund, 2006), (GELS 2).

(3) Facilitate collaborative inquiry cycles as a means to critically examine the effectiveness of existing approaches to instruction, curriculum, assessments and evidence of student learning and achievement (Bernhardt, 2013; Killion, Hord, Roy, Kennedy, & Hirsh, 2012), (GELS 1, 2).

(4) Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data. (Bernhardt, 2004; Depka, 2006; Popham, 2006), (GA 2).

(5) Engage teachers in the use of local and state assessment data to monitor and evaluate the impact of instructional programs on student learning and achievement and make adjustments as necessary. (Bernhardt, 2013; Danielson,2002; Holcomb, 1999;Popham, 2006; Schmoker, 2001), (GELS 2).

✔ Evaluation

Announcements, Online Sessions, Q/A Meetings:

Regular updates and additional instructional supports are provided to students through frequent announcements on the home page of Course Den. It is imperative that you check the announcements on a regular basis and read the announcement carefully for the latest course information.

Other opportunities to delve into the material will be provided through online sessions with the instructor, video lessons, and scheduled meetings. While the online sessions and are not required, they will provide increased collaboration and learning and are occasionally used in place of a written assignment.

Based on experience, students are most successful when they read the posted materials; participate in the online sessions, and check in regularly. Great care is taken to create meaningful interactions between students and the instructor. Because a course is online will not diminish the expectation for high-quality structured learning experiences.

Course and Instructor Expectations:

As an adult, graduate-level learner, it is assumed that you will read all course articles and materials carefully and critically. This course expects participants to analyze and reflect on the material, develop questions, and determine how to apply this learning within their job setting. In addition to the modules and the assignments associated with them, there will also be videos sharing important information regarding the work of this course.

It is assumed all students will work to their highest level at all times and seek to maximize their learning through reflection and application to their current job responsibilities and their future aspirations as educational leaders. Detailed assignment sheets, literature, and expectations will be located on the Course Den site, and new material may be added throughout the course. Students should check Course Den every couple of days for updates and emails. Most assignments are due on Sunday by 11:59 p.m. unless otherwise noted.

Leader Candidates at the district level or within the same school should contact Dr. Evans for a conference within the first two weeks of the semester for a conference

Please submit all assignments in Microsoft Word. I use the Word Review to provide feedback and comments. PDF versions are much more difficult to use for feedback.

Criteria

Weighted Assignments are used in this course:

Major Assignments = 40% of your grade

- Key Assessment, Part 1: Comprehensive Data Profile
- Key Assessment, Part 2: Data Presentation and Root Cause Analysis
- PLC Analysis
- Data Inventory

Weekly Assignments = 35% of your grade

- Website Scavenger Hunt
- T-Chart
- Article Analysis
- Preliminary Data Profile
- DI, MTSS, UDL QUIZ
- Equity Discussion

Daily Assignments = 25% of your grade

- FLIP Introduction
- Information Sheet
-Optional Meeting Days/Times

-Conference w/ Dr. Evans

-APA Quiz

-Data Analysis Quiz

-Module 3 Quiz

-SLDS Quiz

-Learning/Growth Video

Breakdown

Assignments

Assignments

***Always refer to CourseDen for course readings, additional assignment details, rubrics, and due dates.

The list below is not inclusive of all assignments, but does provide detail on the major assignments.

1. FLIP Introduction and Google Student Information sheet

(a) Introduce yourself to your classmates by completing a FLIPGRID video post.

(b) In addition to the Flipgrid video, complete the google information sheet provided in the introductory module

2. Weekly Assignments

Classwork or Weekly Assignments: For some modules, there will be an independent assignment or quiz to support your learning (Course Objectives 1-5).

3. Key Assessments - Comprehensive School Data Profile and Root Cause Analysis (Part 1 & 2)

(a) Part 1: Students will develop a comprehensive data profile for your school using national, state, district, and school-level 3 of 8 resources. Complete data profiles must include three years of student learning data, demographic data, perception data, and process data. In addition to the data provided, source citations, analysis of the data presented, and a data intersection should be included.

(b) Part 2; Students will work with a group of stakeholders (colleagues or school personnel) to facilitate a data discussion and root cause analysis. The assignment should result in identified strengths/areas for improvement, a single area of concern/focus, a "Why" question, and a step-by-step account of the root cause analysis process used. A narrative essay of this process will be developed and submitted.. (Course Objectives 1-5).

4 . PLC Observation

Students will schedule a time to observe a PLC meeting. A narrative essay or video discussion of the process, protocol, group outcomes, and leader candidate learning will be submitted.

5. Data Usage Plan/ Inventory

To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data, and implementing instructional changes. School leaders must create an environment for data usage, ensure data is effectively making a difference in student learning, and also provide professional learning and support for their teachers to use data in their classrooms. For this assignment, students will collect information on the classroom, school, district, and state data used in two grade levels. The information will be recorded on a Data Usage Plan/Inventory document and should consider diagnostic, formative, and summative data, common assessments, benchmarks, and program data. Students will meet with their school leader to discuss the document and include a paragraph summary of the meeting at the end of the plan/inventory. (Course Objectives 2-4)

Schedule

EDLE 6341 Assignments – Fall 2023 *All assignments with a RED asterisk (*) will require working with others from your school or district.*	
Assignments	Due Date
Introductory Module (August 9 - 13)	
· Assignment 0.1: Date & Time for Optional Online Sessions	August 13
· Assignment 0.2: FLIP Video Introduction	
· Assignment 0.3: Student Information Sheet	
· Assignment 0.4: APA Quiz	
· Assignment 0.5: Small Group Conference Sign-Up	
· Dr. Evans' Introduction	

Module 1 (August 13 – September 10)	
· Assignment 1.1: Data Analysis Quiz	August 20
· Assignment 1.2: T-Chart	August 27
· *Assignment 1.3: Article Reflection	September 10
· Assignment 1.4: Website Quiz	September 10
Module 2 (September 11 – October 8)	
· Assignment 2.1 Preliminary Data Profile	September 17
· Assignment 2.2 SLDS Quiz	September 24
· Assignment 2.3 Comprehensive Data Profile (Key Assessment, Part 1)	October 1
· *Assignment 2.4: Data and Root Cause Analysis (Key Assessment, Part 2)	October 8
Module 3 (March 13- April 10)	
· Assignment 3.1: Module 3, Week 1 Quiz	October 16
· *Assignment 3.2: PLC Narrative	November 5
· *Assignment 3.3: Data Inventory	November 5
Module 4 and Finishing Up the Semester (April 10 - 30)	
· Assignment 4.1: DI, MTSS, UDL Quiz	November 12
· Assignment 4.2: Equity Discussion	November 27

· Assignment 4.3 Learning Video (FLIP)	November 29
· Choice Assignment (Course Eval or Discussion)	November 30
BONUS VIDEOS AND QUIZZES	ANYTIME THROUGHOUT THE SEMESTER. FINAL DUE DATE – November 30
· PIVOT TABLES	
· JOHNSON, CHAPTER 6	

Course Policies and Resources

Attendance and Late Work

Attendance Policy:

Students must turn in all introductory elements/assignments to be considered in attendance for this course before the drop/add period. Students who do not make any effort to turn in these pieces will be dropped for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Late Work*: Late work is accepted under the following conditions:

1 Day Late =10 pts reduction in grade on an assignment;
2 Days Late = 20 pts reduction in grade;
3 Days Late = 30 pts reduction in assignment grade.

Assignments can be submitted between Days 4 & 7 for a 50 pt. deduction

Assignments submitted after seven days will not be accepted without the prior approval of the instructor. *Penalties for late work may be waived or reduced if the student contacts the professor at least 48 hours prior to the original due date.

Professional Conduct

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Turning in assignments on time

- Arriving and leaving online classes at the prescribed times
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses and will be handled according to the University policy.
- Contacting the course professor to discuss assignments where additional support is needed.
- Immediately communicating with the course professor, if an emergency or problem occurs that could hinder or interfere with assignment completion.

Guidelines for Writing

Guidelines for writing: Writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes:

- Cover Page: Title and author on the first page (not counted toward page length) Margins:
- 1-inch on all sides of paper (top, bottom, left and right)
- Font: Times New Roman, 12 point
- Spacing: Double-spaced throughout (including all quotations)
- Unless otherwise noted, all work should be written in the third person

Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5).

Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name, and the location of the publisher (for books). See the list of class readings for examples.

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UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

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The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Using Data to Improve the Schl

EDLE-7200

Fall 2023 Section E01 3 Credits 08/09/2023 to 12/08/2023 Modified

08/05/2023嗜 Description

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data driven culture within the school.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Georgia G. Evans

Class Meeting Time & Location:

Optional online sessions: -TBD

Office Location:

Ed Annex, Rm 219

Carrollton Campus

Telephone (cell): 770-301-4640

Telephone (office): 678-839-2243

Online Hours: Tuesday (1:00pm-5:00pm) Email: gevans@westgal.edu to schedule a conference. Westga email: gevans@westga.edu

***(I do not use Course Den email)

Meeting Times

Optional online sessions: There will 4 Optional Online Meetings/Sessions throughout the semester. Dates will be determined by August 20.

I am available to talk or meet with most anytime (and I love meeting with you). To schedule a meeting, please email me at gevans@westga.edu with your available times to me. I will check my schedule and get back to you within 24 hours. If for some reason, you do not hear back from me within that time period, please reach out again.

Materials

All course readings, resources, and materials are provided in the Content tab.

Students may find it beneficial to download and save all course materials, as they will serve as excellent resources for school / district leaders.

You will need access to a computer with sound and high-speed Internet. You will need to be able to listen and watch audio presentations. Please ensure that your technology is working and seek technical help right away as needed.

ROLE OF MENTOR/ SPONSOR: (Please share this information with your sponsor ASAP)

The students' mentor/sponsor will work with the student on:

1. Article Discussion (30-minute meeting to discuss the leader's view on grading and school beliefs about the learning of all students)

2. Data Profile (Access to school data will be acquired from public websites. However, additional data can be shared at the discretion of the mentor)

3. Data Presentation and Root Cause Analysis (Participate in this session, if at all possible).

5. PLC Observation (Assist leader candidate with date, time, and group to observe)

Outcomes

Students will:
(1) Understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data and how the use of data informs comprehensive school

improvement goals (Bernhardt, 2013; Depka, 2006; Johnson, 2002; Popham, 2006), (GELS 1).

(2) Analyze appropriate data from multiple sources to inform decisions about specific curriculum, instruction, and assessment processes for comprehensive school improvement. (Bernhardt, 2013;; Bracey, 2000; Depka, 2006; Gronlund, 2006), (GELS 2).

(3) Facilitate collaborative inquiry cycles as a means to critically examine the effectiveness of existing approaches to instruction, curriculum, assessments and evidence of student learning and achievement (Bernhardt, 2013; Killion, Hord, Roy, Kennedy, & Hirsh, 2012), (GELS 1, 2).

(4) Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data. (Bernhardt, 2004; Depka, 2006; Popham, 2006), (GA 2).

(5) Engage teachers in the use of local and state assessment data to monitor and evaluate the impact of instructional programs on student learning and achievement and make adjustments as necessary.

(Bernhardt, 2013; Danielson,2002; Holcomb, 1999;Popham, 2006; Schmoker, 2001), (GELS 2).

Evaluation

Announcements, Online Sessions, Q/A Meetings:

Regular updates and additional instructional supports are provided to students through frequent announcements on the home page of Course Den. It is imperative that you check the announcements on a regular basis and read the announcement carefully for the latest course information.

Other opportunities to delve into the material will be provided through online sessions with the instructor, video lessons, and scheduled meetings. While the online sessions and are not required, they will provide increased collaboration and learning and are occasionally used in place of a written assignment.

Based on experience, students are most successful when they read the posted materials; participate in the online sessions, and check in regularly. Great care is taken to create meaningful interactions between students and the instructor. Because a course is online will not diminish the expectation for high-quality structured learning experiences.

Course and Instructor Expectations:

As an adult, graduate-level learner, it is assumed that you will read all course articles and materials carefully and critically. This course expects participants to analyze and reflect on the material, develop questions, and determine how to apply this learning within their job setting. In addition to the modules and the assignments associated with them, there will also be videos sharing important information regarding the work of this course.
It is assumed all students will work to their highest level at all times and seek to maximize their learning through reflection and application to their current job responsibilities and their future aspirations as

educational leaders. Detailed assignment sheets, literature, and expectations will be located on the Course Den site, and new material may be added throughout the course. Students should check Course Den every couple of days for updates and emails. Most assignments are due on Sunday by 11:59 p.m. unless otherwise noted.

Leader Candidates at the district level or within the same school should contact Dr. Evans for a conference within the first two weeks of the semester for a conference

Please submit all assignments in Microsoft Word. I use the Word Review to provide feedback and comments. PDF versions are much more difficult to use for feedback.

Criteria

Weighted Assignments are used in this course:

Major Assignments = 40% of your grade

- Key Assessment, Part 1: Comprehensive Data Profile

- Key Assessment, Part 2: Data Presentation and Root Cause Analysis

- PLC Analysis

- Data Inventory

Weekly Assignments = 35% of your grade

- Website Scavenger Hunt

- T-Chart

- Article Analysis

- Preliminary Data Profile

- DI, MTSS, UDL QUIZ

- Equity Discussion

Daily Assignments = 25% of your grade

- FLIP Introduction

- Information Sheet

-Optional Meeting Days/Times
-Conference w/ Dr. Evans

-APA Quiz

-Data Analysis Quiz

-Module 3 Quiz

-SLDS Quiz

-Learning/Growth Video

Breakdown

Assignments

Assignments

***Always refer to CourseDen for course readings, additional assignment details, rubrics, and due dates.

The list below is not inclusive of all assignments, but does provide detail on the major assignments.

1. FLIP Introduction and Google Student Information sheet

(a) Introduce yourself to your classmates by completing a FLIPGRID video post.

(b) In addition to the Flipgrid video, complete the google information sheet provided in the introductory module

2. Weekly Assignments

Classwork or Weekly Assignments: For some modules, there will be an independent assignment or quiz to support your learning (Course Objectives 1-5).

3. Key Assessments - Comprehensive School Data Profile and Root Cause Analysis (Part 1 & 2)

(a) Part 1: Students will develop a comprehensive data profile for your school using national, state, district, and school-level 3 of 8 resources. Complete data profiles must include three years of student learning data, demographic data, perception data, and process data. In addition to the data provided, source citations, analysis of the data presented, and a data intersection should be included.

(b) Part 2; Students will work with a group of stakeholders (colleagues or school personnel) to facilitate a data discussion and root cause analysis. The assignment should result in identified strengths/areas for improvement, a single area of concern/focus, a "Why" question, and a step-by-step account of the root cause analysis process used. A narrative essay of this process will be developed and submitted.. (Course Objectives 1-5).

4 . PLC Observation

Students will schedule a time to observe a PLC meeting. A narrative essay or video discussion of the process, protocol, group outcomes, and leader candidate learning will be submitted.

5. Data Usage Plan/ Inventory

To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data, and implementing instructional changes. School leaders must create an environment for data usage, ensure data is effectively making a difference in student learning, and also provide professional learning and support for their teachers to use data in their classrooms. For this assignment, students will collect information on the classroom, school, district, and state data used in two grade levels. The information will be recorded on a Data Usage Plan/Inventory document and should consider diagnostic, formative, and summative data, common assessments, benchmarks, and program data. Students will meet with their school leader to discuss the document and include a paragraph summary of the meeting at the end of the plan/inventory. (Course Objectives 2-4)

? Schedule

EDLE 6341 Assignments – Fall 2023 All assignments with a RED asterisk (*) will require working with others from your school or district.	
Assignments	Due Date
Introductory Module (August 9 - 13)	
· Assignment 0.1: Date & Time for Optional Online Sessions A	
· Assignment 0.2: FLIP Video Introduction	
· Assignment 0.3: Student Information Sheet	
· Assignment 0.4: APA Quiz	
· Assignment 0.5: Small Group Conference Sign-Up	
· Dr. Evans' Introduction	

Module 1 (August 13 – September 10)	
· Assignment 1.1: Data Analysis Quiz	August 20
· Assignment 1.2: T-Chart	August 27
· *Assignment 1.3: Article Reflection	September 10
· Assignment 1.4: Website Quiz	September 10
Module 2 (September 11 – October 8)	
· Assignment 2.1 Preliminary Data Profile	September 17
· Assignment 2.2 SLDS Quiz	September 24
· Assignment 2.3 Comprehensive Data Profile (Key Assessment, Part 1)	October 1
· *Assignment 2.4: Data and Root Cause Analysis (Key Assessment, Part 2)	October 8
Module 3 (March 13- April 10)	
· Assignment 3.1: Module 3, Week 1 Quiz	October 16
· *Assignment 3.2: PLC Narrative	November 5
· *Assignment 3.3: Data Inventory	November 5
Module 4 and Finishing Up the Semester (April 10 - 30)	
· Assignment 4.1: DI, MTSS, UDL Quiz	November 12

· Assignment 4.2: Equity Discussion	November 27

· Assignment 4.3 Learning Video (FLIP)	November 29
· Choice Assignment (Course Eval or Discussion)	November 30
BONUS VIDEOS AND QUIZZES	ANYTIME THROUGHOUT THE SEMESTER. FINAL DUE DATE – November 30
· PIVOT TABLES	
· JOHNSON, CHAPTER 6	

ⓘ Course Policies and Resources

Attendance and Late Work

Attendance Policy:

Students must turn in all introductory elements/assignments to be considered in attendance for this course before the drop/add period. Students who do not make any effort to turn in these pieces will be dropped for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Late Work*: Late work is accepted under the following conditions:

1 Day Late =10 pts reduction in grade on an assignment;
2 Days Late = 20 pts reduction in grade;
3 Days Late = 30 pts reduction in assignment grade.

Assignments can be submitted between Days 4 & 7 for a 50 pt. deduction

Assignments submitted after seven days will not be accepted without the prior approval of the instructor. *Penalties for late work may be waived or reduced if the student contacts the professor at least 48 hours prior to the original due date.

Professional Conduct

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Turning in assignments on time
- Arriving and leaving online classes at the prescribed times
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses and will be handled according to the University policy.
- Contacting the course professor to discuss assignments where additional support is needed. Immediately communicating with the course professor, if an emergency or problem occurs that could hinder or interfere with assignment completion.

Guidelines for Writing

Guidelines for writing: Writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes:

- Cover Page: Title and author on the first page (not counted toward page length)
- Margins: 1-inch on all sides of paper (top, bottom, left and right)
- Font: Times New Roman, 12 point
- Spacing: Double-spaced throughout (including all quotations)
- Unless otherwise noted, all work should be written in the third person

Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5).

Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name, and the location of the publisher (for books). See the list of class readings for examples.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please

contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.
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You may also visit our website for help with USG Guidance:
https://www.westga.edu/police/campus carry.php
(https://www.westga.edu/police/campus-carry.php)

Additional Items

EDLE - 7300 - School Operations for Student Learning

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7300

Course Title* School Operations for Student Learning

Course Type* Educational Leadership

Catalog Course Description* Students learn effective management principles for PK-12 schools in three core competencies: personnel, finance, and school safety. Using ethical frameworks when possible, emphasis is placed on aligning and developing efficient management processes that support school priorities and student learning.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* na

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 6329 School Operations for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Student Learning Outcomes* Students will:
1. Review and identify effective principles in human resources management, including recruiting, hiring, supporting, and retaining high performing teachers (PSEL 6e, 6b, 6d, 6e, 9a, 9b, 9e, 10j; GELS 3, 7);
2. Recognize effective management of personnel including succession, discipline, and improvement plans. (PSEL 6b, 9b; GELS 6, 7);
3. Appraise school safety and emergency preparedness plans, policies, and procedures. (PSEL 5a, 5e, 9a, 9k; GELS 7);
4. Identify technology and other tools to collect data to determine goals, assess organizational effectiveness, manage students, and to support facility operations that advance student learning (PSEL 9f, 10g; GELS 5); and
5. Investigate responsible, ethical, and accountable stewardship of the school's monetary resources and facilities while employing effective practices in budgeting and accounting. (PSEL 9c, 9d; GELS 5, 7).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* na

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School Ops. for Student Learn

EDLE-6329

Fall 2023 Sections E01, E02 3 Credits 08/09/2023 to 12/08/2023 Modified 08/03/2023

Description

Students learn effective management principles for PK-12 schools in three core competencies: personnel, finance, and school safety. Using ethical frameworks when possible, emphasis is placed on aligning and developing efficient management processes that support school priorities and student learning.

Requisites

Prerequisites:

Corequisites:

Contact Information

Andy Nixon

678-839-6172 Office

I will not be actively checking this phone number. If you need to talk with me, it's best to make a "request for appointment" following the link in the course calendar.

Meeting Times

Asynchronous with optional live dates on select Mondays.

Check the course calendar for dates and login information.

Materials

No required text.

Outcomes

1. Review and identify effective principles in human resources management, including recruiting, hiring, supporting, and retaining high performing teachers (PSEL 6e, 6b, 6d, 6e, 9a, 9b, 9e, 10j; GELS 3a, 3f, 7a, 7d, 7e);

2. Recognize effective management of personnel including succession, discipline, and improvement plans. (PSEL 6b, 9b; GELS 6a, 7a, 7e);

3. Appraise school safety and emergency preparedness plans, policies, and procedures. (PSEL 5a, 5e, 9a, 9k; GELS 7a, 7c);

4. Identify technology and other tools to collect data to determine goals, assess organizational effectiveness, manage students, and to support facility operations that advance student learning (PSEL 9f, 10g; GELS 5d); and

5. Investigate responsible, ethical, and accountable stewardship of the school's monetary resources and facilities while employing effective practices in budgeting and accounting. (PSEL 9c, 9d; GELS 5f, 7a).

Evaluation

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Criteria

Breakdown

Assignments

Always refer to Course Den for additional assignment details, scoring rubrics, and due dates. Assignments are due Sunday evenings at 11:59 PM.

Schedule

Check in course den for specific assignment details and submission dates.

Course Policies and Resources

Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment or presentation will result in a zero grade for the assignment. Discussions cannot be made up.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

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not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

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University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

Additional Items

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School Ops. for Student Learn

EDLE-7300

Fall 2023 Sections E01, E02 3 Credits 08/09/2023 to 12/08/2023 Modified

08/03/2023 Description

Students learn effective management principles for PK-12 schools in three core competencies: personnel, finance, and school safety. Using ethical frameworks when possible, emphasis is placed on aligning and developing efficient management processes that support school priorities and student learning.

Requisites

Prerequisites:

Corequisites:

Contact Information

Andy Nixon

678-839-6172 Office

I will not be actively checking this phone number. If you need to talk with me, it's best to make a "request for appointment" following the link in the course calendar.

Meeting Times

Asynchronous with optional live dates on select Mondays.

Check the course calendar for dates and login information.

Materials

No required text.

Outcomes

1. Review and identify effective principles in human resources management, including recruiting, hiring, supporting, and retaining high performing teachers (PSEL 6e, 6b, 6d, 6e, 9a, 9b, 9e, 10j; GELS 3, 7);

2. Recognize effective management of personnel including succession, discipline, and improvement plans. (PSEL 6b, 9b; GELS 6, 7);

3. Appraise school safety and emergency preparedness plans, policies, and procedures. (PSEL 5a, 5e, 9a, 9k; GELS 7);

4. Identify technology and other tools to collect data to determine goals, assess organizational effectiveness, manage students, and to support facility operations that advance student learning (PSEL 9f, 10g; GELS 5); and

5. Investigate responsible, ethical, and accountable stewardship of the school's monetary resources and facilities while employing effective practices in budgeting and accounting. (PSEL 9c, 9d; GELS 5, 7).

Evaluation

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Criteria

Breakdown

Assignments

Always refer to Course Den for additional assignment details, scoring rubrics, and due dates. Assignments are due Sunday evenings at 11:59 PM.

Schedule

Check in course den for specific assignment details and submission dates.

ⓘ Course Policies and Resources

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UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

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Additional Items

EDLE - 7400 - Leadership for Student Learning

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7400

Course Title* Leadership for Student Learning

Course Type* Educational Leadership

Catalog Course Description* This course prepares aspiring leaders to create a framework of effective practices that work together to drive significant impacts on student achievement. Aspiring leaders will learn to confront the challenge of variability in student outcomes through access to a guaranteed and viable curriculum, careful monitoring of learning, and systemic interventions for students who struggle. Particular attention is given to the process of teachers and leaders working collaboratively in Professional Learning Communities to engage in collective inquiry and action research to achieve better results for the students they serve. *Candidates will be aware of and able to support teachers in the foundational concepts underlying the science of teaching reading, including the importance of systematic, structured literacy instruction emphasizing phonemic awareness, phonological awareness, decoding, word recognition, spelling, vocabulary knowledge, and comprehension.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N A

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

Prerequisites

Concurrent

Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 6327 Leadership for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Leadership for Student Learning (EDLE 7400) has been updated to comply with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03). This rule sets the standards for programs training teachers and educational leaders in P-12 schools. The revisions ensure course objectives and content align with current research and best practices in literacy and reading education, equipping future teachers and school leaders to support P-12 literacy. This course is part of a leadership preparation program that focuses on awareness—rather than full demonstration of proficiency—of the new GaPSC standards. Candidates in this program are expected to understand the basic principles of teaching reading, and supporting literacy instruction in P-12 students.

Student Learning Outcomes* Students will:
1. Describe the importance of a collaborative school culture in which all teachers and leaders work interdependently to achieve common goals and take collective responsibility for the learning of all students (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 1, 2, 3, 4
2. Analyze a curriculum to determine if it was created collaboratively by teachers and provides all students with access to essential knowledge and skills regardless of assigned teacher (Marzano, 2003; Marzano, Heflebower, Hoegh, Warrick & Grift, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 2, 3, 4
3. Assess school processes to determine if a system of formative assessment in which teachers regularly and collaboratively examine evidence of student learning in order to improve teacher individual and collective practice exists (Ainsworth, 2014, Elmore 2006; Marzano, 2006; Reeves, 2004). GELS 4
4. Compare school practices to the best practice characteristics of a system of intervention and extension that guarantees students who experience difficulty receive additional time and support for learning in a timely, directive, coordinated and system way, and that gives those who are highly proficient additional time and support to extend their learning (DuFour, Dufour, Eaker, Many & Mattos, 2016; Buffum, Mattos, & Weber, 2011; Eaker & Marzano 2020). GELS 4
5. Create and communicate a one year school improvement framework that recognizes the interrelated nature of best practices and initiatives designed to continuously improve student outcomes (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, Warrick, Rains, & DuFour, 2018; Eaker & Marzano, 2020). GELS 5, 6, 7

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* na

Fee Justification

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before

the proposal has been completely approved through the faculty governance process.

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Ldrship for Student Learning

EDLE-6327

Spring 2023 Sections E01, E02 3 Credits 01/09/2023 to 05/09/2023 Modified 12/15/2022

Description

This course prepares aspiring leaders to create a framework of effective practices that work together to drive significant impacts on student achievement. Aspiring leaders will learn to confront the challenge of variability in student outcomes through access to a guaranteed and viable curriculum, careful monitoring of learning, and systemic interventions for students who struggle. Particular attention is given to the process of teachers and leaders working collaboratively in Professional Learning Communities to engage in collective inquiry and action research to achieve better results for the students they serve.

Requisites

Prerequisites:

Corequisites:

Contact Information

All correspondence regarding this course must be sent in Course Den email, which is a secure server. Please do not email me in the UWG email system (westga.edu) unless it is for an issue not pertaining to class.

I'm always happy to set up phone conferences at mutual convenience, including evenings. Please email me in Course Den to schedule a time.

Instructor: Dr. Laurie Kimbrel

Email: lkimbrel@westga.edu
Office: Education Annex 221

Office Hours:

Wednesdays 6:00 pm - 9:00 pm (Virtual)

Thursdays: 9:00am - noon

Tuesdays: 9:00 am - 1:00 pm (Virtual)

**Please note: All students enrolled in this course are working professionals. I am happy to arrange time to meet or talk outside of office hours. Please contact me in Course Den email to set an appointment.

Meeting Times

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.

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities. Online tools such as discussion boards and chat rooms are required. Students are expected to work regularly in CourseDen to complete assignments.

Materials

All materials will be provided in Course Den. No textbook purchase is required.

You will need access to a computer with sound, a camera, microphone, and high speed internet. You will need to be able to listen and watch audio presentations and create your own videos with audio. All assignments need to be turned in as Microsoft word documents so that they are easily accessed and feedback can be left within the document.

Please spend time to ensure that your technology is working. Seek technical help right away as needed. Not having access to the internet is not an acceptable reason to miss deadlines.

Technical skills required for this course:

- Use of the learning management system, Course Den
- Sending and receiving emails with attachments
- Creating and submitting files in Microsoft Word
- Downloading and accessing course materials including pdfs and videos
- Use of Microsoft powerpoint to create the Key Assessment
- Creating videos and posting on a video sharing site such as YouTube

Digital Information/Literacy skills required for this course:

- Using computer networks to locate and store files
- Properly citing information sources

Outcomes

1. Describe the importance of a collaborative school culture in which all teachers and leaders work interdependently to achieve common goals and take collective responsibility for the learning of all students (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 1C, 2C, 3C, 4A, 4B, 4C, 4D

2. Analyze a curriculum to determine if it was created collaboratively by teachers and provides all students with access to essential knowledge and skills regardless of assigned teacher (Marzano, 2003; Marzano, Heflebower, Hoegh, Warrick & Grift, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 2C, 3C, 4A, 4B, 4C, 4D
3. Assess school processes to determine if a system of formative assessment in which teachers regularly and collaboratively examine evidence of student learning in order to improve teacher individual and collective practice exists (Ainsworth, 2014, Elmore 2006; Marzano, 2006; Reeves, 2004). GELS 4F, 4G
4. Compare school practices to the best practice characteristics of a system of intervention and extension that guarantees students who experience difficulty receive additional time and support for learning in a timely, directive, coordinated and system way, and that gives those who are highly proficient additional time and support to extend their learning (DuFour, Dufour, Eaker, Many & Mattos, 2016; Buffum, Mattos, & Weber, 2011; Eaker & Marzano 2020). GELS 4A, 4B, 4C, 4D
5. Create and communicate a one year school improvement framework that recognizes the interrelated nature of best practices and initiatives designed to continuously improve student outcomes (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, Warrick, Rains, & DuFour, 2018; Eaker & Marzano, 2020). GELS 5C, 6C, 6D, 6E, 6F, 7 A-F

✔ Evaluation

Most assignments are graded using rubrics that can be accessed on Course Den. Final grades will be calculated as follows without rounding:

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
Below 700 points	Below 70%	F

Criteria

Type	Weight	Topic	Notes

Type	Weight	Topic	Notes
Writing			Guidelines for writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes: • Cover Page: Title and author on the first page (not counted toward page length) • Margins: 1-inch on all sides of paper (top, bottom, left and right) Font: Times New Roman, 12 point Spacing: Double-spaced throughout. Do not add extra space between paragraphs. • Citations: If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5) • Reference List: Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples. **This is a writing intensive course and the quality of writing is of very high importance. Students are expected to submit work appropriate of a graduate level course and reflective of an individual in a school leadership position.** **All papers must be proofread and edited! All papers must be proofread using Grammarly.com** **Any work obviously not edited will be returned to the student for revision and a 10% penalty will be deducted from the final grade.**
Assignments			Please refer to rubrics in Course Den for grading parameters. All assignments must be completed at a level appropriate for a graduate course including correct grammar, word usage, and punctuation. Work obviously not proofread will be returned for revision with a 10% deduction off of the final grade.
Discussions			Discussions will be graded with rubrics posted in Course Den. All written discussions must include in text citations and a reference list. Please proofread discussion posts carefully. Because discussions are a group activity, late work is not accepted even under extraordinary circumstances.

Assignments

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

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

All assignments must be turned in as word documents. All videos must be posted as links to video sharing sites.

In addition to being listed on the syllabus, all assignments are developed fully on Course Den, including learning objectives and scoring rubrics. The course is organized into an introduction and four content modules. The introduction section is the course organizer, proving resources and other necessary course information.

Welcome Module:	January 9-14		
Due Date	Activity/Assignment	Points	Submission Information
January 15 by 11:59 pm	Syllabus Acknowledgement & Pre-test	25	Complete syllabus acknowledgement in Course Den Quizzes.
January 15by 11:59 pm	Welcome Video	25	Post in welcome module discussion board
Module One	: January 15-February 11		
Due Date	Activity/Assignment	Points	Submission Information
January 22 by 11:59 pm	Leadership Behavior Assessment Goal Setting Worksheet	25	Course den assignment folder
January 29 by 11:59 pm	Module One reading quiz	25	Quiz available in Course Den

Post #1 due by Tuesday, January 28 Post #2 due by Friday, February 3 Post #3 due by Sunday, 5 all due by 11:59 pm	Module 1 discussion – 3 posts required	75	Module 1 Discussion Board
February 12 by 11:59 pm	Outline: Assessing your place on the PLC: journey: A focus on learning	100	Course den assignment folder REMINDER: Teacher survey required for this assignment
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Module 3:	March 12 – April 8		
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Post #1 due Tuesday, March 28 Posts #2 and #3 due by Friday, March 31 Post #4 due by Sunday, April 2 All due by 11:59 pm	Module 3 discussion – 4 posts required	75	Module 3 Discussion Board
April 9 by 11:59 pm	Module 3 Assignment – reflection paper	100	Course den assignment folder
Module Four:	November 7-December 13		
Due Date	Activity/Assignment	Points	Submission Information
April 23 by 11:59 pm	Leadership Behavior Assessment Goal Reflection	25	Course den assignment folder
April 30 by 11:59 pm	Collective Efficacy Plan – Key Assessment	350	Course den assignment folder AND TK20
May 1 by 11:59 pm	Module 4 quiz or course evaluation	25	Quiz in course den OR send proof of completion of evaluation to Dr. Kimbrel

Schedule

This 100% online course is delivered asynchronously.

* Course Policies and Resources

Attendance

Students must submit all welcome module assignments by the due dates to establish attendance in the course. Per UWG policy, students who do not post these assignments prior to the due dates and times will be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and submitting welcome week assignments by the agreed upon amended due dates.

Please check the course daily for announcements, emails, and course feedback!

Late Work

Late work will not be accepted in this course unless specific written permission is granted by the professor. Permission will only be given if requested in a reasonable time **before the due date** and for catastrophic and unforeseeable circumstances. Course Den is set up to close all assignments at the due date and time and you will not be able to post your assignment without prior permission from the professor. Assignments that are not turned in or submitted late will be graded as a zero. *Please do not email late work. It will not be accepted.*

There are no extensions for on-line discussions regardless of circumstance because these are a group activity. Discussions will be open for the allotted number days and will close at 11:59 pm on the dates listed in the syllabus and in Course Den. Please be mindful of mid-discussion deadlines.

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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*.

Professional Conduct

This is a leadership course and each student is expected to act in a professional manner appropriate for an educational leader. This is an essential quality for all individuals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Checking Course Den at least one time per day for email, announcements, and assignment feedback.
- Meeting deadlines and turning in work on time.
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with classmates.
- Treating classmates, colleagues, and the instructor with respect in and out of the class.
- Ensuring all work is grammatically correct including correct sentence structure, use of punctuation, capitalization, subject/verb agreement, and consistent verb tense.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

Ldrship for Student Learning

EDLE-7400

Spring 2023 Sections E01, E02 3 Credits 01/09/2023 to 05/09/2023 Modified

12/15/2022嗜 Description

This course prepares aspiring leaders to create a framework of effective practices that work together to drive significant impacts on student achievement. Aspiring leaders will learn to confront the challenge of variability in student outcomes through access to a guaranteed and viable curriculum, careful monitoring of learning, and systemic interventions for students who struggle. Particular attention is given to the process of teachers and leaders working collaboratively in Professional Learning Communities to engage in collective inquiry and action research to achieve better results for the students they serve. *Candidates will be aware of and able to support teachers in the foundational concepts underlying the science of teaching reading, including the importance of systematic, structured literacy instruction emphasizing phonemic awareness, phonological awareness, decoding, word recognition, spelling, vocabulary knowledge, and comprehension.

Requisites

Prerequisites:

Corequisites:

Contact Information

All correspondence regarding this course must be sent in Course Den email, which is a secure server. Please do not email me in the UWG email system (westga.edu) unless it is for an issue not pertaining to class.

I'm always happy to set up phone conferences at mutual convenience, including evenings. Please email me in Course Den to schedule a time.

Instructor: Dr. Laurie Kimbrel

Email: lkimbrel@westga.edu

Office: Education Annex 221

Office Hours:

Wednesdays 6:00 pm - 9:00 pm (Virtual)

Thursdays: 9:00am - noon

Tuesdays: 9:00 am - 1:00 pm (Virtual)
**Please note: All students enrolled in this course are working professionals. I am happy to arrange time to meet or talk outside of office hours. Please contact me in Course Den email to set an appointment.

Meeting Times

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.

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities. Online tools such as discussion boards and chat rooms are required. Students are expected to work regularly in CourseDen to complete assignments.

Materials

All materials will be provided in Course Den. No textbook purchase is required.

You will need access to a computer with sound, a camera, microphone, and high speed internet. You will need to be able to listen and watch audio presentations and create your own videos with audio. All assignments need to be turned in as Microsoft word documents so that they are easily accessed and feedback can be left within the document.

Please spend time to ensure that your technology is working. Seek technical help right away as needed. Not having access to the internet is not an acceptable reason to miss deadlines.

Technical skills required for this course:

Use of the learning management system, Course Den
Sending and receiving emails with attachments
Creating and submitting files in Microsoft Word
Downloading and accessing course materials including pdfs and videos
Use of Microsoft powerpoint to create the Key Assessment
Creating videos and posting on a video sharing site such as YouTube

Digital Information/Literacy skills required for this course:

Using computer networks to locate and store files

Properly citing information sources

Outcomes

1. Describe the importance of a collaborative school culture in which all teachers and leaders work interdependently to achieve common goals and take collective responsibility for the learning of all students (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 1, 2, 3, 4
2. Analyze a curriculum to determine if it was created collaboratively by teachers and provides all students with access to essential knowledge and skills regardless of assigned teacher (Marzano, 2003; Marzano, Heflebower, Hoegh, Warrick & Grift, 2016; Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R., 2018). GELS 2, 3, 4
3. Assess school processes to determine if a system of formative assessment in which teachers regularly and collaboratively examine evidence of student learning in order to improve teacher individual and collective practice exists (Ainsworth, 2014, Elmore 2006; Marzano, 2006; Reeves, 2004). GELS 4
4. Compare school practices to the best practice characteristics of a system of intervention and extension that guarantees students who experience difficulty receive additional time and support for learning in a timely, directive, coordinated and system way, and that gives those who are highly proficient additional time and support to extend their learning (DuFour, Dufour, Eaker, Many & Mattos, 2016; Buffum, Mattos, & Weber, 2011; Eaker & Marzano 2020). GELS 4
5. Create and communicate a one year school improvement framework that recognizes the interrelated nature of best practices and initiatives designed to continuously improve student outcomes (DuFour, Dufour, Eaker, Many & Mattos, 2016; Marzano, Warrick, Rains, & DuFour, 2018; Eaker & Marzano, 2020). GELS 5, 6, 7

Evaluation

Most assignments are graded using rubrics that can be accessed on Course Den. Final grades will be calculated as follows without rounding:

900-1000 points	90% - 100%	A
800 points - 899 po	- 89%	B
700 points - 799 po	- 79%	C
Below 700 points	Below 70%	F

Criteria

Type	Weight		

Type	Weight		

Writing			Guidelines for writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the th grammatical guidelines associated with the APA style guide (7 edition), which generally includes: Cover Page: Title and author on the first page (not counted toward page length) Margins: 1-inch on all sides of paper (top, bottom, left and right) Font: Times New Roman, 12 point Spacing: Double-spaced throughout. Do not add extra space between paragraphs. Citations: If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5) Reference List: Included at the end of the paper (not counted toward page length).Please include the authors' names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples. This is a writing intensive course and the quality of writing is of very high importance. Students are expected to submit work appropriate of a graduate level course and reflective of an individual in a school leadership position. All papers must be proofread and edited! All papers must be proofread using Grammarly.com Any work obviously not edited will be returned to the student for revision and a 10% penalty will be deducted from the final grade.
Assignments			Please refer to rubrics in Course Den for grading parameters. All assignments must be completed at a level appropriate for a graduate course including correct grammar, word usage, and punctuation. Work obviously not proofread will be returned for revision with a 10% deduction off of the final grade.
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? Schedule

This 100% online course is delivered asynchronously.

ⓘ Course Policies and Resources

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HB 280 (Campus Carry)

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You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

EDLE - 7500 - School and Community Engagement

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Summer

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDLE

Course Number* 7500

Course Title* School and Community Engagement

Course Type* Educational Leadership

Catalog Course Description* This course provides students with the proficiencies essential for school leaders to foster a healthy, safe, and supportive school environment that builds and sustains productive community relationships. Students are taught to promote the success and well-being for every student through collaborative engagement and the development of a shared vision for the school community.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* na

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course replaces EDLE 7312 Schools and Community Engagement. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Student Learning Outcomes* Students will:
1. Understand the importance of fostering an open, tolerant, and trusting culture that values high expectations and the viewpoints of all members of the school community. (GELS 1, 4)
2. Examine and facilitate two-way communication with families and other key external partners and solicit input from stakeholders on how to strengthen relationships and increase the effectiveness of efforts to communicate and engage constituents. (GELS 4, 6)
3 Facilitate two-way communication with families and other key external partners and solicit input from all stakeholders on how to strengthen relationships with and among students and gauge the effectiveness of efforts to communicate and engage families and other constituents.
4. Understand and identify methods to foster an open, tolerant, and trusting culture that values high expectations and the viewpoints of all members of the school community.
5. Encourage an open dialogue that examines existing and new expectations for students' educational experiences and outcomes, gaps in existing expectations, and opportunities for improvement.
6. Understand and engage with community needs, priorities, and resources by ensuring the development, articulation, implementation, and stewardship of a child-centered educational vision that is shared by the school community.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50 or more students

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* na

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School & Comm Engagement

EDLE-7312

Spring 2023 Section E01 3 Credits 01/09/2023 to 05/09/2023 Modified 01/08/2023

Description

This course provides students with the proficiencies essential for school leaders to foster a healthy, safe, and supportive school environment that builds and sustains productive community relationships. Students are taught to promote the success and well-being for every student through collaborative engagement and the development of a shared vision for the school community.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Georgia G. Evans

Class Meeting Time & Location:

Optional online sessions: -TBD

Office Location:

Ed Annex, Rm 214

Carrollton Campus

Telephone (cell): **770-301-4640**

Telephone (office): **678-839-2243**

Online Hours: **Th (1:00pm-5:00pm)** Email: gevans@westga.edu to schedule a conference.

Westga email: **gevans@westga.edu**

***(I do not use Course Den email)

While I do not have set office hours, you can reach me anytime via email or text.

Meeting Times

Optional online sessions: There may be a couple of Optional Online Meetings/Sessions throughout the semester. Dates will be determined by January 16.

I am available to talk or meet with most anytime (and I love meeting with you). To schedule a meeting, please email me at gevans@westga.edu with your available times to me. I will check my schedule and get back to you within 24 hours. If for some reason, you do not hear back from me within that time period, please reach out again.

This course includes a Welcome/Introductory section and five asynchronous online learning modules structured to maximize reflective interactions among members of the learning community. In all instances, theory and practice will be blended to create the most authentic learning experiences possible. Resources used in the course include reflective self-assessments, case studies, videos, and selected articles.

Materials

All course readings, resources, and materials are provided in the Content tab.

Students may find it beneficial to download and save all course materials, as they will serve as excellent resources for school / district leaders.

You will need access to a computer with sound and high-speed Internet. You will need to be able to listen and watch audio presentations. Please ensure that your technology is working and seek technical help right away as needed.

Please submit all assignments in Microsoft Word, I provide feedback on assignments by using the Word tracking element. Assignments submitted in PDF will not be graded.

ROLE OF MENTOR/ SPONSOR: (Please share this information with your sponsor ASAP)

The student's mentor/sponsor will work with the student on identifying and approving Key Assessment, Part 1: Engagement Audit Tools/Instruments/ Processes.

- Students will determine tools/instruments to use for collecting information and data from various stakeholder groups.

- Schedule a meeting with the school administrator.

- Share and discuss the assignment and review the letter from Dr. Evans.

- Collaboratively decide on the tools/instruments/processes to be used to collect information and data from stakeholders.

- Obtain permission to proceed with the data collection.

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Evaluation

Announcements, Online Sessions, Q/A Meetings:

Regular updates and additional instructional support are provided to students through frequent announcements on the home page of Course Den. It is imperative that you check the announcements on a regular basis and read the announcement carefully for the latest course information.

Other opportunities to delve into the material will be provided through online sessions with the instructor, video lessons, and scheduled meetings. While the online sessions and are not required, they will provide increased collaboration and learning and are occasionally used in place of a written assignment.

Students are most successful when they read the posted materials; participate in the online sessions, and check in regularly. Great care is taken to create meaningful interactions between students and the instructor. Because a course is online will not diminish the expectation for high-quality structured learning experiences.

Course and Instructor Expectations:

As an adult, graduate-level learner, it is assumed that you will read all course articles and materials carefully and critically. This course expects participants to analyze and reflect on the material, develop questions, and determine how to apply this learning within their job setting. In addition to the modules and the assignments associated with them, there will also be videos sharing important information regarding the work of this course.

It is assumed all students will work to their highest level at all times and seek to maximize their learning through reflection and application to their current job responsibilities and their future aspirations as educational leaders. Detailed assignment sheets, literature, and expectations will be located on the Course Den site, and new material may be added throughout the course. Students should check Course Den every couple of days for updates and emails. Most assignments are **due** on **Sunday by 11:59 p.m.** unless otherwise noted.

Leader Candidates at the district level or within the same school should contact Dr. Evans for a conference within the first two weeks of the semester for a conference

Criteria

90-100% = A

80-89% = B

70-79% = C

Below 70% = F

Breakdown

Assignments

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Assignment 0.2 -Student Information Sheet	January 15
Assignment 0.3 -Online Session Optional Dates & Times	January 15
Assignment 0.4 -Course Anticipation Guide*	February 5*
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Assignment 1.2 – Relationship Essay (Weeks 2&3)	February 5
Assignment 0.3 – Course Anticipation Guide (Welcome Module)*	February 5*
Module 2: Internal Stakeholder Engagement (February 6 – March 5)	
Assignment 2.1 - Small Group Discussion (Week 5)	February 12
Assignment 2.2 – Quiz (Weeks 6 & 7)	February 26
Assignment 2.3 – Scenario / Case Study (Weeks 6 &7)	February 26
Assignment 2.4 – Maxwell Learning Guide Notes (Week 8)	March 5
Assignment 2.5 – Instructor Video List and Summary (Week 8)	March 5
Module 3: Parents and Family Engagement	

Assignment 3.1 – Home & School Community Relations: Ch, 1 Quiz	March 12
Assignment 3.2 – Family Engagement Presentation	March 26
Key Assessment, Part 1	
Key Assessment, Part 1: Engagement Audit	**April 2**
Module 4: Community Engagement	
Assignment 4.1 – Small Group Discussion	April 9
Assignment 4.2 – Current & Potential Community Partnerships	April 9
Module 5: Communication Do's and Don'ts	
Assignment 5.1 – Communication Quiz	April 16
Assignment 5.2 – Target Success Assessment & Summary	April 23
Assignment 5.3 – Choice Assignment (Discussion or Course Eval)	April 30
Key Assessment, Part 2	
Key Assessment, Part 2: Engagement Plan	**April 30**
BONUS Assignments:	
Bonus Option #1 (Module 2, Weeks 6 & 7)	April 23
Bonus Option #2 (Module 3, Weeks 9, 10, & 11)	April 23

Assignments and due dates may change. All assignments are explained in Course Den and any changes will be noted there.

Schedule

Course Policies and Resources

ATTENDANCE POLICY

Students must turn in all introductory elements/assignments to be considered in attendance for this course before the drop/add period. Students who do not make any effort to turn in these pieces will be dropped for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Late Work*: Late work is accepted under the following conditions:

1 Day Late =10 pts reduction in grade on an assignment;
2 Days Late = 20 pts reduction in grade;
3 Days Late = 30 pts reduction in assignment grade.

Assignments can be submitted between Days 4 & 7 for a 50 pt. deduction

Assignments submitted after five days will not be accepted without the prior approval of the instructor.
*Penalties for late work may be waived or reduced if the student contacts the professor at least 48 hours prior to the original due date.

PROFESSIONAL CONDUCT:

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Turning in assignments on time
- Arriving and leaving online classes at the prescribed times
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses and will be handled according to the University policy.
- Contacting the course professor to discuss assignments where additional support is needed.
- Immediately communicating with the course professor, if an emergency or problem occurs that could hinder or interfere with assignment completion.

GUIDELINES FOR WRITING

Guidelines for writing: Writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes:

- Cover Page: Title and author on the first page (not counted toward page length) Margins:
- 1-inch on all sides of paper (top, bottom, left and right)
- Font: Times New Roman, 12 point
- Spacing: Double-spaced throughout (including all quotations)
- Unless otherwise noted, all work should be written in the third person

Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5).

Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name, and the location of the publisher (for books). See the list of class readings for examples.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE

denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

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UNIVERSITY OF WEST GEORGIA

Other · College of Education · Leadership, Research, and School Improvement

School & Comm Engagement

EDLE-7500

Spring 2023 Section E01 3 Credits 01/09/2023 to 05/09/2023 Modified

01/08/2023嗜 Description

This course provides students with the proficiencies essential for school leaders to foster a healthy, safe, and supportive school environment that builds and sustains productive community relationships. Students are taught to promote the success and well-being for every student through collaborative engagement and the development of a shared vision for the school community.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Georgia G. Evans

Class Meeting Time & Location:

Optional online sessions: -TBD

Office Location:

Ed Annex, Rm 214

Carrollton Campus

Telephone (cell): 770-301-4640

Telephone (office): 678-839-2243

Online Hours: Th (1:00pm-5:00pm) Email: gevans@westga.edu to schedule a

conference. Westga email: gevans@westga.edu

***(I do not use Course Den email)
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ROLE OF MENTOR/ SPONSOR: (Please share this information with your sponsor ASAP)

The student's mentor/sponsor will work with the student on identifying and approving Key Assessment, Part 1: Engagement Audit Tools/Instruments/ Processes.

- Students will determine tools/instruments to use for collecting information and data from various stakeholder groups.

- Schedule a meeting with the school administrator.

- Share and discuss the assignment and review the letter from Dr. Evans.

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- Obtain permission to proceed with the data collection.

- Student will share the final results of the Engagement Audit with the school administrator.

Outcomes

Course Objectives

STUDENTS WILL:

1. Understand the importance of fostering an open, tolerant, and trusting culture that values high expectations and the viewpoints of all members of the school community. (GELS 1, 4)

2. Examine and facilitate two-way communication with families and other key external partners and solicit input from stakeholders on how to strengthen relationships and increase the effectiveness of efforts to communicate and engage constituents. (GELS 4, 6)

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Evaluation

Announcements, Online Sessions, Q/A Meetings:

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Breakdown

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Assignment 2.3 – Scenario / Case Study (Weeks 6 &7)	February 26
Assignment 2.4 – Maxwell Learning Guide Notes (Week 8)	March 5
Assignment 2.5 – Instructor Video List and Summary (Week 8)	March 5

Module 3: Parents and Family Engagement

Assignment 3.1 – Home & School Community Relations: Ch, 1 Quiz	March 12
Assignment 3.2 – Family Engagement Presentation	March 26
Key Assessment, Part 1	
Key Assessment, Part 1: Engagement Audit	April 2
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Assignment 5.1 – Communication Quiz	April 16
Assignment 5.2 – Target Success Assessment & Summary	April 23
Assignment 5.3 – Choice Assignment (Discussion or Course Eval)	April 30
Key Assessment, Part 2	
Key Assessment, Part 2: Engagement Plan	April 30
BONUS Assignments:	

Bonus Option #1 (Module 2, Weeks 6 & 7)	April 23
Bonus Option #2 (Module 3, Weeks 9, 10, & 11)	April 23

Assignments and due dates may change. All assignments are explained in Course Den and any changes will be noted there.

? Schedule

ⓘ Course Policies and Resources

ATTENDANCE POLICY

Students must turn in all introductory elements/assignments to be considered in attendance for this course before the drop/add period. Students who do not make any effort to turn in these pieces will be dropped for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Late Work*: Late work is accepted under the following conditions:

1 Day Late =10 pts reduction in grade on an assignment;
2 Days Late = 20 pts reduction in grade;
3 Days Late = 30 pts reduction in assignment grade.

Assignments can be submitted between Days 4 & 7 for a 50 pt. deduction

Assignments submitted after five days will not be accepted without the prior approval of the instructor.
*Penalties for late work may be waived or reduced if the student contacts the professor at least 48 hours prior to the original due date.

PROFESSIONAL CONDUCT:

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals working in schools. Professionalism includes, but is not limited, to the following behaviors:

Participating in interactions and class activities in a positive manner
Collaborating and working equitably with classmates
Turning in assignments on time
Arriving and leaving online classes at the prescribed times

Treating classmates, colleagues, and the instructor with respect in and out of the class Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses and will be handled according to the University policy.

Contacting the course professor to discuss assignments where additional support is needed.

Immediately communicating with the course professor, if an emergency or problem occurs that could hinder or interfere with assignment completion.

GUIDELINES FOR WRITING

Guidelines for writing: Writing in this class will vary in the level of formality from assignment to assignment. All work, however, is expected to adhere to the grammatical guidelines associated with the APA style guide (7th edition), which generally includes:

Cover Page: Title and author on the first page (not counted toward page length)

Margins: 1-inch on all sides of paper (top, bottom, left and right)

Font: Times New Roman, 12 point

Spacing: Double-spaced throughout (including all quotations)

Unless otherwise noted, all work should be written in the third person

Citations (APA 7th edition): If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example: (Matusak, 1997, p. 5).

Reference List / Page (APA 7th edition): Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name, and the location of the publisher (for books). See the list of class readings for examples.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE
denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.
>
> I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations

are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.
University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and

departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_ information# (http://www.usg.edu/hb280/additional_ information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [x] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional

Technology, School Library Media

Program ID - DO NOT EDIT* 4074

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The Ed.S. in instructional technology, media, and design program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology.

The Ed.S. program with a concentration in School Library Media is designed to prepare media specialists to serve in district-level school library leadership roles in PK-12 school districts. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media.

The Ed.S. program with a concentration in Instructional Technology includes two tracks. The first track (Certification) provides initial preparation for P12 educators to be eligible for S-6 IT Certification in the state of Georgia and reinforces those ideas through advanced coursework. The second track (General) provides advanced preparation for instructional designers, instructional technology coordinators, and already certified K-12 (e.g., teachers, school library media specialists, instructional technology coordinators possessing IT Certification) seeking to gain additional skills in instructional technology for integration into the P-12 classroom. Admission requires a master's degree in any field and at least a 3.0 GPA.

Exit certification eligibility is determined by the certificate held during admission to the program.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

School Library Media Concentration

Ed.S. Core Required for all Candidates (15 hours)

MEDT 7469 Strategic Leadership Role of the SLMS

MEDT 8470 Action Research for School Library Media

MEDT 8461 Diffusion of Innovations

MEDT 8464 Trends and Issues in School Library Media

MEDT 8468 The Instructional Leadership Role of the SLMS

Elective Courses: 15 hours required

[Before] Instructional Technology Certification sequence*

[Before] MEDT 7461 Instructional Technology, Media, & Design

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

[Before]

Reading Endorsement sequence*

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7201 Teacher as Language and Literacy Leader

[Before]

Online Teaching Endorsement sequence*

MEDT 7461 Instructional Technology, Media, & Design

[Right] (or MEDT 7464 Designing Technology Enhanced Instruction)

MEDT 7472 Introduction to Distance Learning

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[Before]

Additional Electives

MEDT 7485 Special Topics in Media

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7498 Design and Development of Maker-centered Instruction

CEPD 8102 Lifespan Human Development

READ 7267 Diversity and Equity in Children's and Young Adult Literature

[After] Other electives as approved by advisor

***Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC).**

Must pass the appropriate GACE content assessment(s), if applicable, to be eligible for certification.

Instructional Technology Concentration

General Track

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations

MEDT 8462 Leading and Managing Instructional Technology Programs

MEDT 8463 Issues in Instructional Technology

MEDT 8465 Human Performance Improvement

MEDT 8466 Comprehensive Exam for Ed.S. Media IT

Electives (15 hours)

[Before]Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] (Prerequisite: MEDT 7472)

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[Before]

Additional Electives

MEDT 7461 Instructional Technology, Media, & Design

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Right] (not offered in summers)

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7497 Extended Reality for Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7499 Methods & Strategies for CT-integrated Learning

MEDT 7485 Special Topics in Media
[Right]

(with advisor approval)

CEPD 8102 Lifespan Human Development
[After] Others to be approved by advisor

[After]

1. This program is designed for students who already possess Instructional Technology Certfication from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.

2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.

3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.

4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

8. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here

to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

Certification Track

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations

MEDT 8462 Leading and Managing Instructional Technology Programs

MEDT 8463 Issues in Instructional Technology

MEDT 8465 Human Performance Improvement

MEDT 8466 Comprehensive Exam for Ed.S. Media IT

Instructional Technology Certification Courses (9 hours)

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Right] Not offered in summer semesters

Additional Electives (6 hours)

[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] Not offered in Summer Semesters

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

MEDT 7461 Instructional Technology, Media, &

MEDT 7461 Instructional Technology, Media, & Design

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7485 Special Topics in Media

MEDT 7497 Extended Reality for Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7499 Methods & Strategies for CT-integrated Learning

CEPD 8102 Lifespan Human Development

[After] Others to be approved by advisor

[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).

2. Students must pass the GACE Content Assessments for IT if they seek certification.

3. Induction or Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

4. Students cannot repeat courses from a previous degree program for credit towards this degree.

5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this

endorsement/certificate program with their elective courses.

6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

8. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

9. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* BACKGROUND ON THE ED.S.
The Ed.S. of Instructional Technology, Media, and Design (ITMD) has two concentrations: (1) School Library Media, and (2) Instructional Technology. The Instructional Technology concentration has two tracks: (a) IT Certification and (b) General. The current proposal seeks changes to all three ITMD program sheets:
–Concentration: School Library Media
–Concentration: Instructional Technology; Track: IT Certification
–Concentration: Instructional Technology; Track: General

RATIONALE FOR CHANGE TO SLM CONCENTRATION
In response to needs identified in the field of School Library Media (SLM), program faculty have deemed two courses as appropriate for addition to the program sheet for the Ed.S. of ITMD (Concentration: School Library Media). This change will provide two additional electives for EdS SLM students to choose from. These are the elective courses:
–READ 7267: Diversity and Equity in Children's and Young Adult Literature
–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23)

To view the the proposed changes, please see the current and proposed program sheets in the document named as follows:
–ProgSheets_EdS_SLM_Conc_

RATIONALE FOR CHANGE TO IT CONCENTRATION (both tracks)
In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the Ed.S. (Concentration: Instructional Technology: Tracks: Both). These are the elective courses:
–MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23)

In this proposal, we are requesting that these two courses be added to our two Instructional Technology program sheets. To view these changes, please see both the current and the proposed program sheets in documents named thusly:
–ProgSheets_EdS_IT_Conc_IT-Cert-Track_
–ProgSheets_EdS_IT_Conc_General-Track_

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. n/a

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map*

- [x] I have attached the Program Map/Sheet.
- [ ] N/A - I am not making changes to the program curriculum.

Assessment Plan*

- [ ] I have attached the Assessment Plan.
- [x] N/A

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

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

CURRENT PROGRAM SHEET – SLM

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (30 hours)

Concentration: School Library Media

Entry Degree: Master's **Entry Certification for Georgia Educators:** SRS-5 Media Specialist (P-12) or equivalent (**30 hrs. required**)	**Exit Degree:** Ed.S. in Instructional Technology, Media, and Design (30 hrs required) **Potential Exit Certification for Georgia Educators:** SRS-6 Media Specialist (P-12)
Student Name:	**Student 917#:**
Student Email:	**Student Phone**:

Ed.S. in Instructional Technology, Media, and Design (SLM Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Ed.S. Core (15 hours required)				
MEDT 7469	Strategic Leadership Role of the SLMS	3		
MEDT 8468	The Instructional Leadership Role of the SLMS	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8464	Trends and Issues in School Library Media	3		
MEDT 8470	Action Research for School Library Media	3		
Electives (15 hours required)				
	Instructional Technology Certification sequence			
MEDT 7461	Instructional Technology, Media, & Design*	3		
MEDT 7464	Designing Technology Enhanced Instruction*	3		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	3		
	Reading Endorsement sequence			
READ 7271	Theoretical and Pedagogical Approaches to Language and Literacy Instruction *	3		
READ 7263	Comprehensive Literacy Assessments & Interventions*	3		
READ 7201	Teacher as Language and Literacy Leader*	3		
	Online Teaching Endorsement sequence			
MEDT 7461	Instructional Technology, Media, & Design	3		
MEDT 7472	Introduction to Distance Education	3		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	3		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	3		
	Additional Electives			
MEDT 7485	Special Topics in Media	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
CEPD 8102	Life Span Human Development	3		
	Other electives as approved by Advisor			

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification.

Ed.S. in SLM: Suggested Course Sequences

For maximum benefit, you should strive to complete the course sequence as listed below. Should derivations from this sequence be necessary, please note the following:

- ✓ MEDT 7469 **must** be completed before MEDT 8464
- ✓ MEDT 7469, 8464, and 8468 **must** be completed prior to or concurrently with MEDT 8470

Fall Start	**Fall Year 1**	**Spring 1**	**Summer 1**		
	MEDT 8468 Inst Lead	**MEDT 7469 Strat Lead**	**MEDT 8464 Issues**		
	MEDT 8461 Diff or Elective	**MEDT 8468** or MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective		
	Fall 2	**Spring 2**	**Summer 2**		
	MEDT 8470 Act Res	Elective			
	MEDT 8461 Diff or Elective	Elective			
Spring Start		**Spring Year 1**	**Summer 1**	**Fall 1**	
		MEDT 7469 Strat Lead	**MEDT 8464 Issues**	**MEDT 8470 Act Res**	
		MEDT 8468 Inst Lead	MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective	
		Spring 2	**Summer 2**	**Fall 2**	
		MEDT 8461 Diff or Elective	Elective		
		Elective	Elective		
Summer Start			**Summer Year 1**	**Fall 1**	**Spring 1**
			Elective	**MEDT 8468 Inst Lead**	**MEDT 7469 Strat Lead**
			MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective	**MEDT 8468 Inst Lead** or MEDT 8461 Diff or Elective
			Summer 2	**Fall 2**	**Spring 2**
			MEDT 8464 Issues	**MEDT 8470 Act Res**	
			MEDT 8461 Diff or Elective	Elective	

PROPOSED PROGRAM SHEET – SLM

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (30 hours)

Concentration: School Library Media

Entry Degree: Master's **Entry Certification for Georgia Educators:** SRS-5 Media Specialist (P-12) or equivalent (**30 hrs. required**)	**Exit Degree:** Ed.S. in Instructional Technology, Media, and Design (30 hrs required) **Potential Exit Certification for Georgia Educators:** SRS-6 Media Specialist (P-12)
Student Name:	**Student 917#:**
Student Email:	**Student Phone**:

Ed.S. in Instructional Technology, Media, and Design (SLM Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Ed.S. Core (15 hours required)				
MEDT 7469	Strategic Leadership Role of the SLMS	3		
MEDT 8468	The Instructional Leadership Role of the SLMS	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8464	Trends and Issues in School Library Media	3		
MEDT 8470	Action Research for School Library Media	3		
Electives (15 hours required)				
	Instructional Technology Certification sequence			
MEDT 7461	Instructional Technology, Media, & Design*	3		
MEDT 7464	Designing Technology Enhanced Instruction*	3		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	3		
	Reading Endorsement sequence			
READ 7271	Theoretical and Pedagogical Approaches to Language and Literacy Instruction *	3		
READ 7263	Comprehensive Literacy Assessments & Interventions*	3		
READ 7201	Teacher as Language and Literacy Leader*	3		
	Online Teaching Endorsement sequence			
MEDT 7461	Instructional Technology, Media, & Design	3		
MEDT 7472	Introduction to Distance Learning	3		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	3		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	3		
	Additional Electives			
MEDT 7485	Special Topics in Media	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
CEPD 8102	Life Span Human Development	3		
READ 7267	Diversity & Equity in Children's Lit	3		
	Other electives as approved by Advisor			

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification.

Ed.S. in SLM: Suggested Course Sequences

For maximum benefit, you should strive to complete the course sequence as listed below. Should derivations from this sequence be necessary, please note the following:

- ✓ MEDT 7469 **must** be completed before MEDT 8464
- ✓ MEDT 7469, 8464, and 8468 **must** be completed prior to or concurrently with MEDT 8470

Fall Start	**Fall Year 1**	**Spring 1**	**Summer 1**		
	MEDT 8468 Inst Lead	**MEDT 7469 Strat Lead**	**MEDT 8464 Issues**		
	MEDT 8461 Diff or Elective	**MEDT 8468** or MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective		
	Fall 2	**Spring 2**	**Summer 2**		
	MEDT 8470 Act Res	Elective			
	MEDT 8461 Diff or Elective	Elective			
Spring Start		**Spring Year 1**	**Summer 1**	**Fall 1**	
		MEDT 7469 Strat Lead	**MEDT 8464 Issues**	**MEDT 8470 Act Res**	
		MEDT 8468 Inst Lead	MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective	
		Spring 2	**Summer 2**	**Fall 2**	
		MEDT 8461 Diff or Elective	Elective		
		Elective	Elective		
Summer Start			**Summer Year 1**	**Fall 1**	**Spring 1**
			Elective	**MEDT 8468 Inst Lead**	**MEDT 7469 Strat Lead**
			MEDT 8461 Diff or Elective	MEDT 8461 Diff or Elective	**MEDT 8468 Inst Lead** or MEDT 8461 Diff or Elective
			Summer 2	**Fall 2**	**Spring 2**
			MEDT 8464 Issues	**MEDT 8470 Act Res**	
			MEDT 8461 Diff or Elective	Elective	

CURRENT PROGRAM SHEET

CONCENTRATION: Instructional Technology: TRACK: IT Certification

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)
Concentration: Instructional Technology
Track: Certification

Entry Degree: Master's **Entry Certification for Georgia Educators:** Induction or Professional Certificate in any field	**Exit Degree:** Ed.S. Instructional Technology, Media, and Design (27 hrs required) **Potential Exit Certification for Georgia Educators:** S-6 Instructional Technology

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:

Ed.S. in Instructional Technology, Media, and Design (IT Concentration) (27 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
IT Certification (9 hours)				
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
Electives (6 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Electives				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).
2. Students must pass the GACE Content Assessments for IT if they seek certification.
3. Induction or Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
4. Students cannot repeat courses from a previous degree program for credit towards this degree.
5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.
6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
8. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
9. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE Fall 2023

Updated

PROPOSED PROGRAM SHEET

CONCENTRATION: Instructional Technology: TRACK: IT Certification

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)
Concentration: Instructional Technology
Track: Certification

Entry Degree: Master's **Entry Certification for Georgia Educators:** Induction or Professional Certificate in any field	**Exit Degree:** Ed.S. Instructional Technology, Media, and Design (27 hrs required) **Potential Exit Certification for Georgia Educators:** S-6 Instructional Technology

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:

Ed.S. in Instructional Technology, Media, and Design (IT Concentration) (27 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
IT Certification (9 hours)				
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
Electives (6 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Electives				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		

CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).
2. Students must pass the GACE Content Assessments for IT if they seek certification.
3. Induction or Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
4. Students cannot repeat courses from a previous degree program for credit towards this degree.
5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.
6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
8. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
9. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE TBD

CURRENT PROGRAM SHEET
CONCENTRATION: Instructional Technology: TRACK: General

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)
Concentration: Instructional Technology
Track: General

Entry Degree: Master's **Entry Certification for Georgia Educators:** Induction or Professional Certificate in any field	**Exit Degree:** Ed.S. Instructional Technology, Media, and Design (27 hrs required)

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student GaPSC Certification ID# (put "n/a" if not applicable):	**Student Professional Role** (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	**Advisor Name**:

Ed.S. in Instructional Technology, Media, and Design (IT Concentration) (27 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
Electives / Tracks (15 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Electives				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		

MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. This program is designed for students who already possess Instructional Technology Certfication from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.
2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.
3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.
4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
7. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
8. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE Fall 2023

Updated

PROPOSED PROGRAM SHEET

CONCENTRATION: Instructional Technology: TRACK: General

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)
Concentration: Instructional Technology
Track: General

Entry Degree: Master's **Entry Certification for Georgia Educators:** Induction or Professional Certificate in any field	**Exit Degree:** Ed.S. Instructional Technology, Media, and Design (27 hrs required)

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student GaPSC Certification ID# (put "n/a" if not applicable):	**Student Professional Role** (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	**Advisor Name**:

Ed.S. in Instructional Technology, Media, and Design (IT Concentration) (27 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
Electives / Tracks (15 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Electives				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		

MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. This program is designed for students who already possess Instructional Technology Certfication from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.
2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.
3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.
4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
7. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
8. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE Fall 2023

Updated

Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional

Technology, School Library Media

Program ID - DO NOT EDIT* 4073

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Education

Program Description* The online Master of Education with a major in Instructional Technology, Media, and Design includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P - 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Program learning experiences are grounded in theoretical perspectives and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Degree Requirements

The major in instructional technology, media, and design is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 30 to 36 semester hours and consists of three program concentrations: (1) school library media (30 hours); (2) instructional technology (30 hours), and (3) school library media with instructional technology certification (36 hours). Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures.

With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions.

With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues.

All master's programs require a bachelor's degree from a regionally accredited institution.

School Library Media Concentration

Education Core (6-9 hrs)

EDRS 6301 Introduction to Research in the Human Sciences

CEPD 6101 Psychology of Classroom Learning

SPED 6706 Special Education in the Regular Classroom

[Right] (required if candidate has not already met House Bill 671 requirement through course/training or renewable professional certificate)

Media Specialist Certification Sequence (21 hrs)

MEDT 7451 Administration of the School Media Center

[Right] *

[Right] (taken first semester)

MEDT 7452 Multiple Literacies for School Library Media

[Right] *

MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program

[Right] *

MEDT 7455 Selection, Organization, and Curation of Materials in the School Library

[Right] *

MEDT 7461 Instructional Technology, Media, & Design

[Right] *

MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program

[Right] *

MEDT 7487 Practicum

[Right] * (must be taken during last semester in program)

Electives (3 hrs)

CURR 6575 Curriculum Trends and Issues

MEDT 7498 Design and Development of Maker-

centered Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7479 Digital Game-Based Learning

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7485 Special Topics in Media

[Right] Another elective may be selected if approved by the advisor.

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Introduction to Research in the Human Sciences

[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT

[Right] (required)

Instructional Technology Certification (9 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Right] * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

IT Focused Core (6 hrs)

MEDT 7461 Instructional Technology, Media, & Design

[Right] *

MEDT 7468 Instructional Multimedia Design and Development

Electives - (9 hrs - select 3 courses)

[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning
[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning
[Right] (Prerequisite: MEDT 7472)

MEDT 7492 Leadership and Administration of Online Learning and e-Learning
[Right] (Prerequisite or Corequisite: MEDT 7491)

[Before]

Additional Elective Courses

MEDT 7462 Internet Tools, Resources, and Issues in Education
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7479 Digital Game-Based Learning
MEDT 7480 Global Learning and Collaboration with Technology
MEDT 7485 Special Topics in Media
[Right] (with advisor approval)

MEDT 7497 Extended Reality for Learning
MEDT 7498 Design and Development of Maker-centered Instruction
MEDT 7499 Methods & Strategies for CT-integrated Learning
[After] Others to be approved by advisor

[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.

2. *Students who are not in a K12 setting

should not take MEDT 7461. These students should consult with their advisor to determine a suitable replacement.

3. Special Education in the Regular Classroom - House Bill 671 requirement must be met - course or training or current Renewable Professional certificate.

4. Students must pass the GACE Content Assessments for IT if they seek certification.

5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

10. Upon acceptance into the program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

School Library Media with Instructional Technology Concentration

M.Ed. Core (Required 6 hours)

CURR 6575 Curriculum Trends and Issues

CEPD 6101 Psychology of Classroom Learning

EDRS 6301 Introduction to Research in the Human Sciences

[Right] (required)

Media Specialist Certification Sequence (21 hours)

MEDT 7451 Administration of the School Media Center

[Right] *

MEDT 7452 Multiple Literacies for School Library Media

MEDT 7461 Instructional Technology, Media, & Design

[Right] *

MEDT 7455 Selection, Organization, and Curation of Materials in the School Library

[Right] *

MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program

[Right] *

MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program

[Right] *

MEDT 7487 Practicum

[Right] *

Instructional Technology Certification Sequence (9 hours)

MEDT 7464 Designing Technology Enhanced Instruction

[Right] *

MEDT 7490 Visual and Media Literacy for

Teaching and Learning

[Right] *

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

***Required courses for certification through Georgia Professional Standards Commission (GaPSC).**

[Right] * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* RATIONALE FOR CHANGE TO IT CONCENTRATION
In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the M.Ed. IT Concentration. These are the elective courses:
MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23)

In this proposal, we are requesting that these two courses be added to our program sheet. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_IT_Conc_10.24.23.docx.

RATIONALE FOR CHANGE TO SLM CONCENTRATION
Program faculty have determined the course CURR 6575: Curriculum Trends and Issues should be removed from the Education Core but included as an Elective option. This change will give students an opportunity to develop instructional technology, media, and design skills in more specific areas they deem relevant to their situation. They will be able to take one less education core class that is not required and take an elective in its place.

In the proposed program sheet, you will notice CURR 6575 has been removed from the Education Core, and it has been placed in a new Electives section, along with several other elective course options. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_SLM_Conc_10.24.23.docx.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. n/a

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

CURRENT PROGRAM SHEET

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30 hours)
Concentration: Instructional Technology

Entry Degree: Bachelor's
Entry Certification for Georgia Educators: Renewable Professional (or no certificate)

Exit Degree: M.Ed. in Instructional Technology, Media, and Design (30 hrs required)
Potential Exit Certification for Georgia Educators: S-5 instructional technology

Student Name:	**Student 917#:**

M.Ed. in Instructional Technology, Media, and Design (IT Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (**required**)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT **(required)**	0		
Instructional Technology Certification (9 hours)				
MEDT 7464	Designing Technology Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
IT Focused Core (6 hours)				
MEDT 7461	Instructional Technology, Media, and Design*	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
Electives (9 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (not offered in summers) (Prerequisite: MEDT 7472)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Elective Courses				
MEDT 7462	Internet Tools, Resources & Applications	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
	Others to be approved by advisor			

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.
2. *Students who are not in a K12 setting should not take MEDT 7461. These students should consult with their advisor to determine a suitable replacement.
3. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
4. Students must pass the GACE Content Assessments for IT if they seek certification.

5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
9. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
10. Upon acceptance into the program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE Fall 2023

PROPOSED PROGRAM SHEET

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30 hours)
Concentration: Instructional Technology

Entry Degree: Bachelor's
Entry Certification for Georgia Educators: Renewable Professional (or no certificate)

Exit Degree: M.Ed. in Instructional Technology, Media, and Design (30 hrs required)
Potential Exit Certification for Georgia Educators: S-5 instructional technology

Student Name:	**Student 917#:**

M.Ed. in Instructional Technology, Media, and Design (IT Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (**required**)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT **(required)**	0		
Instructional Technology Certification (9 hours)				
MEDT 7464	Designing Technology Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
IT Focused Core (6 hours)				
MEDT 7461	Instructional Technology, Media, and Design*	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
Electives (9 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (not offered in summers) (Prerequisite: MEDT 7472)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
Additional Elective Courses				
MEDT 7462	Internet Tools, Resources & Applications	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
	Others to be approved by advisor			

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.
2. *Students who are not in a K12 setting should not take MEDT 7461. These students should consult with their advisor to determine a suitable replacement.

3. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
4. Students must pass the GACE Content Assessments for IT if they seek certification.
5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).
10. Upon acceptance into the program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE TBD

CURRENT PROGRAM SHEET

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30 hours)
Concentration: School Library Media

Entry Degree: Bachelor's **Entry Certification for Georgia Educators:** Renewable Professional or no teaching certificate	**Exit Degree:** M.Ed. in Instructional Technology, Media, and Design (30-33 hrs required) **Potential Exit Certification for Georgia Educators:** SRS-5 Media Specialist (P-12)

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student GaPSC Certification ID# (put "n/a" if not applicable):	**Student Professional Role** (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	**Advisor Name**:

M.Ed. in Instructional Technology, Media, and Design (SLM Concentration) (30-33 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (Media Specialist Cert. sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Media Center* (taken first semester)	3		
MEDT 7452	Multiple Literacies for School Library Media*	3		
MEDT 7461	Instructional Technology, Media, & Design*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Media Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Media Program*	3		
MEDT 7487	Practicum for School Library Media* (must be taken during last semester in program)	3		
Education Core (9-12 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
SPED 6706	Special Education in the Regular Education Classroom**	3		

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).
**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate). (If certified, take 9, if not currently certified, take 12)
***Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

M.Ed. in SLM: Suggested Course Sequences

For maximum benefit, you should strive to complete the course sequence as listed below. Should derivations from this sequence be necessary, please note the following:

- ✓ MEDT 7451 **must** be taken in the first semester
- ✓ MEDT 7452 should be taken before or concurrently with MEDT 7461
- ✓ MEDT 7461 should be taken before MEDT 7465
- ✓ MEDT 7455 should be taken before or concurrently with MEDT 7454
- ✓ MEDT 7487 **must** be taken last in the SLM Focused Core course sequence

Fall Start	**Fall Year 1**	**Spring 1**	**Summer 1**		
	7451 Admin	7455 Selection	7454 Ch/YA		
	7452 Mult Lit	CURR 6575	CEPD 6101		
	Fall 2	**Spring 2**	**Summer 2**		
	7461 ITMD	7465 Tech	EDRS 6301 or *SPED 6706*		
	EDRS 6301 or *SPED 6706*	7487 Prac			
Spring Start		**Spring Year 1**	**Summer 1**	**Fall 1**	
		7451 Admin	7455 Selection	7461 ITMD	
		7452 Mult Lit	CURR 6575	7454 Ch/YA	
		Spring 2	**Summer 2**	**Fall 2**	
		7465 Tech	EDRS 6301	*SPED 6706*	
		7487 Prac	CEPD 6101		
Summer Start			**Summer Year 1**	**Fall 1**	**Spring 1**
			7451 Admin	CURR 6575	7461 ITMD
			7452 Mult Lit	7455 Selection	7454 Ch/YA
			Summer 2	**Fall 2**	**Spring 2**
			7465 Tech	EDRS 6301	*SPED 6706*
			CEPD 6101	7487 Prac	

PROPOSED PROGRAM SHEET

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30-33 hours)

Concentration: School Library Media

Entry Degree: Bachelor's **Entry Certification for Georgia Educators:** Renewable Professional or no teaching certificate	**Exit Degree:** M.Ed. in Instructional Technology, Media, and Design (30-33 hrs required) **Potential Exit Certification for Georgia Educators:** SRS-5 Media Specialist (P-12)

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student GaPSC Certification ID# (put "n/a" if not applicable):	**Student Professional Role** (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	**Advisor Name**:

M.Ed. in Instructional Technology, Media, and Design (SLM Concentration) (30-33 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (Media Specialist Cert. sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Media Center* (taken first semester)	3		
MEDT 7461	Instructional Technology, Media, & Design*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Media Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Media Program*	3		
MEDT 7452	Multiple Literacies for School Library Media*	3		
MEDT 7487	Practicum for School Library Media* (must be taken during last semester in program)	3		
Education Core (6-9 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences **(required)**	3		
CEPD 6101	Psychology of Classroom Learning **(required)**	3		
SPED 6706	Special Education in the Regular Education Classroom**	3		
Electives (3 hours required)				
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7485	Special Topics (with advisor approval)	3		
	Other elective approved by advisor			

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate). (If certified, take 6 and an elective, if not currently certified, take 9)

***Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

M.Ed. in SLM: Suggested Course Sequences

For maximum benefit, you should strive to complete the course sequence as listed below. Should derivations from this sequence be necessary, please note the following:

- ✓ MEDT 7451 **must** be taken in the first semester
- ✓ MEDT 7487 **must** be taken last in the SLM Focused Core course sequence

Fall Start	**Fall Year 1**	**Spring 1**	**Summer 1**		
	7451 Admin	7455 Selection	7454 Ch/YA		
	7461 ITMD	SPED 6706 or Elective	CEPD 6101		
	Fall 2	**Spring 2**			
	7465 Tech	7452 Mult Lit			
	EDRS 6301	7487 Prac			
Spring Start		**Spring Year 1**	**Summer 1**	**Fall 1**	
		7451 Admin	SPED 6706 or Elective	7465 Tech	
		7461 ITMD	7455 Selection	7454 Ch/YA	
		Spring 2	**Summer 2**		
		7452 Mult Lit	EDRS 6301		
		7487 Prac	CEPD 6101		
Summer Start			**Summer Year 1**	**Fall 1**	**Spring 1**
			7451 Admin	SPED 6706 or Elective	7465 Tech
			7461 ITMD	7455 Selection	7454 Ch/YA
			Summer 2	**Fall 2**	
			7452 Mult Lit	EDRS 6301	
			CEPD 6101	7487 Prac	

MEDT - 7497 - Extended Reality for Learning

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Educational Technology and Foundations

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* MEDT

Course Number* 7497

Course Title* Extended Reality for Learning

Course Type* Media and Instructional Technology

Catalog Course Description* The course introduces students to extended reality (XR) as it relates to meaningful and effective learning experiences. Students will be exposed to the varying types of XR, such as augmented, mixed, and virtual reality. The course explores the benefits and challenges of using XR for learning within their context and for learners with various backgrounds.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

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

Prerequisites MEDT 7464

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* In recent reviews of elective course options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need. Graduate students in instructional technology, media, and design have indicated a high level of interest in the emerging technologies of augmented, mixed, and virtual reality, as these tools are increasingly used to facilitate and enhance learning in K-12 schools. In addition, this course aligns with 12 of the Georgia Instructional Technology Standards.

Student Learning Outcomes* 1. Explain the theories and instructional design principles as it relates to an extended reality (XR) learning environment (1.i, 1.ii, 1.iii, 2.i, 2.iii)
2. Define the types of XR environments (1.i, 1.ii, 1.iii, 2.i, 2.iii)
3. Differentiate between the affordances and constraints of individual XR environments including learner engagement and immersion (1.i, 1.iii, 2.i, 2.iii, 3.ii)
4. Evaluate XR technologies for diverse audiences and inclusive practices (1.i, 1.iii, 2.i, 2.ii)
5. Design a plan and prototype of an inclusive XR learning experience (4.i, 4.ii, 5.i, 5.ii, 5.iii)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment*	50
Will this course have special fees or tuition required?*	☐ Yes ☑ No
If yes, what will the fee be?*	n/a
Fee Justification	

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

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

Course Name
MEDT 7497: Extended Reality for Learning

Prerequisites
MEDT 7464: Designing Technology-enhanced Instruction

Course Description
The course introduces students to extended reality (XR) as it relates to meaningful and effective learning experiences. Students will be exposed to the varying types of XR, such as augmented, mixed, and virtual reality. The course explores the benefits and challenges of using XR for learning within their context and for learners with various backgrounds.

Course Objectives
1. Explain the theories and instructional design principles as it relates to an extended reality (XR) learning environment (1.i, 1.ii, 1.iii, 2.i, 2.iii)
2. Define the types of XR environments (1.i, 1.ii, 1.iii, 2.i, 2.iii)
3. Differentiate between the affordances and constraints of individual XR environments including learner engagement and immersion (1.i, 1.iii, 2.i, 2.iii, 3.ii)
4. Evaluate XR technologies for diverse audiences and inclusive practices (1.i, 1.iii, 2.i, 2.ii)
5. Design a plan and prototype of an inclusive XR learning experience (4.i, 4.ii, 5.i, 5.ii, 5.iii)

GaPSC IT Standards

1. Learner. (i) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness;
1. Learner. (ii) Pursue professional interests by creating and actively participating in local and global learning networks; and
1. Learner. (iii) Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
2. Leader. (i) Shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders;
2. Leader.(ii) Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students; and
2. Leader. (iii) Model for colleagues the identification, exploration, evaluation, curation, and adoption of new digital resources and tools for learning.
3. Citizen.(ii) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency;

4. Collaborator. (i) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology;
4. Collaborator. (ii) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues;
5. Designer. (i) Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs;
5. Designer. (ii) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning; and
5. Designer. (iii) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

GaPSC is the Georgia Professional Standards Commission that creates the rules guiding the delivery of educator preparation certification programs in Georgia. This course's learning objectives have been aligned to the GaPSC standards for Instructional Technology programs.

Note
Once this course is live, this syllabus will be published in Concourse Syllabus and address UWG's Common Language for Course Syllabi.

Course Assignments

XR Design and Prototype Assignment

The next six activities, which are developed based on general instructional design (ID) models (e.g., ADDIE and the Dick and Carey Instructional Model), are all part of the XR Design and Prototype Assignment. The table below summarizes more details of the XR Design and Prototype Assignment:

#	ID Phase	Title	Description	CO*
A. 1	Analysis	Instructional Problem	Candidates identify instructional problems that they will work on over the semester.	
A. 2		XR Tools	Candidates identify and evaluate available XR options/tools for support. This could include already developed ones as well as systems to develop. This can become a resource, with all assignments pulled together and shared throughout the course and future courses.	
A. 3	Design	Concept/Preliminary Design	Candidates describe their prototype for the instructional problem they identified.	
A. 4	Formative Evaluation	Peer Review of Concept/Preliminary Design	Candidates post their concept/preliminary design (i.e., A. 3) and provide constructive feedback to other teams.	
A. 5	Development**	Prototype Development of One Element	Candidates develop one element of the entire prototype.	
A. 6		Presentation	Candidates create a 5-minute video presentation introducing their prototype to the course.	

* Course objectives.
** Implementation of the prototype is outside the scope of this course.

Discussions*

Discussions are designed to encourage candidates to learn from each other. They are all related to the course objectives and learning that they will create in this course. The table below summarizes the discussions:

#	Title	Description	CO*
D. 1	Definition of XR	Candidates define XR.	
D. 2	XR Types	Candidates create a one-minute video presentation (e.g., Flip Grid) on the differences in various types of XR, including virtual, augmented, and mixed reality.	
D. 3	Diverse and Inclusive XR	Candidates explore various types of XR for learners with special needs.	

* The discussions build upon each other and require students to return to the previous discussions and summarize their takeaways from the discussions for credit.

MEDT - 7498 - Design and Development of Maker-centered Instruction

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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

School/ Department* Department of Educational Technology and Foundations

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ○ Yes ◉ No

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

rather than an academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* MEDT

Course Number* 7498

Course Title* Design and Development of Maker-centered Instruction

Course Type* Media and Instructional Technology

Catalog Course Description* This course will focus on the resources for designing and developing maker-centered instruction. Students will be introduced to maker technology and resources used in educational contexts, such as 3D modeling and printing, e-textiles, programming and robotics, and makerspaces. Students will gain hands-on experience of using these technology tools for constructing and manipulating artifacts. Opportunities will be provided to design maker activities that align to specific curriculum topics and to develop strategies for improving maker-centered teaching and learning. The course will help students build meaningful connections among subject content, pedagogy, and maker technology.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* In recent reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need for additional elective offerings--for both our instructional technology-focused candidates as well as our school library media candidates.

This course has been taught for several years through our program area's special topics course (i.e., MEDT 7485), and it has been highly-enrolled and well-received among candidates.

Student Learning Outcomes* 1. Describe the philosophy and theory for maker-centered instruction and explain how people learn through making.
2. Select and use maker technology for developing instructional materials.
3. Design meaningful maker activities that promote learning of specific subject content.
4. Design a meaningful makerspace intended to support teaching and learning.
5. Recognize appropriate strategies and resources that can be used to assist students with diverse learning abilities, styles, and needs.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* n/a

Fee Justification

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

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

Course Name:
MEDT 7498: Design and Development of Maker-centered Instruction

Prerequisites
None

Course Description:
This course will focus on the resources for designing and developing maker-centered instruction. Students will be introduced to maker technology and resources used in educational contexts, such as 3D modeling and printing, e-textiles, programming and robotics, and makerspaces. Students will gain hands-on experience of using these technology tools for constructing and manipulating artifacts. Opportunities will be provided to design maker activities that align to specific curriculum topics and to develop strategies for improving maker-centered teaching and learning. The course will help students build meaningful connections among subject content, pedagogy, and maker technology.

Course Outcomes/Objectives
1. Describe the philosophy and theory for maker-centered instruction, and explain how people learn through making.
2. Select and use maker technology for developing instructional materials.
3. Design meaningful maker activities that promote learning of specific subject content.
4. Design a meaningful makerspace intended to support teaching and learning.
5. Recognize appropriate strategies and resources that can be used to assist students with diverse learning abilities, styles, and needs.

Note
Once this course is live, this syllabus will be published in Concourse Syllabus and address UWG's Common Language for Course Syllabi.

Course Assignments

The table below summarizes all the assignments in this course:

Assignment		
Course Welcome	Task #1: Introductory discussion	
	Task #2: Syllabus quiz	
	Task #3: Maker survey	
Hands-on Projects	3D Making	Task #1: Mini project 1: Create a 3D model
		Task #2: Reflection on 3D making experience
		Task #3: Peer review of Mini project 1
	E-Textiles	Task #4: Mini project 2: Build & test a circuit
	Programming & Robotics	Task #5: Mini project 3: Program a story & design a maker lesson
		Task #6: Peer review of Mini project 3
	Makerspace	Task #7: Mini project 4-1: Makerspace exploration
		Task #8: Mini project 4-2: Design an inclusive makerspace
		Task #9: Peer review of Mini project 4
Self-check Online Quiz	Philosophy of Making	Module 1 quiz
	3D Making	Module 2 quiz
	E-Textiles	Module 3 quiz
	Programming & Robotics	Module 4 quiz
	Makerspace	Module 5 quiz
Module Discussion	Task #1: How people learn through making	
	Task #2: Educational use of 3D making	
	Task #3: Exploring E-Textile technologies	
	Task #4: Exploring programming & robotics technologies	
Formative Feedback & Final Reflection	Task #1: Formative feedback survey	
	Task #2: Draw-a-maker-teacher activity	
	Task #3: Final reflection	

Specifically, for the hands-on project, students will become a maker to experience the maker empowerment. Mini projects will provide students the hands-on experience to help them better understand how learning and teaching could be impacted when maker technologies are used. Mini projects are situated around specific curriculum topics and for specific student groups. In each mini project, students will use a certain type of maker technology to develop instructional material or activities for PreK-12 classrooms. Peer support is part of their maker experience. Students will need to share their work, review peers' mini projects and give feedback.

The purpose of online quizzes is to help students self-check their understanding of the course materials. Students will complete five quizzes related to the course reading and projects.

Students will also use asynchronous discussion board for meaningful conversation. In discussion activities, they will explore the emerging maker technologies, discuss how these maker technologies may help people learn, and brainstorm potential lesson ideas.

In addition, students are encouraged to be a reflective learner. They will reflect on their learning by completing three tasks: 1) In formative feedback survey, students will share their thoughts and experience regarding how this course is going. 2) In the final week, they will draw what they know/think about a maker teacher and the maker-centered teaching; 3) They will also reflect over their participation and what they have learned from this course.

Pedagogy-Only Teaching Certification for Secondary Education

2024-2025 Graduate Delete Program Request

General Information

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

Desired Effective Semester * Summer

Desired Effective Year * 2024

What would you like to do?* (•) Deactivate Existing Program ( ) Terminate Existing Program

Routing Information

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

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

School/ Department * Department of Early Childhood through Secondary Education and Reading

Is this a School of Nursing or School of ( ) Yes (•) No

Is this a College of Education Program?* (•) Yes ( ) No

Communication, Film and Media course?*

Program Information

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

DO NOT edit the imported information below.

Type of Program* (•) Program ( ) Shared Core

Program Name* Pedagogy-Only Teaching Certification for Secondary Education

Program Type* Educator Certification

Degree Type* Post Master's Certificate

Program Description* This pedagogy-only secondary education Georgia Educator License program is for students who have already completed a graduate degree in a certification field OR are currently enrolled in a UWG graduate degree program in a certification field. Certification concentration fields in Secondary Education include: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science.

Learning Outcomes:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The teacher understands and uses a variety of instructional strategies to encourage students.

The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students.

Program Location* Carrollton

Status* (•) Active-Visible ( ) Inactive-Hidden

Prospective Curriculum - Not Applicable*

Admission Requirements

Admission Requirements

Applicants must:

- Hold an earned graduate degree, or be enrolled in a UWG graduate degree program, in one of the areas of secondary certification.

- Have a 2.7 overall GPA from last conferred degree.

- Pass the GACE Content Assessment in the appropriate field

- Pass the GACE Educator Ethics Assessment (Test # 360)

Professional Education Foundation

15 credits total: all courses are required.

CEPD 6101 Psychology of Classroom Learning
EDRS 6342 School and Classroom Assessment
MEDT 6401 Instructional Technology
SEED 6111 Introduction to the Secondary School Field Experience
SEED 7291 Classroom Instruction and Management
SEED 7291L Classroom Instruction and Management Lab
SPED 6706 Special Education in the Regular Classroom

Pedagogical Content Courses

3 credits total: SEED 6260 and the Strategies course that corresponds to the subject area of certification are required.

SEED 6260 Instructional Strategies in Secondary Schools Laboratory
SEED 6261 Instructional Strategies for English Education in Secondary Schools

SEED 6262 Instructional Strategies for Social Studies Education in Secondary Schools

SEED 6263 Instructional Strategies for Science Education in Secondary Schools

SEED 6264 Instructional Strategies for Math Education in Secondary Schools

SEED 6265 Instructional Strategies for Business Education in Secondary Schools

Internship

6 credits total: both courses are required.

SEED 7288 Teaching Internship

SEED 7289 Teaching Internship Seminar

Comprehensive Examination

0-credit course is required.

SEED 6200 Comprehensive Exam for the Master of Education

Justification and Assessment

Rationale* This non-degree program has low enrollment (<5) and is only 6 credits less than the much more popular MAT route. It is not feasible for us to continue putting resources into a program that does not benefit students or have high enrollment.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu.

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found here.

Teach Out Plan ☑ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4125

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

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

Pedagogy-Only Teaching Certification for Secondary Education

Teach out Plan

As of Fall Semester 2023, there were 2 students enrolled in the Post-Baccalaureate Certificate in Secondary Education program. Those students were notified of the planned closure through advising sessions. One student has been accepted to begin Spring 2024 semester and must complete the program by Fall 2025. Faculty and staff were informed of the plan at department meetings and continue to teach and serve in other UWG programs. All coursework for the certificate program is offered as part of the university's Master of Arts in Teaching Concentration in Secondary Education. Therefore, the students pursuing the Post-Baccalaureate Certificate in Secondary Education program will be permitted to complete the certificate program and advised to do so within the next two academic years. Also, the students may choose to switch to the Master of Arts in Teaching program, which is six semester credit hours longer.

Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

2024-2025 Graduate Revise Program Request

Introduction

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Spring

Desired Effective Year* 2024

Routing Information

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

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

School/ Department * Department of Leadership, Research, and School Improvement

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

Program ID - DO NOT EDIT* 4090

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Graduate Certificate

Program Description* The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods focuses on the design of research studies, measurement of variables, data analysis, and formulation of models. Includes instruction in experimental, quasi-experimental, and case study methods; historical research; participant observation; questionnaire design; sampling theory; and statistical methods.

Learning Outcomes
Certificate students will demonstrate the knowledge and understanding of:

Develop data collection instruments and procedures appropriate for specific research projects

Show specific knowledge in at least one sphere of program evaluation

Be able to apply qualitative and quantitative research techniques

Admissions
All graduate applicants must complete the online Grad Application and pay the one-time application fee.

The application should include the following:

1. Official transcripts from a regionally or nationally accredited institution (a minimum 2.5 cumulative undergraduate GPA on a 4.0 scale is required), and

2. A statement of purpose describing the reasons for seeking a Data Analysis and Evaluation Methods certificate.

Students already admitted to a graduate program at the University of West Georgia do not need to submit the application form. They should consult with their advisor and the coordinator of the certificate program and inform the Registrar of the intention to pursue the Certificate in Data Analysis and Evaluation Methods.

International applicants are subject to additional requirements and application deadlines. See Procedures for International Students.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Program of Study

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods requires the completion of 12 semester hours of graduate credit.

One Foundation Course:

CRIM 6013 Social Research
SOCI 6013 Social Research
POLS 6202 Research Methods for Public Administration
PSYC 6083 Research Methods
EDRS 6301 Introduction to Research in the Human Sciences
EDRS 8301 Educational Research Design
EDSI 9960 Research Design

One Course in Program Evaluation:

CRIM 6275 Planning and Evaluation
SOCI 6275 Planning and Evaluation
POLS 6204 Public Policy Analysis and Program Evaluation
CEPD 8156 Designing Effective Programs
CEPD 9171 Program Evaluation
EDRS 7101 Program Evaluation I: Introduction to Program Evaluation
EDRS 9101 Program Evaluation I: Introduction to Program Evaluation
EDSI 9171 Program Evaluation
HESA 7152 Research and Program Evaluation
HESA 9224 Institutional Assessment and Program Effectiveness
MEDT 8480 Program Evaluation
SPED 7701 Program Planning and Evaluation

One Course in Research Methods:

SOCI 6613 Qualitative Research
SOCI 6660 Institutional Ethnography

SOCI 6000 Institutional Ethnography

SOCI 6003 Advanced Statistics for Sociology

POLS 6202 Research Methods for Public Administration

GEOG 5551 Introduction to GIS and Mapping Science

ECON 6430 Business Forecasting

ECON 6485 Special Topics in Economics

EDRS 6303 School-Based Research Methods

CEPD 8184 Research: Quantitative Analysis

CEPD 8194 Research: Mixed Methods Analysis

CEPD 9183 Directed Doctoral Research

PSYC 6083 Research Methods

EDRS 6341 Using Data to Improve the School

EDRS 6342 School and Classroom Assessment

EDRS 8302 Educational Research: Theory and Practice

EDSI 9961 Quantitative Research Methods

EDSI 9962 Qualitative Research Methods

EDSI 9963 Action Research for Change I

EDSI 9964 Advanced Research Seminar

HESA 9221 Qualitative Research in a Higher Education Environment

HESA 9222 Quantitative Research in a Higher Education Environment

HESA 9223 Applied Research Practices

MEDT 8484 Research on Media and Instructional Technology

MEDT 8485 Research Seminar II

SPED 7782 Directed Research Readings in Special Education

SPED 8784 Research Seminar

EDLE 6341 Using Data to Improve the School

CRIM 5004 Managing Data

One Capstone Course:

EDRS 7000 Data Analytics

Note:

Students enrolled in the data analysis and evaluation methods program may use certificate courses toward the completion of MA degrees in Sociology or Criminology. Also, students seeking the certificate in conjunction with other degree programs must consult their graduate advisor to ensure that they are on track to meet degree requirements.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The course EDLE 6341 Using Data to Improve the Schools addresses the same topics as the course EDRS 6341 Using Data to Improve the School, which is already included in the program of study as an approved research methods course. The course EDLE 6341 Using Data to Improve the Schools can serve as a research course for students who are also enrolled in educational leadership programs.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [ ] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [x] None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

Postbaccalaureate Certificate in Data Analysis and Evaluation Methods
College of Education

Current Program Map:

COURSE	HR
One Foundation Course (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 6301 Introduction to Research in the Human Sciences	
EDRS 8301 Educational Research Design	
School Improvement:	
EDSI 9960: Research Design	
Criminology:	
CRIM 6013 Social Research	
Sociology:	
SOCI 6013 Social Research	
Political Science:	
POLS 6202 Research Methods for Public Administration	
Psychology:	
PSYC 6083 Research Methods	
Program Evaluation and Design (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 7101 Program Evaluation I: Introduction to Program Evaluation	
EDRS 9101 Program Evaluation I: Introduction to Program Evaluation	
School Improvement:	
EDSI 9171 Program Evaluation	
Higher Education Administration:	
HESA 7152 Research and Program Evaluation	
HESA 9224 Institutional Assessment and Program Effectiveness	
Special Education:	
SPED 7701 Program Planning and Evaluation	
Counseling:	
CEPD 8156 Designing Effective Programs	
CEPD 9171 Program Evaluation	
Media and Instructional Technology:	
MEDT 8480 Program Evaluation	
Criminology:	
CRIM 6275 Planning and Evaluation	
Sociology:	
SOCI 6275 Planning and Evaluation	
Political Science:	
POLS 6204 Public Policy Analysis and Program Evaluation	
Research Methods (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 6303 School-Based Research Methods	
EDRS 8302 Educational Research: Theory and Practice	
EDRS 6341 Using Data to Improve the School	
EDRS 6342 School and Classroom Assessment	
School Improvement:	
EDSI 9961: Quantitative Research Methods	
EDSI 9962: Qualitative Research Methods	
EDSI 9963 Action research for Change I	
EDSI 9964 Advanced Research Seminar	
Special Education:	
SPED 7782 Directed Research Readings in Special Education	
SPED 8784 Research Seminar	
Counseling:	

CEPD 8184 Research: Quantitative Analysis	
CEPD 8194 Research: Mixed Methods Analysis	
CEPD 9183 Directed Doctoral Research	
Higher Education Administration:	
HESA 9222 Quantitative Research in a Higher Education Environment	
HESA 9221 Qualitative Research in a Higher Education Environment	
HESA 9223 Applied Research Practices	
Media and Instructional Technology:	
MEDT 8484 Research on Media and Instructional Technology	
MEDT 8485 Research Seminar II	
Sociology:	
SOCI 6613 Qualitative Research	
SOCI 6660 Institutional Ethnography	
SOCI 6003 Advanced Statistics for Sociology	
Criminology:	
CRIM 6015 – Managing Data	
Political Science:	
POLS 6202 Research Methods for Public Administration	
Geography:	
GEOG 5551 Introduction to GIS and Mapping Science	
Economics:	
ECON 6430 Business Forecasting	
ECON 6485 Special Topics in Economics	
One Capstone Course	**3**
EDRS 7000 Data Analytics	
Total Program:	**12**

Revised Program Map:

COURSE	HR
One Foundation Course (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 6301 Introduction to Research in the Human Sciences	
EDRS 8301 Educational Research Design	
School Improvement:	
EDSI 9960: Research Design	
Criminology:	
CRIM 6013 Social Research	
Sociology:	
SOCI 6013 Social Research	
Political Science:	
POLS 6202 Research Methods for Public Administration	
Psychology:	
PSYC 6083 Research Methods	
Program Evaluation and Design (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 7101 Program Evaluation I: Introduction to Program Evaluation	
EDRS 9101 Program Evaluation I: Introduction to Program Evaluation	
School Improvement:	
EDSI 9171 Program Evaluation	
Higher Education Administration:	
HESA 7152 Research and Program Evaluation	
HESA 9224 Institutional Assessment and Program Effectiveness	
Special Education:	
SPED 7701 Program Planning and Evaluation	

Counseling:	
CEPD 8156 Designing Effective Programs	
CEPD 9171 Program Evaluation	
Media and Instructional Technology:	
MEDT 8480 Program Evaluation	
Criminology:	
CRIM 6275 Planning and Evaluation	
Sociology:	
SOCI 6275 Planning and Evaluation	
Political Science:	
POLS 6204 Public Policy Analysis and Program Evaluation	
Research Methods (Select ONE course from the list below)	**3**
Educational Research:	
EDRS 6303 School-Based Research Methods	
EDRS 8302 Educational Research: Theory and Practice	
EDRS 6341 Using Data to Improve the School	
EDRS 6342 School and Classroom Assessment	
School Improvement:	
EDSI 9961: Quantitative Research Methods	
EDSI 9962: Qualitative Research Methods	
EDSI 9963 Action research for Change I	
EDSI 9964 Advanced Research Seminar	
Educational Leadership	
EDLE 6341 Using Data to Improve the School	
Special Education:	
SPED 7782 Directed Research Readings in Special Education	
SPED 8784 Research Seminar	
Counseling:	
CEPD 8184 Research: Quantitative Analysis	
CEPD 8194 Research: Mixed Methods Analysis	
CEPD 9183 Directed Doctoral Research	
Higher Education Administration:	
HESA 9222 Quantitative Research in a Higher Education Environment	
HESA 9221 Qualitative Research in a Higher Education Environment	
HESA 9223 Applied Research Practices	
Media and Instructional Technology:	
MEDT 8484 Research on Media and Instructional Technology	
MEDT 8485 Research Seminar II	
Sociology:	
SOCI 6613 Qualitative Research	
SOCI 6660 Institutional Ethnography	
SOCI 6003 Advanced Statistics for Sociology	
Criminology:	
CRIM 5004 – Managing Data	
Political Science:	
POLS 6202 Research Methods for Public Administration	
Geography:	
GEOG 5551 Introduction to GIS and Mapping Science	
Economics:	
ECON 6430 Business Forecasting	
ECON 6485 Special Topics in Economics	
One Capstone Course	**3**
EDRS 7000 Data Analytics	
Total Program:	**12**

Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies

2024-2025 Graduate New Program Request

General Information

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

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

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ◉ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Program Information

Program Name* Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies

Degree Type* Graduate Certificate

Program Description* Through the four-course Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies (DELT), candidates will systematically design, develop, implement, and evaluate instructional programs and integrate emerging learning technologies such as augmented reality, virtual reality, and robotics into their instruction. Coursework draws upon instructional design, the maker movement, design thinking, project-based learning, and computational thinking to support candidates in the effective use of emerging technologies in learning environments.

Program Location* Online

Status* ◉ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☑ Online Only ☐ Hybrid

Curriculum Information

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

Type of Program* (•) Program
( ) Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Admission Requirements

Applicants must hold a Bachelor's degree or higher, with a GPA of 2.7 or higher.

Foundation Course

MEDT 7464 Designing Technology Enhanced Instruction

Technology Centered Courses

MEDT 7499 Methods & Strategies for CT-integrated Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7497 Extended Reality for Learning

[After] (MEDT 7464 is a prerequisite for MEDT 7497.)

Justification and Assessment

Rationale* In reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty have developed courses to address the identified need for enhancing graduate students' (who are predominantly in-service P-12 teachers and school librarians) knowledge, skills, and abilities with the application of emerging technologies (e.g., augmented, mixed, and virtual reality; design and implementation of maker spaces; applications of computational thinking), as these competencies are increasingly in demand in Georgia schools. The College of Education's Innovations Lab features many technologies our students will explore through this program. This certificate is an excellent means of professional development for P-12 educators and designers.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Candidates systematically design, develop, implement, and evaluate instructional programs.
2. Candidates integrate emerging learning technologies into their instruction.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@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
- [x] None of these apply

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from here, and upload.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map*
- [x] I have attached the Program Map.

USGBOR One Step Proposal*
- [ ] I have attached the USGBOR One Step Proposal.
- [x] N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*
- [x] I have attached the Assessment Plan.
- [ ] N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* ☑ I have attached the Curriculum Map.

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

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

Post-Baccalaureate (Post-Bac)
Designing with Emerging Learning Technologies (DELT)

Learning	Measure/Method	Success Criterion	AY24	AY25
1	1. How data will be collected: Candidates are required to submit a Instructional Design Program (MEDT 7464). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the certificate. This assessment is 1 of 2 in the certificate. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	80% or more students at 2.0 or higher on all rubric criteria.		
2	1. How data will be collected: Candidates are required to submit an XR Prototype (MEDT 7497). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the certificate. This assessment is 2 of 2 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	80% or more students at 2.0 or higher on all rubric criteria.		

AY26	AY27	Interpretation & Use of Results	Improvement Plan

<Degree Level> (<Degree level abbreviation>)
<Program>

Learning	Connection	Measure/Method	Criterion	AY14	AY15	AY16	AY17
1							
2							
3							

Interpretation & Use of Results	Improvement Plan

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

CURRICULUM MAPPING TEMPLATE

				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
DEPARTMENT:	Educational Technology and Foundations							
PROGRAM:	**Post Bac Certificate in Designing Instruction with Emerging Technologies**		**COURSES**	**Candidates systematically design, develop, implement, and evaluate instructional programs.**	**Candidates integrate emerging learning technologies into their instruction.**			
		1	MEDT 7464	M (A)	R			
		2	MEDT 7499	R	R			
		3	MEDT 7498	R	R			
INTRODUCED: 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.		4	MEDT 7497	R	M (A)			
		5						
		6						
		7						
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8						
		9						
		10						
		11						
		12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13						
		14						
		15						
		16						
		17						
		18						
		19						
****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.**		20						
		21						
		22						

PROPOSED PROGRAM SHEET

University of West Georgia

Program Sheet

Program: Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies (DELT)

Entry Degree: Bachelor's Degree **Entry Certification**: none required	**Exit Degree:** no change **Exit Certification:** no change

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student Professional Role:	**Advisor Name**:

Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies (12 hours)

Foundation Course (3 hours) - Must be taken first			
Course Prefix & Number	**Course Title**	**Credit Hours**	**Semester**
MEDT 7464	Designing Technology Enhanced Instruction	3	
Technology Centered Courses (9 hours) - Taken in any order			
Course Prefix & Number	**Course Title**	**Credit Hours**	**Semester**
MEDT 7499	Methods and Strategies for CT-integrated Learning	3	
MEDT 7498	Design & Development of Maker-Centered Instruction	3	
MEDT 7497	Extended Reality for Learning*	3	
*MEDT 7464 is a prerequisite for MEDT 7497			

Post-Baccalaureate Certificate in Instructional Technology

2024-2025 Graduate New Program Request

General Information

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2024

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ◉ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Program Information

Program Name* Post-Baccalaureate Certificate in Instructional Technology

Degree Type* Certificate

Program Description* The Post-Baccalaureate Certificate in Instructional Technology is designed to prepare P-12 educators (e.g., teachers, school librarians) to effectively integrate technology into their own professional practice and to coach other educators in the use of learning technology for the improvement of school-based learning, teaching, and assessment practice.

To be admitted to the program, individuals must already hold a Georgia induction or professional certificate (at least a Level 5) in any field. Students are eligible to receive a service field certification through the Georgia Professional Standards Commission upon certificate completion and passing the applicable GACE content assessment in Instructional Technology.

This program may be completed in 2 – 4 semesters. For example, students may take two courses for two semesters or take one course per semester for four semesters.

Learning Outcomes
1. Candidates demonstrate content, pedagogical, and professional knowledge and skills.
2. Candidates develop, implement, and evaluate learning opportunities for all students.
3. Candidates demonstrate professional dispositions and ethics.
4. Candidates demonstrate the ability to serve the needs of diverse populations including special needs.

Program Location* Online

Status* ◉ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☑ Online Only ☐ Hybrid

Curriculum Information

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

Type of Program* (•) Program
( ) Shared Core

PROGRAM CURRICULUM

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

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Required Courses

IT Certification Courses (9 hrs)

Induction or Professional certificate from the Georgia Professional Standards Commission upon admission is required for eligibility for Instructional Technology certification.

The course MEDT 7476 is not offered in summer semesters and should be taken in the final semester along with the 0-hour course MEDT 7266.

MEDT 7464 Designing Technology Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

IT Focused Core (3 hours)

MEDT 7468 Instructional Multimedia Design and Development
MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT

Justification and Assessment

Rationale* The program being proposed (i.e., the Post-Baccalaureate Certificate in Instructional Technology) is based upon an existing certification program that has been offered since around 2013 (you may see the existing program here: https://catalog.westga.edu/preview_program.php?catoid=21&poid=3938&returnto=1353).

Through the present proposal, the Post-Baccalaureate Certificate in Instructional Technology program will be devised as a certificate, a designation that will afford several benefits to students and program faculty:

(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Instructional Technology will also provide students with recognition of completion of the program on the official transcript, and provide them with a UWG-earned certificate.

(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).

(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.

(4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Candidates demonstrate content knowledge and skills.
2. Candidates implement learning opportunities for all students.
3. Candidates demonstrate professional dispositions.
4. Candidates demonstrate the ability to serve the needs of diverse populations including special needs.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@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
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from here, and upload.

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map*
- [x] I have attached the Program Map.

USGBOR One Step Proposal*
- [ ] I have attached the USGBOR One Step Proposal.
- [x] N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*
- [x] I have attached the Assessment Plan.
- [ ] N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment*
- [x] I have attached the Curriculum Map.

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

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

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

PROPOSED PROGRAM SHEET

University of West Georgia

Degree: Post-Baccalaureate Certificate in Instructional Technology (12 hours)

Entry Degree: Master's Degree **Entry Certification**: Induction or Professional Certificate	**Exit Degree:** No Change **Exit Certification:** S-5 Instructional Technology

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student GaPSC Certification ID# (put "n/a" if not applicable):	**Student Professional Role** (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (put "n/a" if not applicable):	**Advisor Name**:

Post-Baccalaureate Certificate in Instructional Technology (12 hours)

Course Prefix and Number	Course Title	Credit Hours	Semester	Grade
MEDT 7464	Designing Technology Enhanced Instruction	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction (Prerequisite: MEDT 7464 or MEDT 7461)	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT	0		

Notes:

1. Students must pass the GACE Content Assessments for instructional technology if they seek certification.
2. A Renewable Professional certificate upon admission is required for eligibility for this certificate program.
3. The course MEDT 7476 is not offered in summer semesters.
4. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE -- TBD

Assessment Summa
College
Degree
Program
Concentration
Student Learning Outcome
SLO 1 Candidates demonstrate content, pedagogical, and professional knowledge and skills.
SLO 2 Candidates develop, implement, and evaluate learning opportunities for all students.
SLO 3 Candidates demonstrate professional dispositions and ethics.

SLO 4 Candidates demonstrate ability to serve needs of diverse populations including special needs.

ry for Years X, Y, Z
College of Education
Post-Baccalaureate Certificate in Instructional Technology
Media (130501)
Instructional Technology (4002)
Success Criteria
A) Course-based content Assessments: 80%+ rated at 3.0, as Represented by the on the Average of Candidate Responses on All Criteria (A1) MEDT7464-ID Project (A3) MEDT7476-Assessment Project B) Instructional Technology GACE - 90% Pass Rate C) Final Portfolio - 100% Pass Rate D) Exit Survey - 30% or greater Response Rate
A) Course-based content Assessments: 80%+ rated at 3.0, as Represented by the on the Average of Candidate Responses on All Criteria (A1) MEDT7464-ID Project (A2) MEDT7490-Visual Media Literacy Project (A3) MEDT7476-Assessment Project B) Instructional Technology GACE - 90% Pass Rate C) Final Portfolio - 100% Pass Rate D) Exit Survey - 30% or greater Response Rate
A) Course-based content Assessments: 80%+ rated at 3.0, as Represented by the on the Average of Candidate Responses on All Criteria (A1) MEDT7464-ID Project (A3) MEDT7476-Assessment Project (A4) MEDT7490-Visual Media Literacy Project B) Instructional Technology GACE - 90% Pass Rate C) Final Portfolio - 100% Pass Rate D) Exit Survey - 30% or greater Response Rate

A) Course-based content Assessments: 80%+ rated at 3.0, as Represented by the on the Average of Candidate Responses on All Criteria
(A1) MEDT7464-ID Project
(A3) MEDT7476-Assessment Project
(A4) MEDT7490-Visual Media Literacy Project

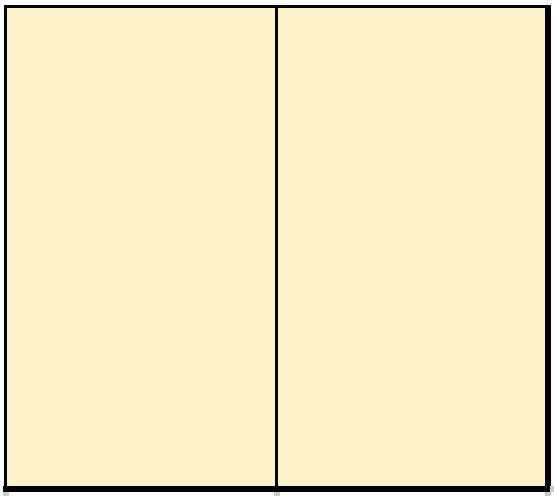
B) Instructional Technology GACE - 90% Pass Rate

C) Final Portfolio - 100% Pass Rate

D) Exit Survey - 30% or greater Response Rate

AY-X	AY-Y	AY-Z	Interpretation & Use of Results

Interpretation & Use of Results	Improvement Plan



CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

DEPARTMENT:	Educational Technology and Foundations			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**	**PL-SLO 4**
PROGRAM:	**IT (Non-Degree)**		**COURSES**	**demonstrate content, pedagogical, and professional knowledge and skills.**	**Candidates develop, implement, and evaluate learning opportunities for all students.**	**Candidates demonstrate professional dispositions and ethics.**	**demonstrate ability to serve needs of diverse populations including special needs.**
		1	MEDT 7464	I	I	M	I
		2	MEDT 7468	I	I	M	R
		3	MEDT 7490	R	R	M	M
INTRODUCED: 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.		4	MEDT 7476	M	M	M	M
		5	MEDT 7266	M	M	M	M
		6					
		7					
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8					
		9					
		10					
		11					
		12					
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13					
		14					
		15					
		16					
		17					
		18					
		19					

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****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.**	**20**					
		21					
		22					

Professional Counseling, Ed.S.

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department * Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name
Program Description

Program Name* Professional Counseling, Ed.S.

Program ID - DO NOT EDIT* 4070

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The Ed.S. degree is designed for graduate students with a master's degree in counseling, or very closely related degree, who desire further specialization as professional counselors and a higher level of competence in their work settings. The degree consists of 27 semester hours after completion of the master's degree.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Admission Requirements Include:

Master's degree in counseling or very closely related field

Minimum 3.0 graduate GPA

A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills.

Resume

If the prospective student's master's degree is NOT from a CACREP accredited counseling program, the student must have taken the equivalent of:

CEPD 7138 Multicultural Counseling
CEPD 6140 Basic Counseling Skills
CEPD 6141 Principles of Clinical Mental Health Counseling
CEPD 6151 Assessment & Appraisal in Counseling
CEPD 6131 Counseling Theories
CEPD 6160 Group Counseling
CEPD 6182 Internship: Professional Counseling
[Right] (CEPD 6188 Prereqisite)

CEPD 7141 Professional Orientation and Ethics in Counseling
CEPD 7152 Research and Program Evaluation
CEPD 6188 Practicum: Professional Counseling

Note:

Equivalency of courses must be determined and approved by the student's advisor. Students who are admitted without having the equivalent of the above courses are expected to complete them successfully before taking the required Ed.S. coursework. These prerequisite courses will not count toward meeting the requirements for the Ed.S. degree.

Program Requirements

Core Courses: 24 hours

CEPD 8138 Advanced Multicultural Counseling
CEPD 8185 Professional Research Writing
CEPD 8194 Research: Mixed Methods Analysis
CEPD 8152 Consultation, Collaboration and Program Development in Counseling
CEPD 8156 Designing Effective Programs
CEPD 8171 Current Issues in Counseling and Supervision
CEPD 8153 Advanced Therapy Topics in Counseling
CEPD 8141 Supervision in Counseling

Electives: 3 hours

One advisor-approved elective:

CEPD 7158 Counseling in the Military Community
CEPD 7160 Gender and Sexuality
CEPD 7163 Trauma Counseling

Total Program: 27 hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* There are two program revisions within this proposal: (1) the replacement of one course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.
(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address understanding research methods and applying knowledge of program evaluation to improve programming.
(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Candidates will apply their understanding of research methods and evidence-based practice to select counseling interventions.
2. Candidates will apply their understanding of program evaluation to improve counseling programming.
3. Candidates will describe their model of clinical supervision.
4. Candidates will demonstrate advanced knowledge of current issues in counseling and supervision.
5. Candidates will demonstrate advanced knowledge and dispositions relevant to practice in a culturally diverse society.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kgwaltney@westga.edu

Please select all that apply.*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

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

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

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

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Counseling, Higher Education, and Speech-Language Pathology

PROGRAM: Ed.S. in Professional Counseling

INTRODUCED: 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.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

****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.**

	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		Candidates will apply their understanding of research methods and evidence-based practice to select counseling interventions.	Candidates will apply their understanding of program evaluation to improve counseling programming.	Candidates will describe their model of clinical supervision.	Candidates will demonstrate advanced knowledge of current issues in counseling and supervision.	Candidates will demonstrate advanced knowledge and dispositions relevant to practice in a culturally diverse society.
1	CEPD 8138 Advanced Multicultural Counseling					reinforced (assessed)
2	CEPD 8185 Professional Writing				reinforced (assessed)	
3	CEPD 8153 Advanced Therapeutic Topics in				reinforced	
4	CEPD 8194 Mixed Methods Analysis	reinforced (assessed)				
5	CEPD 8152 Consultation, Collaboration and		reinforced (assessed)			
6	CEPD 8156 Designing Effective Programs		reinforced (assessed)			
7	CEPD 8171 Current Issues in Counseling and			reinforced (assessed)		
8	CEPD 8141 Supervision in Counseling			reinforced (assessed)		
9	Elective course					
10						
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21						
22						

Note: This is a specialist's degree program and, as such, no content should be introduced for the first time at this level of study. All content should be reinforced. Mastering this content would happen at the doctoral level.

There are two program revisions within this proposal: (1) the replacement of one course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.

(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address understanding research methods and applying knowledge of program evaluation to improve programming.

(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

Proposed SLOs

1. Candidates will apply their understanding of research methods and evidence-based practice to select counseling interventions.
2. Candidates will apply their understanding of program evaluation to improve counseling programming.
3. Candidates will describe their model of clinical supervision.
4. Candidates will demonstrate advanced knowledge of current issues in counseling and supervision.
5. Candidates will demonstrate advanced knowledge and dispositions relevant to practice in a culturally diverse society.

Current SLOs

~~1. Candidates will demonstrate the ability to apply advanced theories of individual and group counseling in practice~~

1. Candidates will ~~demonstrate the ability to~~ be able to apply their understanding of research methods and evidence-based practice to select ~~to~~ counseling interventions.
2. Candidates will be able to apply their understanding of ~~and/or~~ program evaluation ~~and use the information~~ to improve counseling programming
3. Candidates will ~~demonstrate the ability~~be able to ~~to provide quality clinical supervision~~ describe their model of clinical supervision
4. Candidates will demonstrate ~~an~~ advanced ~~understanding~~ knowledge of current issues in counseling and supervision.

~~5. Candidates will demonstrate advanced skills in specialty area of interest.~~

~~6.~~5. Candidates will demonstrate knowledge, skills, and dispositions relevant to practice in a ~~multicultural~~ culturally diverse society

Revised Plan of Study

Plan of Study Worksheet

Ed.S. in Professional Counseling

Department of Counseling, Higher Education and Speech Language Pathology
University of West Georgia

CORE CURRICULUM	Seq	HRS	SEMESTER REQUIRED	GR	SEM/YR COMPLETED
CEPD 8138 Advanced Multicultural Counseling	**1**	**3**	**FALL**		
CEPD 8185 Professional Writing	**2**	**3**	**FALL**		
CEPD 8153 Advanced Therapeutic Topics in Counseling	**3**	**3**	**FALL**		
CEPD 8194 Mixed Methods Analysis	**4**	**3**	**SPRING**		
CEPD 8152 Consultation, Collaboration and Program Development in Counseling	**5**	**3**	**SPRING**		
CEPD 8156 Designing Effective Programs	**6**	**3**	**SPRING**		
CEPD 8171 Current Issues in Counseling and Supervision	**7**	**3**	**SUMMER**		
CEPD 8141 Supervision in Counseling	**8**	**3**	**SUMMER**		
Advisor approved elective (pre-approved electives include CEPD 7158, CEPD 7163, and CEPD 7160)	**9**	**3**	**SUMMER**		
Total Hours		**27**			

Comments:

- Students cannot deviant from this plan of study without prior permission from the Ed.S. program coordinator.
- Students are to apply for graduation the semester before they are scheduled to graduate.
- Students must complete and pass the Ed.S. Oral Exit Exam during the semester in which they are scheduled to graduate.

Student signature: _____ **Date:** _____

Advisor signature: _____ **Date:** _____

Original Plan of Study

Plan of Study Worksheet

Ed.S. in Professional Counseling

Department of Counseling, Higher Education and Speech Language Pathology
University of West Georgia

CORE CURRICULUM	Seq	HRS	SEMESTER REQUIRED	GR	SEM/YR COMPLETED
CEPD 8138 Advanced Multicultural Counseling	**1**	**3**	**FALL**		
CEPD 8185 Professional Writing	**2**	**3**	**FALL**		
~~**CEPD 8184** Quantitative Analysis~~ CEPD 8153, Advanced Therapeutic Topics in Counseling	**3**	**3**	**FALL**		
CEPD 8194 Mixed Methods Analysis	**4**	**3**	**SPRING**		
CEPD 8152 Consultation, Collaboration and Program Development in Counseling	**5**	**3**	**SPRING**		
CEPD 8156 Designing Effective Programs	**6**	**3**	**SPRING**		
CEPD 8171 Current Issues in Counseling and Supervision	**7**	**3**	**SUMMER**		
CEPD 8141 Supervision in Counseling	**8**	**3**	**SUMMER**		
Advisor approved elective (pre-approved electives include CEPD 7158, CEPD 7163, and CEPD 7160)	**9**	**3**	**SUMMER**		
Total Hours		**27**			

Comments:

- Students cannot deviant from this plan of study without prior permission from the Ed.S. program coordinator.
- Students are to apply for graduation the semester before they are scheduled to graduate.
- Students must complete and pass the Ed.S. Oral Exit Exam during the semester in which they are scheduled to graduate.

Student signature: _____ **Date:** _____

Advisor signature: _____ **Date:** _____

SPED - 6766 - General Curriculum: Methods I with Practicum

2024-2025 Graduate Revise Course Request

General Information

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

Proposed Modifications (Check all that apply)*

- [x] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [x] Student Learning Outcomes
- [ ] Restrictions
- [x] Frequency of Course Offering
- [ ] Grading Structure
- [x] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SPED

Course Number* 6766

Course Title* General Curriculum: Methods I with Practicum

Long Course Title

Course Type - DO NOT EDIT* Special Education

Catalog Course Description* This course focuses on matching learner characteristics and needs to appropriate research-based learning strategies, including the science of reading, and enabling teachers to use research-based content enhancement routines to facilitate learning, particularly for students with mild disabilities who are included in the general curriculum. Emphasis will be placed on planning, teaching, and assessing strategy usage as well as planning, implementing, and assessing content enhancement routines. This course embeds a required semester-long supervised practicum where students will apply the methods in an adapted classroom setting.

Prerequisites * SPED 6715, SPED 6709 and Admission to Teacher Education TE and Educ. Field Experience Appl FE

Corequisites* N/A

Frequency - How many semesters per year will this course be offered? 2

Grading Graduate Standard Letter

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 2

Credit Hrs 3

Lab Hrs 1

Status* (•) Active-Visible ( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

Justification and Assessment

What is the rationale for the requested course changes?*

Course Name: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6766 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the M.A.T. in Special Education - General Curriculum program to be reduced to a competitive 30 hour program in line with other institutions.

Prerequisites: Remove SPED 6706. It is no longer required in the new 30 hour program. Add Educ.Field Experience Appl FE"

Frequency: Only offered Fall and Spring due to embedded practicum requirement.

Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).

Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the required embedded supervised practicum to apply learning.

Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.
Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

By the completion of this course, the student will demonstrate competency in the following objectives:

1. Demonstrate knowledge of the interaction of student characteristics and environmental factors that impact instruction. (Standards: 1, 2, 3, 4, 5, 6)
2. Demonstrate knowledge and application of current theories and research that form the basis of curriculum development (scope and sequence) and instructional practice that addresses the needs of individuals and groups using state standards and commercially available curricula. (Standards: 1, 2, 3, 4, 5)
3. Evaluate, select, adapt, modify and/or develop curricula and/or instructional materials that meet students' IEPs through the use of instructional units and lesson plans. (Standards: 1, 2, 3, 4, 5, 6)
4. Use informal assessments to evaluate student progress in educational settings and to plan appropriate instruction and/or develop curricular modifications for diverse individual and group needs. (Standards: 1, 3, 4, 5)
5. Demonstrate knowledge of learning strategies, content enhancement routines and specialized strategies that facilitate students' acquisition, maintenance, and generalization of skills across learning environments. (Standards: 1, 2, 3, 4, 5, 6)
6. Demonstrate and develop knowledge of K-12 Common Core Georgia Performance Standards (curriculum) to implement instruction in the content areas of English Language Arts, Reading and Social Sciences. (Standards: 3, 4, 5)
7. Identify ways in which technology and assistive technology can be infused into the learning environment to accomplish instructional objectives and facilitate the instructional process. (Standards: 1, 3, 4, 5, 6, 7)
8. Demonstrate an understanding of foundational reading skills related to the science of reading (e.g., phonological awareness, phonics, vocabulary, fluency, comprehension), with particular emphasis on meeting the needs of diverse student populations. (Standards: 3, 4, 5)
9. Demonstrate knowledge and use of various teaching techniques appropriate for students with diverse learning needs and background (1, 2, 3, 4, 5, 6, 7)
10. Engage in the full teacher role, including assessment, planning, instruction, management of the learning environment, collaboration, and performance of duties in line with required codes of ethics, as well as federal and state laws and regulations through the supervised semester-long practicum. (1, 2, 3, 4, 5, 6, 7)

**Initial Teacher Preparation Standards are retrieved from the Georgia Professional Standards Commission (PSC) and the Council for Exceptional Children (CEC) Initial Preparation Standards.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Are you making changes to the special fees or tuition that is required for this course?* [x] Yes [ ] No

If yes, what will the fee be?* 100

Fee Justification* This fee covers student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum. The practicum phase of the program is more intense, requiring frequent observations and guidance meetings. If the Education Internship fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Therefore, the Georgia Professional Standards Commission mandates of supervisory hours for certification would not be met, which would be detrimental to the program. Courses with fees are offered fall and spring semesters each year.

Administrative Use Only - DO NOT EDIT

Course ID* 46837

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

UNIVERSITY OF WEST GEORGIA OLD

Other · College of Education · Literacy and Special Education

~~Basc Curulm & Mthds:Gen Curulm~~

SPED-6766

Fall 2022 Section E01 3 Credits 08/10/2022 to 12/09/2022 Modified 08/15/2022

Description

This course focuses on matching learner characteristics and needs to appropriate research-based learning strategies and enabling teachers to use research-based content enhancement routines to facilitate learning, particularly for students with mild disabilities who are included in the general curriculum. Emphasis will be placed on planning, teaching, and assessing strategy usage as well as planning, implementing, and assessing content enhancement routines.

Requisites

Prerequisites:

~~SPED 6706 a~~nd SPED 6715 and SPED 6709 and Teacher Education Admission TE Corequisites:

Contact Information

Dr. Jennifer Reynolds

Email: jreynolds@westga.edu

Phone: 770-241-9141

Meeting Times

This course is offered 100% online.

-Materials

Vaughn, S., & Bos, Candace S. (2015). Strategies for teaching students with learning and behavior problems (10th ed.). Pearson. ISBN:13: 97803571066

Outcomes

Students will:

1. demonstrate knowledge of the interaction of student characteristics and environmental factors that impact instruction (American Psychological Association, 2010; Bender & Larkin, 2009; Boyle & Scanlon, 2010; Bursuck & Damer, 2011; Coyne, Carnine & Kame'enui,
2011; Gurganus, 2007; Lerner, & Johns 2009; Mercer & Mercer, 2011; Smith, 2004; Vaughn & Bos 2015; Wong, 2004) (Standards: CEC*3; INTASC** 4 & 5)

2. demonstrate knowledge and application of current theories and research that form the basis of curriculum development (scope and sequence) and instructional practice that addresses the needs of individuals and groups using state standards and commercially available curricula
(American Psychological Association, 2010; Bender & Larkin, 2009; Boyle & Scanlon, 2010; Bursuck & Damer, 2011; Carnine, Silbert,Kame'enui, Tarver, & Jongjohann, 2010; Coyne et al., 2011; Gurganus, 2007; Mercer & Mercer, 2011; Miller, 2009; Montague & Jitendra, 2006; Prater, 2007; Stein, Kinder, Silbert, & Carnine, 2006; Vaughn & Bos 2015) (Standards: CEC*3; INTASC** 4 & 5)

3. evaluate, select, adapt, modify and/or develop curricula and/or instructional materials that meet students' IEPS through the use of instructional units and lesson plans (Bursuck & Damer, 2011; Coyne et al., 2011; Gurganus, 2007; Henley, Ramsey, & Algozzine, 2009; Mercer & Mercer, 2011; Vaughn & Bos 2015; Wood, 2006) (Standards: CEC*3; INTASC** 4 & 5)

4. use informal assessments to evaluate student progress in educational settings and to plan appropriate instruction and/or develop
curricular modifications for diverse individual and group needs (Boyle & Scanlon, 2010; Bursuck & Damer, 2011; Gurganus, 2007; Henley et al., 2009; Mercer & Mercer, 2011; Vaughn & Bos 2015) (Standards: CEC*3; INTASC** 4 & 5)

5. demonstrate knowledge of learning strategies, content enhancement routines and specialized strategies that facilitate students' acquisition, maintenance, and generalization of skills across learning environments (Bender & Larkin, 2009; Boyle & Scanlon, 2010; Deshler, Ellis, & Lenz, 1996; Gurganus, 2007; Lenz, Ellis, & Scanlon, 1996; Mercer & Mercer, 2011; Strichert & Mangrum, 2002; Vaughn & Bos 2015; Wong, 2004) (Standards: CEC*3; INTASC** 4 & 5)

6. demonstrate and develop knowledge of K-12 Common Core Georgia Performance Standards (curriculum) to implement instruction in the content areas of English Language Arts, Reading, Math, Sciences, and Social Sciences (Georgia Department of Education, 2011)
2 of 10 (Standards: CEC*3; INTASC** 4 & 5)

7. identify ways in which technology and assistive technology can be infused into the learning environment to accomplish instructional objectives and facilitate the instructional process (Boyle & Scanlon, 2010; Coyne et al., 2011; Gurganus, 2007; Vaughn &
Bos 2015) (Standards: CEC*3; INTASC** 4 & 5)

Evaluation

Assignments	Points
Discussions (8 modules @ 5 pts each)	40
Quizzes (7 modules @ 20 pts each)	140
Lesson Plan Part A	20
Lesson Plan Part B	20
Lesson Plan Part C	20
Final Lesson Plan	50
TOTAL POSSIBLE POINT	290

Criteria

Specific directions will be provided for each Assignment in CourseDen.
Assignments will be graded by the course instructor based on the information provided in this syllabus and through the course modules. All assignments are due by midnight on the due date (see syllabus and CourseDen D2L Modules for due dates).

*All late assignments will have 20% of the points deducted for each calendar day late.

Grading Scale
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
F = Below 70%

Breakdown

Assignments

There will be 8 modules to complete in this course. Be sure to plan accordingly. Do not wait until the last minute, or you will not be able to get the assignments finished.

Assignment 1: Online Discussions- You will be expected to participate in online discussions throughout the semester. Your discussions will be based on the readings from that week's modules. You are encouraged to respond to your peers, but it is not a requirement for this course. Please be aware that all students are

expected to engage in all class communications, including discussions, in a respectful, objective, and professional manner. Also, you must always use person-first language. (Course Objectives 1 - 7)

Assignment 2: Content Quizzes- You will be required to take a quiz at the end of each module for modules 1-7. The quizzes cover the information from the assigned textbook chapters.
(Course Objectives 1-7 depending on topic)

Assignments 3: Lesson Plan Part A- The main assignment for this course is to write a lesson plan using the lesson plan template provided in CourseDen. You will write this lesson plan in sections so that you can obtain feedback on each part of the lesson plan process. For part A, you will complete the sections for the focus learner, IEP goal, Learning goal, Academic content standard, and three lesson objectives. The information on the focus learner will be hypothetical data.
(Course Objectives 1 - 7)

Assignment 4: Lesson Plan Part B- For part B, you will complete the sections for baseline data, assessment of learning, and self monitoring. (Course Objectives 1 - 7)

Assignment 5: Lesson Plan Part C- For part C, you will complete the remaining sections of the lesson plan. (Course Objectives 1-7)

Assignment 6: Final Lesson Plan- After receiving feedback on Parts A, B, and C of your Lesson Plan, you will update your lesson plan addressing all of the professor's feedback and turn in a final copy. (Course Objectives 1-7)

sSchedule

When	Topic	Notes

When	Topic	Notes

Module	Assignments	Due Date **All module activities are due by 11;59 pm on the last day of each module.
Module 1	· Syllabus Quiz · Module 1 Discussion	August 21st
Module 2	· Module 2 Discussion · Module 2 Quiz · Lesson Plan Part A	September 4th
Module 3	• Module 3 Discussion • Module 3 Quiz • Lesson Plan Part B	September 8th
Module 4	• Module 4 Discussion • Module 4 Quiz • Lesson Plan Part C	October 2nd
Module 5	• Module 5 Discussion • Module 5 Quiz	October 16th
Module 6	• Module 6 Discussion • Module 6 Quiz	October 30th

When	Topic	Notes

Module 7	• Module 7 Discussion • Module 7 Quiz • Final Copy of Lesson Plans	November 13th
Module 8	• Module 8 Discussion	December 2nd

iCourse Policies and Resources

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. Work completed for another course is not acceptable for this course.

Attendance Policy

Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. Since this is a fully online class, attendance will be determined by participation in weekly module discussions and assignment. Logging in weekly and working in the course is mandatory. All justified absences for on-line
class meetings and participation must also be properly documented. Whenever possible, prior notice should be given to the course instructor when these absences or failure to submit assignments by the due date are anticipated. If prior notice of an absence or
failure to submit assignments by the due date cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 on-line absences for the semester must contact the instructor immediately. Administration will be contacted and you can be dropped from the course.

Late Work

Assignments will be considered late if they are not turned in by the assigned due date listed in the Class Outline at the end of the syllabus. Per program policy, work turned in after the deadline will have a 20% deduction off the earned grade each day after the due date. Late work will be accepted for full credit only in instances of documented emergencies.

Professional Conduct

All students are expected to communicate in a professional manner, submit work on-time, and be respectful to all in the class. Additionally, all students must use people-first language in all communication and assignments.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make

special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

UNIVERSITY OF WEST GEORGIA NEW

Other · College of Education · Literacy and Special Education

General Curriculum: Methods I with Practicum

SPED-6766

Fall 2022 Section E01 3 Credits 08/10/2022 to 12/09/2022 Modified 08/15/2022

Description

This course focuses on matching learner characteristics and needs to appropriate research-based learning strategies, including the science of reading, and enabling teachers to use research-based content enhancement routines to facilitate learning, particularly for students with mild disabilities who are included in the general curriculum. Emphasis will be placed on planning, teaching, and assessing strategy usage as well as planning, implementing, and assessing content enhancement routines.This course embeds a required semester-long supervised practicum where students will apply the methods in an adapted classroom setting.

Requisites

Prerequisites:

SPED 6715 and SPED 6709 and Teacher Education Admission TE

Corequisites:

Contact Information

Dr. Jennifer Reynolds

Email: jreynolds@westga.edu

Phone: 770-241-9141

Meeting Times

This course is offered 100% online.

-Materials

Vaughn, S., & Bos, Candace S. (2015). Strategies for teaching students with learning and behavior problems (10th ed.). Pearson. ISBN:13: 97803571066

Outcomes

Students will:

1. Demonstrate knowledge of the interaction of student characteristics and environmental factors that impact instruction. (Standards: 1, 2, 3, 4, 5, 6)
2. Demonstrate knowledge and application of current theories and research that form the basis of curriculum development (scope and sequence) and instructional practice that addresses the needs of individuals and groups using state standards and commercially available curricula. (Standards: 1, 2, 3, 4, 5)
3. Evaluate, select, adapt, modify and/or develop curricula and/or instructional materials that meet students' IEPs through the use of instructional units and lesson plans. (Standards: 1, 2, 3, 4, 5, 6)
4. Use informal assessments to evaluate student progress in educational settings and to plan appropriate instruction and/or develop curricular modifications for diverse individual and group needs. (Standards: 1, 3, 4, 5)
5. Demonstrate knowledge of learning strategies, content enhancement routines and specialized strategies that facilitate students' acquisition, maintenance, and generalization of skills across learning environments. (Standards: 1, 2, 3, 4, 5, 6)
6. Demonstrate and develop knowledge of K-12 Common Core Georgia Performance Standards (curriculum) to implement instruction in the content areas of English Language Arts, Reading and Social Sciences. (Standards: 3, 4, 5)
7. Identify ways in which technology and assistive technology can be infused into the learning environment to accomplish instructional objectives and facilitate the instructional process. (Standards: 1, 3, 4, 5, 6, 7)
8. Demonstrate an understanding of foundational reading skills related to the science of reading (e.g., phonological awareness, phonics, vocabulary, fluency, comprehension), with particular emphasis on meeting the needs of diverse student populations. (Standards: 3, 4, 5)
9. Demonstrate knowledge and use of various teaching techniques appropriate for students with diverse learning needs and background (1, 2, 3, 4, 5, 6, 7)
10. Engage in the full teacher role, including assessment, planning, instruction, management of the learning environment, collaboration, and performance of duties in line with required codes of ethics, as well as federal and state laws and regulations through the supervised semester-long practicum. (1, 2, 3, 4, 5, 6, 7)

Evaluation

Assignments	Points
Discussions (8 modules @ 5 pts each)	40
Quizzes (7 modules @ 20 pts each)	140
Lesson Plan Part A	20
Lesson Plan Part B	20
Lesson Plan Part C	20
Final Lesson Plan 675	50

TOTAL POSSIBLE POINT	290

Criteria

Specific directions will be provided for each Assignment in CourseDen.
Assignments will be graded by the course instructor based on the information provided in this syllabus and through the course modules. All assignments are due by midnight on the due date (see syllabus and CourseDen D2L Modules for due dates).

*All late assignments will have 20% of the points deducted for each calendar day late.

Grading Scale
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
F = Below 70%

Breakdown

®Assignments

There will be 8 modules to complete in this course. Be sure to plan accordingly. Do not wait until the last minute, or you will not be able to get the assignments finished.

Assignment 1: Online Discussions- You will be expected to participate in online discussions throughout the semester. Your discussions will be based on the readings from that week's modules. You are encouraged to respond to your peers, but it is not a requirement for this course. Please be aware that all students are

expected to engage in all class communications, including discussions, in a respectful, objective, and professional manner. Also, you must always use person-first language. (Course Objectives 1 - 7)

Assignment 2: Content Quizzes- You will be required to take a quiz at the end of each module for modules 1-7. The quizzes cover the information from the assigned textbook chapters.
(Course Objectives 1-7 depending on topic)

Assignments 3: Lesson Plan Part A- The main assignment for this course is to write a lesson plan using the lesson plan template provided in CourseDen. You will write this lesson plan in sections so that you can obtain feedback on each part of the lesson plan process. For part A, you will complete the sections for the focus learner, IEP goal, Learning goal, Academic content standard, and three lesson objectives. The information on the focus learner will be hypothetical data.
(Course Objectives 1 - 7)

Assignment 4: Lesson Plan Part B- For part B, you will complete the sections for baseline data, assessment of learning, and self monitoring. (Course Objectives 1 - 7)

Assignment 5: Lesson Plan Part C- For part C, you will complete the remaining sections of the lesson plan. (Course Objectives 1-7)

Assignment 6: Final Lesson Plan- After receiving feedback on Parts A, B, and C of your Lesson Plan, you will update your lesson plan addressing all of the professor's feedback and turn in a final copy. (Course Objectives 1-7)

sSchedule

When	Topic	Notes

When	Topic	Notes

Module	Assignments	Due Date **All module activities are due by 11;59 pm on the last day of each module.
Module 1	· Syllabus Quiz · Module 1 Discussion	August 21st
Module 2	· Module 2 Discussion · Module 2 Quiz · Lesson Plan Part A	September 4th
Module 3	• Module 3 Discussion • Module 3 Quiz • Lesson Plan Part B	September 8th
Module 4	• Module 4 Discussion • Module 4 Quiz • Lesson Plan Part C	October 2nd
Module 5	• Module 5 Discussion • Module 5 Quiz	October 16th
Module 6	• Module 6 Discussion • Module 6 Quiz	October 30th

When	Topic	Notes

Module 7	• Module 7 Discussion • Module 7 Quiz • Final Copy of Lesson Plans	November 13th
Module 8	• Module 8 Discussion	December 2nd

iCourse Policies and Resources

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. Work completed for another course is not acceptable for this course.

Attendance Policy

Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. Since this is a fully online class, attendance will be determined by participation in weekly module discussions and assignment. Logging in weekly and working in the course is mandatory. All justified absences for on-line
class meetings and participation must also be properly documented. Whenever possible, prior notice should be given to the course instructor when these absences or failure to submit assignments by the due date are anticipated. If prior notice of an absence or
failure to submit assignments by the due date cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 on-line absences for the semester must contact the instructor immediately. Administration will be contacted and you can be dropped from the course.

Late Work

Assignments will be considered late if they are not turned in by the assigned due date listed in the Class Outline at the end of the syllabus. Per program policy, work turned in after the deadline will have a 20% deduction off the earned grade each day after the due date. Late work will be accepted for full credit only in instances of documented emergencies.

Professional Conduct

All students are expected to communicate in a professional manner, submit work on-time, and be respectful to all in the class. Additionally, all students must use people-first language in all communication and assignments.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make

special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

SPED - 6776 - Adapted Curriculum: Methods I with Practicum

2024-2025 Graduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Proposed Modifications (Check all that apply)*

- [x] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [x] Catalog Description
- [x] Credit Hours
- [x] Student Learning Outcomes
- [ ] Restrictions
- [x] Frequency of Course Offering
- [ ] Grading Structure
- [x] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SPED

Course Number* 6776

Course Title* Adapted Curriculum: Methods I with Practicum

Long Course Title

Course Type - DO NOT EDIT* Special Education

Catalog Course Description* This class focuses on instruction of pupils with significant cognitive disabilities, particularly students who benefit most from alternative functional curricula and are assessed on alternate achievement standards. This course embeds a semester-long supervised practicum where students will apply the methods in an adapted classroom setting. Topics to be addressed include planning and implementing instruction, accessing general curricula, specialized curricula in relevant areas, alternate assessment strategies, and the science of reading. Methods I focuses on preschool and elementary age students, but the curriculum strategies and best practices can be generalized to other grade-levels and are applicable across the lifespan.

Prerequisites * SPED 6701 and SPED 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE

Corequisites* N/A

Frequency - How many semesters per year will this course be offered? 2

Grading Graduate Standard Letter

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 2

Credit Hrs 3

Lab Hrs 1

Status* (•) Active-Visible ( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

Justification and Assessment

What is the rationale for the requested course changes?*

Course Title: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6776 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the program to be reduced to a competitive 30 hour program in line with other institutions.

Prerequisites: added 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE to align with general curriculum (sister course) prerequisite requirements.

Frequency: Only offered Fall and Spring due to embedded practicum requirement.

Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).

Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the embedded supervised practicum to apply learning. Replaced "handicapping conditions" with exceptionalities for appropriateness.

Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.

Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

By the completion of this course, the student will demonstrate competency in the following objectives:
1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Standards: 1, 2, 3, 4, 5)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific exceptionalities, and backgrounds (Standards:1, 3, 5)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains(Standards: 1, 3, 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Standards: 1 and 5)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Standards: 1, 2, 3, 5, 7)
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 (Standards: 1, 2, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Standards: 1, 2, 3, 4, 5, 6, 7)
8. Plan, implement, and evaluate instruction for young children with severe disabilities (ages 3-5) (Standards: 1, 2, 3, 4, 5, 6, 7)
9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific exceptionalities, and backgrounds, including use of various types of Assistive Technology (Standards: 1, 2, 3, 4, 5)
10. Demonstrate an understanding of foundational reading skills related to the science of reading (e.g., phonological awareness, phonics, vocabulary, fluency, comprehension), with particular emphasis on meeting the needs of diverse student populations. (Standards: 3, 4, 5)
11. Demonstrate knowledge and use of various teaching techniques appropriate for students with diverse learning needs and background (1, 2, 3, 4, 5, 6, 7)
12. Engage in the full teacher role, including assessment, planning, instruction, management of the learning environment, collaboration, and performance of duties in line with required codes of ethics, as well as federal and state laws and regulations through the supervised semester-long practicum. (1, 2, 3, 4, 5, 6, 7)

**Initial Teacher Preparation Standards are retrieved from the Georgia Professional Standards Commission (PSC) and the Council for Exceptional Children (CEC) Initial Preparation Standards.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Are you making changes to the special fees or tuition that is required for this course?* [x] Yes [ ] No

If yes, what will the fee be?* 100

Fee Justification* This fee covers student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum. The practicum phase of the program is more intense, requiring frequent observations and guidance meetings. If the Education Internship fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Therefore, the Georgia Professional Standards Commission mandates of supervisory hours for certification would not be met, which would be detrimental to the program. Courses with fees are offered fall and spring semesters each year.

Administrative Use Only - DO NOT EDIT

Course ID* 46896

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

UNIVERSITY OF WEST GEORGIA OLD

Other · College of Education · Literacy and Special Education

~~Curric & Inst Stgy Severe Disa~~

SPED-6776

Summer 2021 Section E01 3 Credits 06/01/2021 to 07/23/2021 Modified 05/31/2021

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.

Requisites

Prerequisites:

SPED 6701

Corequisites:

Contact Information

Janet Pope, Ed.S.

jpope@westga.edu

770-314-4305 (Cell)

Meeting Times

Course is fully online.

-Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

The following students do not need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_ tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu (mailto:tk20@westga.edu) . You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

Teaching Students with Severe Disabilities

Author: Westling, D. L., Fox, L., & Carter, E. W.
Publisher: Pearson: Boston, MA
Edition: 5th Edition (2015)

Note: This textbook will be used as a resource for this course and is the same textbook used for SPED 6701.

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/i, 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, & Sigafoos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC5/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, 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, 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; Orelove, 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%20Standard s/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

Evaluation

Breakdown

Grade	Range	Notes
Syllabus Quiz		Counts 5 points and confirms your enrolment in SPED 6776 for Summer 2021.
Quizes		Each of the 4 quizes count for a possible 20 points each for a possible total of 80 points.
IRIS Modules		Each of the 4 IRIS Modules count for a possible 10 points for a possible total of 40 points.
Unit Plan Outline		Unit Plan Project outline counts for a possible 20 points.
Unit Plan Project		Unit Plan Project counts for a possible 60 points and will serve as your final exam.

Criteria

Type	Weight	Topic	Notes
Grading			Percentage of Total Points A = 90-100 % B = 80-89 % C = 70-79 % D = 60-69 % F = <60 %

Assignments

Quiz: Syllabus Quiz

The syllabus quiz confirms your enrolment in this course.

Please review the syllabus and complete syllabus quiz.

Syllabus quiz can be located in the Course Den Assignments tab under the Quizes tab.

Quiz : Quiz 1

Quiz 1 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz: Quiz 2

Quiz 2 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz : Quiz 3

Quiz 3 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz: Quiz 4

Quiz 4 can be located in the Course Den Assignments tab under the Quizes tab.

IRIS Module: Accessing the General Curriculum

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Instructional Support

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Universal Design for Learning

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Progress Monitoring and Reading

IRIS Center of Vanderbilt University's Peabody College

Unit Plan Project Outline

You will use the Unit Plan Project Outline located in under the Contents Tab in the Unit Plan Project module.

Project: Unit Plan Project

Your Unit Plan Project will serve as your final exam.

You will submit your Unit Plan Project under the Assessments tab under the Assignments tab.

sSchedule

When	Topic	Notes

When	Topic	Notes

Date	Topic/Reading/Activity	Homework Assignments Due
Week 1 June 1-6	Topic: Introduction to Course	Review syllabus, course schedule assignments, and obtain textbook
Monday, June 7	· Complete Syllabus Quiz – Confirms your enrollment in this course · Complete IRIS Module: Accessing General Curriculum	DUE: Syllabus Quiz – Confirms Enrollment DUE: IRIS Module - Accessing General Curriculum
Week 2 June 8-13	Topic: What to Teach · Course Module 1 · Course Module 2 · Course Module 3	Complete Course Module: 1 Complete Course Module: 2 Complete Course Module: 1

When	Topic	Notes		
		Monday, June 14	· Complete Quiz 1 · Complete and Submit IRIS Module: Instructional Support	DUE: Quiz 1 DUE: IRIS Module - Instructional Support
		Week 3 June 15-20	Topic: How to Teach · Course Module 4 · Course Module 5	Complete Course Module: 4 Complete Course Module: 5
		Monday, June 21	· Complete Quiz 2 · Complete and Submit IRIS Module: UDL	DUE: Quiz 2 DUE: IRIS Module - UDL

When	Topic	Notes		
		Week 4 June 22-27	Topic: How to Teach and Universal Design for Learning · Course Module 6 · Course Module 7	Complete Course Module: 6 Complete Course Module: 7
		Monday, June 28	· Complete Quiz 3 · Complete and Submit IRIS Module: Progress Monitoring & Reading · Complete and submit Unit Plan Project	DUE: Quiz 3 DUE: IRIS Module - Progress Monitoring & Reading DUE: Unit Plan Project Outline
		Week 5 June 29-July 3	Topic: Progress Monitoring · Course Module 8	Complete Course Module: 8
		Monday, July 5	Holiday	Holiday

When	Topic	Notes

Week 6 July 6-11	· Complete Quiz 4	DUE: Quiz 4
Monday, July 12	Topic: Unit Plans	Work on Unit Plan Project
Week 7 July 12-18	Topic: Unit Plans	Work on Unit Plan Project
Monday, July 19	Final	DUE: Unit Plan Project

**Note: Dates, topics, assignments, and readings may change at the instructor's discretion. All additional readings and activities as well as any changes made to the course schedule will be communicated and posted in Course Den.

iCourse Policies and Resources

1. Opportunities for extra credit will not be provided for this class.

2. 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.

Late work may be accepted at the discretion of the course professor. Please email the course professor as soon as possible to discuss submission of late assignments. Any accepted assignments submitted after the assigned due date and time will receive point deduction(s) from the original point value (may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

3. Adjustments to due dates may be made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. You are expected to work around routine CourseDen events.

4. 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 more information, visit https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her

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ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

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Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

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Additional Items

UNIVERSITY OF WEST GEORGIA NEW

Other · College of Education · Literacy and Special Education

Adapted Curriculum: Methods I with Practicum

SPED-6776

Summer 2021 Section E01 3 Credits 06/01/2021 to 07/23/2021 Modified 05/31/2021

Description

This class focuses on instruction of pupils with significant cognitive disabilities, particularly students who benefit most from alternative functional curricula and are assessed on alternate achievement standards. This course embeds a semester-long supervised practicum where students will apply the methods in an adapted classroom setting. Topics to be addressed include planning and implementing instruction, accessing general curricula, specialized curricula in relevant areas, alternate assessment strategies, and the science of reading. Methods I focuses on preschool and elementary age students, but the curriculum strategies and best practices can be generalized to other grade-levels and are applicable across the lifespan.

Requisites

Prerequisites:

SPED 6701 and SPED 6709 and Admission to Teacher Education TE

Corequisites:

Contact Information

Janet Pope, Ed.S.

jpope@westga.edu

770-314-4305 (Cell)

Meeting Times

Course is fully online.

-Materials

Teaching Students with Severe Disabilities

Author: Westling, D. L., Fox, L., & Carter, E. W.

Publisher: Pearson: Boston, MA

Edition: 5th Edition (2015)

Note: This textbook will be used as a resource for this course and is the same textbook used for SPED 6701.

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 (Standards: 1, 2, 3, 4, 5)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific exceptionalities, and backgrounds (Standards:1, 3, 5)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains(Standards: 1, 3, 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Standards: 1 and 5)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Standards: 1, 2, 3, 5, 7)
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 (Standards: 1, 2, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Standards: 1, 2, 3, 4, 5, 6, 7)
8. Plan, implement, and evaluate instruction for young children with severe disabilities (ages 3-5) (Standards: 1, 2, 3, 4, 5, 6, 7)
9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific exceptionalities, and backgrounds, including use of various types of Assistive Technology (Standards: 1, 2, 3, 4, 5)
10. Demonstrate an understanding of foundational reading skills related to the science of reading (e.g., phonological awareness, phonics, vocabulary, fluency, comprehension), with particular emphasis on meeting the needs of diverse student populations. (Standards: 3, 4, 5)
11. Demonstrate knowledge and use of various teaching techniques appropriate for students with diverse learning needs and background (1, 2, 3, 4, 5, 6, 7)
12. Engage in the full teacher role, including assessment, planning, instruction, management of the learning environment, collaboration, and performance of duties in line with required codes of ethics, as well as federal and state laws and regulations through the supervised semester-long practicum. (1, 2, 3, 4, 5, 6, 7)

**Initial Teacher Preparation Standards are retrieved from the Georgia Professional Standards Commission (PSC) and the Council for Exceptional Children (CEC) Initial Preparation Standards.

Evaluation

Breakdown

Grade	Range	Notes
Syllabus Quiz		Counts 5 points and confirms your enrolment in SPED 6776 for Summer 2021.
Quizes		Each of the 4 quizes count for a possible 20 points each for a possible total of 80 points.
IRIS Modules		Each of the 4 IRIS Modules count for a possible 10 points for a possible total of 40 points.
Unit Plan Outline		Unit Plan Project outline counts for a possible 20 points.
Unit Plan Project		Unit Plan Project counts for a possible 60 points and will serve as your final exam.

Criteria

Type	Weight	Topic	Notes
Grading			Percentage of Total Points A = 90-100 % B = 80-89 % C = 70-79 % D = 60-69 % F = <60 %

®Assignments

Quiz: Syllabus Quiz

The syllabus quiz confirms your enrolment in this course.

Please review the syllabus and complete syllabus quiz.

Syllabus quiz can be located in the Course Den Assignments tab under the Quizes tab.

Quiz : Quiz 1

Quiz 1 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz: Quiz 2

Quiz 2 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz : Quiz 3

Quiz 3 can be located in the Course Den Assignments tab under the Quizes tab.

Quiz: Quiz 4

Quiz 4 can be located in the Course Den Assignments tab under the Quizes tab.

IRIS Module: Accessing the General Curriculum

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Instructional Support

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Universal Design for Learning

IRIS Center of Vanderbilt University's Peabody College

IRIS Module: Progress Monitoring and Reading

IRIS Center of Vanderbilt University's Peabody College

Unit Plan Project Outline

You will use the Unit Plan Project Outline located in under the Contents Tab in the Unit Plan Project module.

Project: Unit Plan Project

Your Unit Plan Project will serve as your final exam.

You will submit your Unit Plan Project under the Assessments tab under the Assignments tab.

sSchedule

When	Topic	Notes

When	Topic	Notes

Date	Topic/Reading/Activity	Homework Assignments Due
Week 1 June 1-6	Topic: Introduction to Course	Review syllabus, course schedule assignments, and obtain textbook
Monday, June 7	· Complete Syllabus Quiz – Confirms your enrollment in this course · Complete IRIS Module: Accessing General Curriculum	DUE: Syllabus Quiz – Confirms Enrollment DUE: IRIS Module - Accessing General Curriculum
Week 2 June 8-13	Topic: What to Teach · Course Module 1 · Course Module 2 · Course Module 3	Complete Course Module: 1 Complete Course Module: 2 Complete Course Module: 1

When	Topic	Notes		
		Monday, June 14	· Complete Quiz 1 · Complete and Submit IRIS Module: Instructional Support	DUE: Quiz 1 DUE: IRIS Module - Instructional Support
		Week 3 June 15-20	Topic: How to Teach · Course Module 4 · Course Module 5	Complete Course Module: 4 Complete Course Module: 5
		Monday, June 21	· Complete Quiz 2 · Complete and Submit IRIS Module: UDL	DUE: Quiz 2 DUE: IRIS Module - UDL

When	Topic	Notes		
		Week 4 June 22-27	Topic: How to Teach and Universal Design for Learning · Course Module 6 · Course Module 7	Complete Course Module: 6 Complete Course Module: 7
		Monday, June 28	· Complete Quiz 3 · Complete and Submit IRIS Module: Progress Monitoring & Reading · Complete and submit Unit Plan Project	DUE: Quiz 3 DUE: IRIS Module - Progress Monitoring & Reading DUE: Unit Plan Project Outline
		Week 5 June 29-July 3	Topic: Progress Monitoring · Course Module 8	Complete Course Module: 8
		Monday, July 5	Holiday	Holiday

When	Topic	Notes

Week 6 July 6-11	· Complete Quiz 4	DUE: Quiz 4
Monday, July 12	Topic: Unit Plans	Work on Unit Plan Project
Week 7 July 12-18	Topic: Unit Plans	Work on Unit Plan Project
Monday, July 19	Final	DUE: Unit Plan Project

**Note: Dates, topics, assignments, and readings may change at the instructor's discretion. All additional readings and activities as well as any changes made to the course schedule will be communicated and posted in Course Den.

iCourse Policies and Resources

1. Opportunities for extra credit will not be provided for this class.

2. 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.

Late work may be accepted at the discretion of the course professor. Please email the course professor as soon as possible to discuss submission of late assignments. Any accepted assignments submitted after the assigned due date and time will receive point deduction(s) from the original point value (may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

3. Adjustments to due dates may be made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. You are expected to work around routine CourseDen events.

4. 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 more information, visit https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

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Additional Items

SPED - 7750 - Introduction to Applied Behavior Analysis

2024-2025 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7750

Course Title* Introduction to Applied Behavior Analysis

Course Type* Special Education

Catalog Course Description* This course provides students with a comprehensive understanding of applied behavior analysis from its historical origins and applications to contemporary practice. Students will be introduced to the philosophical underpinnings of behavior analysis and gain an understanding of the concepts and principles of applied behavior analysis. Students will also be introduced to methods for selecting and operationally defining socially significant behavior to change. Finally, students will gain an introductory understanding of basic behavior change procedures and measurement concepts.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the basic principles of ABA.

Student Learning Outcomes* Students will:
1. Describe and discuss the philosophical underpinnings of applied behavior analysis. (BACB A1-5)
2. Define and provide examples of the concepts and principles of applied behavior analysis. (BACB B1-15)
3. Describe methods for selecting and operationally defining socially significant behavior. (BACB C1, F2)
4. Describe and apply basic behavior change procedures.BACB G1-8)
5. Identify and describe appropriate types of measurement given various dimensions of behavior identified for change and contextual variables. (BACB C2-5; C9)
6. Interpret graphed data to inform need for intervention, determine intervention effectiveness, and identify need to modify an intervention. (BACB C11, H7-8; CEC Advanced 1.3, 1.4)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (●) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* N/A

Fee Justification N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

PROPOSED

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Introduction to Applied Behavior Analysis

SPED 7750

Fall 2024 3 Credits

Description

This course provides students with a comprehensive understanding of applied behavior analysis from its historical origins and applications to contemporary practice. Students will be introduced to the philosophical underpinnings of behavior analysis and gain an understanding of the concepts and principles of applied behavior analysis. Students will also be introduced to methods for selecting and operationally defining socially significant behavior to change. Finally, students will gain an introductory understanding of basic behavior change procedures and measurement concepts.

Outcomes

Students will:

1. describe and discuss the philosophical underpinnings of applied behavior analysis. (BACB A1-5)
2. define and provide examples of the concepts and principles of applied behavior analysis. (BACB B1-15)
3. describe methods for selecting and operationally defining socially significant behavior. (BACB C1, F2)
4. describe and apply basic behavior change procedures. (BACB G1-8)
5. identify and describe appropriate types of measurement given various dimensions of behavior identified for change and contextual variables. (BACB C2-5; C9)
6. interpret graphed data to inform need for intervention, determine intervention effectiveness, and identify need to modify an intervention. (BACB C11, H7-8; CEC Advanced 1.3, 1.4)

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 7755 - Theoretical and Philosophical Foundations in Applied Behavior Analysis

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Desired Effective Semester* Fall

Desired Effective Year* 2024

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

rather than an academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7755

Course Title* Theoretical and Philosophical Foundations in Applied Behavior Analysis

Course Type* Special Education

Catalog Course Description* This course builds on student's prior knowledge of basic concepts and principles of ABA and promotes a deeper understanding of the theoretical and philosophical underpinnings of these principles through critical reflection and analysis. Students will be challenged to critically analyze various elements of ABA concepts and principles and distinguish between them. Additionally, students will explore advanced behavior change procedures (e.g., verbal behavior, self-management strategies, extinction) and their relative risks and benefits in the school context. Finally, students will apply their understanding of behavior change procedures using role plays, simulations, and practice activities.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

Concurrent Prerequisites SPED 7750

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the theoretical and philosophical foundations of ABA.

Student Learning Outcomes* 1. Critically Analyze And Discuss The Philosophical Underpinnings Of Applied Behavior Analysis And Their Relation To Contemporary Tensions In The Field. (BACB A1-5)
2. Critically Analyze And Distinguish Between And Among Concepts And Principles Of Applied Behavior Analysis. (BACB B1-15; And B16-24 Of 6th Edition Tco)
3. Describe And Define Advanced Behavior Change Procedures. (BACB G9-22)
4. Apply Behavior Change Procedures. (BACB G1-22)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* Yes / No (checked)

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

PROPOSED

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Theoretical and Philosophical Foundations in Applied Behavior Analysis

SPED 7755

Fall 2024 3 Credits

Description

This course builds on student's prior knowledge of basic concepts and principles of ABA and promotes a deeper understanding of the theoretical and philosophical underpinnings of these principles through critical reflection and analysis. Students will be challenged to critically analyze various elements of ABA concepts and principles and distinguish between them. Additionally, students will explore advanced behavior change procedures (e.g., verbal behavior, self-management strategies, extinction) and their relative risks and benefits in the school context. Finally, students will apply their understanding of behavior change procedures using role plays, simulations, and practice activities.

Outcomes

Students will:

1. critically analyze and discuss the philosophical underpinnings of applied behavior analysis and their relation to contemporary tensions in the field. (BACB A1-5)
2. critically analyze and distinguish between and among concepts and principles of applied behavior analysis. (BACB B1-15; and B16-24 of 6th edition TCO)
3. describe and define advanced behavior change procedures. (BACB G9-22)
4. apply behavior change procedures. (BACB G1-22)

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 7768 - Ethical Practice and Professional Issues in Special Education and Behavior Analysis

2024-2025 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

rather than an academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7768

Course Title* Ethical Practice and Professional Issues in Special Education and Behavior Analysis

Course Type* Special Education

Catalog Course Description* This course provides an introduction to professional and ethical challenges in special education and behavior analysis in applied contexts. In this course, students will define terms and concepts related to ethical practice and behavior analytic service provision. Students will identify and discuss common challenges that may interfere with ethical practice. Students will define, identify, describe, and discuss the role of bias and trauma in instruction, assessment, and intervention for special educators and behavior analysts. Finally, students will identify strategies to detect and mitigate bias, and incorporate protective factors and trauma-informed practice into every aspect of their instruction, assessment, and intervention work with students and families.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process SPED 6721 course is being revised to include ethics requirements from the BACB. Courses within the ABA area of concentration require 7000 series numbering to allow for EdS and EdD candidates to access ABA courses as electives, as appropriate for their program of study. Thus, this course will replace SPED 6721.

Student Learning Outcomes*

Students will:
1. demonstrate knowledge and understanding of the CEC Ethical Principles and Practice Standards and the Ethics Code for Behavior Analysts through critical discussion (BACB E1-7; CEC Advanced 5.1, 5.2)
2. apply knowledge of the CEC Ethical Principles and Practice Standards and the Ethics Code for Behavior Analysts to common ethical dilemmas in special education and behavior analysis and identify potential solutions using the Practice Standards and/or Ethics Code (BACB E1-7; CEC Advanced 5.1, 5.2)
3. identify contemporary and historical problems in the application (and misapplication) of special education and behavior analysis (BACB E1-7)
a. demonstrate an understanding of the history of special education, legal policies, ethical standards and professional responsibilities, emerging issues, and the legal rights of individuals (CEC Advanced 4.1, 4.8, 5.1, 5.2)
4. define and describe bias, equity, and equality and identify contemporary and historical ways these concepts intersect with assessment and intervention in special education and behavior analysis (BACB E1-7)
5. define, describe, and identify trauma, guiding principles of a trauma-informed approach, and contemporary and historical ways these concepts intersect with assessment and intervention in special education and behavior analysis (BACB E1-7)
6. advance skills needed for professional inquiry, such as professional writing and the use of APA style (CEC Advanced 3.1)
7. develop an understanding of research and inquiry as used to critically consume and disseminate advances in effective practices in the areas of behavior analysis and special education (BACB E3-4; CEC Advanced 3.1, 3.2, 3.4)
8. discuss high professional expectations & ethical practices, create supportive environments, promote systemic change, and advocate for the respect of all individuals (BACB E2, E5; CEC Advanced 5.1, 5.2)
9. participate in, plan, present, and evaluate professional development focusing on effective and ethical practices, advocate for ethical interventions for individuals with interfering behavior, and promote the advancement of the field of special education (CEC Advanced 4.2, 4.3, 4.4, 4.7, 5.1, 5.2)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Literacy and Special Education

Ethical Practice and Professional Issues in Special Education and Behavior Analysis

SPED 7768

Fall 2024 Section E03 3 Credits

Description

This course provides an introduction to professional and ethical challenges in special education and behavior analysis in applied contexts. In this course, students will define terms and concepts related to ethical practice and behavior analytic service provision. Students will identify and discuss common challenges that may interfere with ethical practice. Students will define, identify, describe, and discuss the role of bias and trauma in instruction, assessment, and intervention for special educators and behavior analysts. Finally, students will identify strategies to detect and mitigate bias, and incorporate protective factors and trauma-informed practice into every aspect of their instruction, assessment, and intervention work with students and families.

Requisites

Prerequisites:

Corequisites:

Outcomes

The student will:

1. demonstrate knowledge and understanding of the CEC Ethical Principles and Practice Standards and the Ethics Code for Behavior Analysts through critical discussion (BACB E1-7; CEC Advanced 5.1, 5.2)
2. apply knowledge of the CEC Ethical Principles and Practice Standards and the Ethics Code for Behavior Analysts to common ethical dilemmas in special education and behavior analysis and identify potential solutions using the Practice Standards and/or Ethics Code (BACB E1-7; CEC Advanced 5.1, 5.2)
3. identify contemporary and historical problems in the application (and misapplication) of special education and behavior analysis (BACB E1-7)
    a) demonstrate an understanding of the history of special education, legal policies, ethical standards and professional responsibilities, emerging issues, and the legal rights of individuals (CEC Advanced 4.1, 4.8, 5.1, 5.2)

4. define and describe bias, equity, and equality and identify contemporary and historical ways these concepts intersect with assessment and intervention in special education and behavior analysis (BACB E1-7)
5. define, describe, and identify trauma, guiding principles of a trauma-informed approach, and contemporary and historical ways these concepts intersect with assessment and intervention in special education and behavior analysis (BACB E1-7)
6. advance skills needed for professional inquiry, such as professional writing and the use of APA style (CEC Advanced 3.1)
7. develop an understanding of research and inquiry as used to critically consume and disseminate advances in effective practices in the areas of behavior analysis and special education (BACB E3-4; CEC Advanced 3.1, 3.2, 3.4)
8. discuss high professional expectations & ethical practices, create supportive environments, promote systemic change, and advocate for the respect of all individuals (BACB E2, E5; CEC Advanced 5.1, 5.2)
9. participate in, plan, present, and evaluate professional development focusing on effective and ethical practices, advocate for ethical interventions for individuals with interfering behavior, and promote the advancement of the field of special education (CEC Advanced 4.2, 4.3, 4.4, 4.7, 5.1, 5.2)

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 7780 - Organizational Behavior Management & Supervision

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7780

Course Title* Organizational Behavior Management & Supervision

Course Type* Special Education

Catalog Course Description* This course provides an introduction to the application of organizational behavior management to the educational context. Through this introduction, students will be equipped to effectively supervise, mentor, and manage personnel (e.g., family members, staff, educators) involved with the implementation of assessment and intervention procedures that promote dignity, autonomy, and independence of students with disabilities and/or persistent interfering behavior. Students will identify culturally responsive, equity-driven strategies for establishing effective supervisory relationships, building rapport with collaborators, establishing and maintaining healthy and supportive workplace environments, receiving and delivering feedback, monitoring treatment integrity, as well as legal and ethical considerations related to supervision and management.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

Student Learning Outcomes* Students will:
1. identify the benefits of using behavior-analytic supervision (e.g., improved client outcomes, improved staff performance and retention) and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance). (BACB I1; CEC Advanced 4)
2. identify and apply strategies for establishing effective supervisory relationships using methods that promote equity in supervision practices (e.g., executing supervisor-supervisee contracts, establishing clear expectations, giving and accepting feedback) (BACB I2; CEC Advanced 4)
3. select supervision goals based on an assessment of the supervisee's skills, cultural variables, and the environment. (BACB I3; CEC Advanced 4)
4. identify and apply empirically validated and culturally responsive performance management procedures to train personnel to competently perform assessment and intervention procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort). (BACB I4-5; CEC Advanced 4)
5. apply a functional assessment approach (e.g., performance diagnostics) to assess and improve supervisee behavior. (BACB I6; CEC Advanced 4)
6. make data-based decisions about the efficacy of supervisory practices.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

PROPOSED

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Organizational Behavior Management & Supervision

SPED 7780

Fall 2024 3 Credits

Description

This course provides an introduction to the application of organizational behavior management to the educational context. Through this introduction, students will be equipped to effectively supervise, mentor, and manage personnel (e.g., family members, staff, educators) involved with the implementation of assessment and intervention procedures that promote dignity, autonomy, and independence of students with disabilities and/or persistent interfering behavior. Students will identify culturally responsive, equity-driven strategies for establishing effective supervisory relationships, building rapport with collaborators, establishing and maintaining healthy and supportive workplace environments, receiving and delivering feedback, monitoring treatment integrity, as well as legal and ethical considerations related to supervision and management.

Outcomes

Students will:

1. identify the benefits of using behavior-analytic supervision (e.g., improved client outcomes, improved staff performance and retention) and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance). (BACB I1; CEC Advanced 4)
2. identify and apply strategies for establishing effective supervisory relationships using methods that promote equity in supervision practices (e.g., executing supervisor-supervisee contracts, establishing clear expectations, giving and accepting feedback) (BACB I2; CEC Advanced 4)
3. select supervision goals based on an assessment of the supervisee's skills, cultural variables, and the environment. (BACB I3; CEC Advanced 4)
4. identify and apply empirically validated and culturally responsive performance management procedures to train personnel to competently perform assessment and intervention procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort). (BACB I4-5; CEC Advanced 4)
5. apply a functional assessment approach (e.g., performance diagnostics) to assess and improve supervisee behavior. (BACB I6; CEC Advanced 4)
6. make data-based decisions about the efficacy of supervisory practices.

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 7780 - Organizational Behavior Management & Supervision

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7780

Course Title* Organizational Behavior Management & Supervision

Course Type* Special Education

Catalog Course Description* This course provides an introduction to the application of organizational behavior management to the educational context. Through this introduction, students will be equipped to effectively supervise, mentor, and manage personnel (e.g., family members, staff, educators) involved with the implementation of assessment and intervention procedures that promote dignity, autonomy, and independence of students with disabilities and/or persistent interfering behavior. Students will identify culturally responsive, equity-driven strategies for establishing effective supervisory relationships, building rapport with collaborators, establishing and maintaining healthy and supportive workplace environments, receiving and delivering feedback, monitoring treatment integrity, as well as legal and ethical considerations related to supervision and management.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

Student Learning Outcomes* Students will:
1. identify the benefits of using behavior-analytic supervision (e.g., improved client outcomes, improved staff performance and retention) and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance). (BACB I1; CEC Advanced 4)
2. identify and apply strategies for establishing effective supervisory relationships using methods that promote equity in supervision practices (e.g., executing supervisor-supervisee contracts, establishing clear expectations, giving and accepting feedback) (BACB I2; CEC Advanced 4)
3. select supervision goals based on an assessment of the supervisee's skills, cultural variables, and the environment. (BACB I3; CEC Advanced 4)
4. identify and apply empirically validated and culturally responsive performance management procedures to train personnel to competently perform assessment and intervention procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort). (BACB I4-5; CEC Advanced 4)
5. apply a functional assessment approach (e.g., performance diagnostics) to assess and improve supervisee behavior. (BACB I6; CEC Advanced 4)
6. make data-based decisions about the efficacy of supervisory practices.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* [ ] Yes [x] No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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PROPOSED

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Introductory Experiential Learning in ABA: Practicum I

SPED 7791

Fall 2024 3 Credits

Commented [1]: @tfranklin@westga.edu ready to go!

Description

Supervised fieldwork is a required prerequisite to apply for and attempt BACB certification examination. This course provides students with structured fieldwork experiences designed to support them as they apply concepts learned in previous ABA coursework under the supervision of a Board Certified Behavior Analyst (BCBA). Students will complete between 10-20 hours per week of fieldwork in an approved practicum site and participate in discussions, reflections, and presentations related to their experiences. Upon completion of this course, students will propose their capstone project for completion in Advanced Experiential Learning in ABA: Practicum II. Students must receive a Satisfactory grade in this course in order to enroll in Practicum II and complete the ABA Area of Concentration.

Outcomes

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in the practicum setting. (BACB E)
2. Participate in multi-disciplinary teaming and collaboration in preparation, implementation, and evaluation of behavior analytic assessment and intervention (E.G., IEP meeting preparation, data analysis, FBA planning). (BACB H9)
3. Complete required documentation (E.G., reports, notes) required by the practicum site and/or this course related to the restricted and unrestricted behavior analytic tasks (See BACB Handbook For Task Distinction). (BACB I)
4. Participate in relevant case management activities to include the planning of behavior analytic service provision (E.G., assessment, intervention, and evaluation) across learners. (BACB I)
5. Apply knowledge and skills of BACB tasks (across sections) to practical experiences under the support of collaborating staff and supervision of a BACB. (BACB A-I)

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 7792 - Advanced Experiential Learning in ABA: Practicum II

2024-2025 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Special Education

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* SPED

Course Number* 7792

Course Title* Advanced Experiential Learning in ABA: Practicum II

Course Type* Special Education

Catalog Course Description* Supervised fieldwork is a required pre-requisite to apply for and attempt BACB certification examination. This course provides students with structured fieldwork experiences designed to support them as they apply concepts learned in previous ABA coursework under the supervision of a Board Certified Behavior Analyst (BCBA). Following successful completion of Practicum I, students will complete between 10-20 hours per week of fieldwork in an approved practicum site (to include supervisory activities, as appropriate) and participate in discussions, reflections, and presentations related to their experiences. During this practicum experience, students will complete, present, and submit their ABA Capstone Project.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites SPED 7791

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 3

Grading* Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*
- [ ] Carrollton or Newnan Campus: Face-to-Face
- [x] Entirely Online
- [ ] Hybrid
- [x] Fully Online

Justification and Assessment

What is the rationale for adding this course?* The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

Student Learning Outcomes* Students will:
1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in the practicum setting. (BACB E)
2. Participate in multi-disciplinary teaming and collaboration in preparation, implementation, and evaluation of behavior analytic assessment and intervention (e.g., IEP meeting preparation, data analysis, FBA planning). (BACB H9)
3. Complete required documentation (e.g., reports, notes) required by the practicum site and/or this course related to the restricted and unrestricted behavior analytic tasks (see BACB handbook for task distinction). (BACB I)
4. Participate in relevant case management activities to include the planning of behavior analytic service provision (e.g., assessment, intervention, and evaluation) across learners. (BACB I)
5. Apply knowledge and skills of BACB tasks (across sections) to practical experiences under the support of collaborating staff and supervision of a BACB. (BACB A-I)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ( ) I have attached the REQUIRED syllabus

Syllabus ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* ☑ Yes ☐ No

If yes, what will the fee be?* 100

Fee Justification This fee covers student related expenditures for faculty travel to the student's fieldwork site and materials associated with the oversight and instruction of the student during fieldwork. The fieldwork phase of the program is more intense, requiring frequent observations and guidance meetings. If the ABA Fieldwork fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Therefore, the Behavior Analyst Certification Board mandates of supervisory hours for certification would not be met, which would be detrimental to the program. Each year, courses with fees are offered in the fall, spring, and summer semesters.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

PROPOSED

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Advanced Experiential Learning in ABA: Practicum II

SPED 7792

Fall 2024 3 Credits

Description

Supervised fieldwork is a required prerequisite to apply for and attempt BACB certification examination. This course provides students with structured fieldwork experiences designed to support them as they apply concepts learned in previous ABA coursework under the supervision of a Board Certified Behavior Analyst (BCBA). Following successful completion of Practicum I, students will complete between 10-20 hours per week of fieldwork in an approved practicum site (to include supervisory activities, as appropriate) and participate in discussions, reflections, and presentations related to their experiences. During this practicum experience, students will complete, present, and submit their ABA Capstone Project.

Outcomes

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in the practicum setting. (BACB E)
2. Participate in multi-disciplinary teaming and collaboration in preparation, implementation, and evaluation of behavior analytic assessment and intervention (e.g., IEP meeting preparation, data analysis, FBA planning). (BACB H9)
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4. Participate in relevant case management activities to include the planning of behavior analytic service provision (e.g., assessment, intervention, and evaluation) across learners. (BACB I)
5. Apply knowledge and skills of BACB tasks (across sections) to practical experiences under the support of collaborating staff and supervision of a BACB. (BACB A-I)

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 8784 - Research Seminar

2024-2025 Graduate Revise Course Request

General Information

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Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [x] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SPED

Course Number* 8784

Course Title* Research Seminar

Long Course Title

Course Type - DO NOT EDIT* Special Education

Catalog Course Description* This course prepares educators to identify research-based practices, develop interventions, and collect and analyze data.

Prerequisites * N/A

Corequisites* N/A

Frequency - How many semesters per year will this course be offered? 2

Grading Graduate Standard Letter

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* (•) Active-Visible ( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple [ ] Yes [x] No

If yes, indicate maximum number of N/A

times, each attempt counting separately toward graduation?* ☐ No

credit hours counted toward graduation.*

Justification and Assessment

What is the rationale for the requested course changes?* The Department of Special Education seeks to revise the credit hour requirement for SPED 8784: Research Seminar. Modifying the credit hours from 4 hours to 3 hours will allow the program to meet the CEC Advanced Standard for Research and Inquiry criteria without increasing the total 27 credit hour program requirement. Additionally, the proposed revision will remove the prerequisite requirements of SPED 8704: Multicultural Issues in Education and SPED 8783: Reading in Research, as the program has been revised to remove the research series, and the prerequisite requirement is no longer necessary. The course description is being revised to reflect the new structure of the course.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☑ No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 46868

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

OLD

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Literacy and Special Education

Research Seminar

SPED-8784

Fall 2023 Section E02 4 Credits 10/02/2023 to 12/08/2023 Modified 07/25/2023

Description

Development of a complete research project paper. Prerequisites: SPED 8704 and SPED 8783

Requisites

Prerequisites:
SPED 8704 and SPED 8783
Corequisites:

Contact Information

Meeting Times

Materials

Outcomes

Evaluation

Criteria

Breakdown

Assignments

Schedule

Course Policies and Resources

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

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HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

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Additional Items

NEW

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Literacy and Special Education

Research Seminar

SPED-8784

3 Credits

Description

This course prepares educators to identify research-based practices, develop interventions, and collect and analyze data.

Prerequisites: None
Corequisites:

Contact Information

Meeting Times

Materials

Outcomes

Evaluation

Criteria

Breakdown

Assignments

Schedule

Course Policies and Resources

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UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Additional Items

Special Education, Ed.S.

2024-2025 Graduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

Modifications (Check all that apply)*

- [ ] Program Name
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [x] Other

If other, please identify. Admission Requirements

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program?* ◉ Yes ○ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Special Education, Ed.S.

Program ID - DO NOT EDIT* 4082

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The EdS-SPED degree is designed to meet the needs of teachers certified in Special Education who have completed a master's degree in special education. The program consists of a minimum of 27 graduate credit hours, including an option to select the Tier One Leadership track. The Tier One Leadership track embeds four of the six required Educational Leadership (EDLE) courses into our 27-credit hour program, requiring two additional EDLE courses at completion of the EDS to finish the Tier One Certificate. In this program, candidates will be required to read, write, and research the major topics in Special Education. Candidates enroll in 15 hours of 7000 and 8000 level special education Content Specialization courses. Most of the required courses include a designated artifact that is utilized as part of the assessment plan for each candidate. Students may begin the program any semester. During the initial advising session, a projected sequence of courses is developed for each student. Any changes in the projected sequence need to be determined jointly between student and advisor in order for the student to be able to complete the program in a timely manner.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Admission Requirements

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.

-Provide proof of a Master's degree in education from an accredited institution.
-Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.
-Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology.
-Document 2 or more years of successful experience as a special education teacher, a collaborative teacher working directly with students with disabilities or speech-language pathologist in the school setting.

All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

The courses and experiences of the Ed.S. program require a minimum of 27 semester hours.

Program Requirements

Special Education Core Courses (15 semester hours)

SPED 7701 Program Planning & Evaluation in Special Education
SPED 7704 Leadership and Administration of Special Education Programs
SPED 7729 Special Education Law
SPED 8704 Multiculturalism in Special Education
SPED 8771 Curriculum Design & Implementation in Special Education

Traditional Concentration Courses (12 semester hours)

Students enrolled in the Traditional Concentration would enroll in 3 elective courses (9 credit hours) relevant to K-12 schools/teachers. Areas of allowable elective coursework include Educational Leadership, Instructional Technology,

Autism Endorsement, Reading Endorsement, Dyslexia Endorsement, and ESOL Endorsement.

SPED 8784 Research Seminar
[After] Elective (3 credit hours)
[After] Elective (3 credit hours)
[After] Elective (3 credit hours)

Tier One Leadership Concentration (12 hours)

EDLE 7000 Principles of Instructional Leadership
EDLE 7100 School Law, Policy, and Ethics
EDLE 7200 Using Data to Improve Schools
EDLE 7300 School Operations for Learning

Comprehensive Exam (0 credit hours)

SPED 8795 Comprehensive Exam for the Specialist of Education: Special Education

Total Credits: 27 hours

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.
Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The addition of a Tier One Leadership track will help us fulfill the demand from school districts to train more special educators for leadership positions. This new track will also provide a direct route for leadership recognition through the Georgia Professional Standards Commission. In light of the previous prerequisite's limited effectiveness, we have decided to eliminate the requirement of two three-credit hour courses for prospective students without a master's degree in special education. Potential students with master's degrees in other teaching fields have already passed their SPED content exams and possess relevant experience as special educators. To provide additional support for the small number of students who may need it, our program faculty will incorporate supplementary prerequisite information into various courses. Modifying the research series from three four-credit hour courses to one three credit hour course will allow us to meet the CEC Advanced Preparation Standard for Research and Inquiry while keeping our program competitive at 27 total credit hours.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [x] This change affects 25-49% of the program's curriculum content.
- [ ] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] None of these apply

Check all that apply to this program*

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [x] None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

The Department of Special Education seeks to add a Tier One Leadership track, and revise our Ed.S. in Special Education admission requirements. The proposed revision will remove the prerequisite requirement of two three-credit hour courses for prospective students without a master's degree in special education. Additionally, the proposed revision will remove language regarding 12 hours of special education research.

Plan for Current Students: SPED 7782: Directed Research Reading in Special Education and SPED 8783: Reading in Research are only offered during the Fall semester. SPED 8784: Research Seminar, the final course in the research series is currently only offered during the Spring semester. Current students enrolled in our program during AY22 and Fall 2023 will complete the research series during Spring 2024 and will not be impacted by this change.

Current Program Sheet

UNIVERSITY OF WEST GEORGIA
DEPARTMENT SPECIAL EDUCATION
Education Specialist (Ed.S.) – Special Education
PROGRAM SHEET

Name: _____ UWG ID 917#:

_____

Special Education Core (15 credit hours)	**Credit Hours**	**Grade**	**Transfer/ Substitute**	**Date taken**
SPED 7701: Program Planning and Evaluation	3			
SPED 7704: Leadership and Administration of Special Education Programs	3			
SPED 7729: Special Education Law	3			
SPED 8704: Critical Issues in Multicultural Educational Settings	3			
SPED 8771: Curriculum Design and Implementation	3			
Research Series: Must be taken in the following sequence (12 credit hours)				
SPED 7782: Single Subject Research in Special Education	4			
SPED 8783: Readings in Research	4			

SPED 8784: Research Seminar	4			
Comprehensive Exam: Taken in your final semester (0 credit hours)				
SPED 8795: Comprehensive Exam for the Specialist in Special Education	0			
Total Credit Hours: 27				

1. We highly suggest you adhere to the original program plan in your Welcome email and the handbook. Not all courses are offered each semester. Please work with your advisor if you need to deviate from the program plan.
2. All classes for the Ed.S. degree must be completed within a 7-year span. There may be exceptions, for example, if a student is called for military service.
3. A maximum of 6 graduate credit hours may be transferred from another accredited institution. Check the Graduate Catalog and with your advisor for requirements.

Proposed Program Sheet for Tier One Concentration

Ed.S. in Special Education with Education Tier One Leadership Certification

Proposed Program Sheet

SPED Ed.S. Required Courses	Credit Hours	Grade	Transfer/Substitute	Date Taken
SPED 7701 Program Planning and Evaluation in Special Education	3			
SPED 7704 Leadership and Administration of Special Education Programs	3			
SPED 7729 Special Education Law	3			
SPED 8704 Multiculturalism in Special Education	3			
SPED 8771 Curriculum Design and Implementation in Special Education	3			
*EDLE 6312: Principles of Instructional Leadership(EDLE 7000)	3			

*EDLE 6316: School Law, Policy, and Ethics (EDLE 7100)	3			
*EDLE 6341 Using Data to Improve Schools (EDLE 7200)	3			
*EDLE 6329 School Operations for Learning (EDLE 7300)	3			
SPED 8795 Comprehensive Exam for the Ed.S. in Special Education	0			
Total Credit Hours: 27				

*Part of the Tier One Leadership Plan of Study
*GaPSC requires Tier 1 candidates to pass the GACE #311 Content Assessment in Educational Leadership prior to receiving leadership certification. Students will apply separately to Tier 1.
**All classes taken for the EdS degree must be completed within a 7-year span. There may be exceptions, for example, if a student is called up for military service.

Proposed Program Sheet for Traditional Concentration

Ed.S. in Special Education

Proposed Program Sheet

SPED Ed.S. Required Courses (18 credit hours)	Grade	Semester Taken	Credit Hours
SPED 7701 Program Planning and Evaluation in **Special Education**			3
SPED 7704 Leadership and Administration of Special Education Programs			3
SPED 7729 Special Education Law			3
SPED 8704 Multiculturalism in Special Education			3
SPED 8771 Curriculum Design and Implementation in **Special Education**			3
SPED 8784 Research Seminar			3
Electives (9 credit hours)			

• Elective (3 credit hours)			3
• Elective (3 credit hours)			3
• Elective (3 credit hours)			3
SPED 8795 Comprehensive Exam for the Ed.S. in Special Education			0
Total Credit Hours:			27 hrs

In addition to the required courses (18 credit hours), students in the program would enroll in 3 elective courses (9 credit hours) relevant for K-12 schools / teachers. Areas of allowable elective coursework include Educational Leadership, Instructional Technology, Autism Endorsement, Reading Endorsement, Dyslexia Endorsement, and ESOL Endorsement.

Special Education, M.Ed.

2024-2025 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

Modifications (Check all that apply)*

- [ ] Program Name
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department * Department of Special Education

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program?* ◉ Yes ○ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Special Education, M.Ed.

Program ID - DO NOT EDIT* 4081

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Education

Program Description* Master of Education (M.Ed.) in Special Education is a fully online, 30-credit hour program designed to prepare candidates who hold a current teaching certificate to expand their professional knowledge and expertise and strengthen their leadership and advocacy skills for improving the educational and behavioral outcomes of students with diverse needs. Our program is uniquely focused on compassionate, trauma-informed behavior support with core courses in data collection and analysis, functional behavior assessment, and individualized intervention.

Three areas of concentration are available to candidates within our M.Ed. in Special Education: Dyslexia, Autism, or Applied Behavior Analysis.

Candidates who choose Dyslexia or Autism concentrations will be eligible to add a Georgia PSC Endorsement in those areas to their teaching certificate.

Our M.Ed. with an Applied Behavior Analysis concentration is designed to meet the coursework and some of the fieldwork* requirements outlined by the Behavior Analysis Certification Board (BACB) for those who may want to seek national certification and a career as a Board Certified Behavior Analyst (BCBA).

Courses in our M.Ed. are aligned to the Advanced Preparation Standards from the Council for Exceptional Children (CEC) and 6th edition test content outline from the Behavior Analyst Certification Board (BACB).

Students are admitted each fall, spring, and summer semester. Many students complete the program in 4 to 5 semesters. Successful completion of this program will result in eligibility for a certificate upgrade of their current Georgia teaching certificate to level 5 (T-5).

*ABA Note: Candidates will complete two fieldwork practicum experiences within the program. The BACB requires a minimum of 1,500 supervised fieldwork hours in addition to coursework to be eligible to take the BCBA exam. Candidates who do not accrue these hours during the program will be required to do so independently to become eligible for examination.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Admission Requirements

Admission to the program requires an applicant to:
-Complete requirements for a Bachelor's degree from an accredited institution.
-Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work.
-Present a current renewable certificate in Special Education.

Special Education Core (12 credit hours)

SPED 7782 Single Case Research Methods in Special Education
SPED 7767 Compassionate Behavior Analytic Intervention in Special Education
SPED 7720 Trauma-Informed Functional Behavioral Assessment in Special Education
SPED 7705 Intersectional Trends and Issues in Special Education

Autism Endorsement Area of Concentration (18 credit hours)

SPED 7702 Assistive Technology
SPED 7716 Autism: Theories and Characteristics
SPED 7723 Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities
SPED 7724 Collaboration and Inclusion
SPED 7726 Autism: Collaboration and Instruction
SPED 7750 Introduction to Applied Behavior Analysis

Dyslexia Endorsement Area of Concentration (18 credit hours)

SPED 6500 Dyslexia: Methods and Instructional Strategies
SPED 7702 Assistive Technology
SPED 7723 Foundations of Trauma-Informed Teaching and Intervention for Students with

Teaching and Intervention for Students with Disabilities

SPED 7724 Collaboration and Inclusion

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

SLPA 7720 Language Disorders and Literacy

Applied Behavior Analysis (ABA) Area of Concentration (18 credit hours)

SPED 7750 Introduction to Applied Behavior Analysis

SPED 7755 Theoretical and Philosophical Foundations in Behavior Analysis

SPED 7768 Ethical Practice and Professional Issues in Special Education and Behavior Analysis

SPED 7780 Organizational Behavior Management and Supervision

SPED 7791 Introductory Experiential Learning in Applied Behavior Analysis

SPED 7792 Advanced Experiential Learning in Applied Behavior Analysis

Comprehensive Exam (0 credit hours)

SPED 6795 Comprehensive Exam for the Master of Education: Special Education

Total Program Hours: 30 Hours

PROGRAM CURRICULUM

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This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

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Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The Special Education Department is adding an Applied Behavior Analysis (ABA) area of concentration to the MED program to meet the local and statewide demand for teachers to have the knowledge and skills necessary to manage challenging student behaviors in the classroom. Currently, there is no online program for teachers that prepares them to manage difficult student behaviors within a classroom setting which also provides the content and field experience necessary for them to go sit for the exam for them to become Board Certified Behavior Analysis BCBAs.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

- [x] This change affects 25-49% of the program's curriculum content.
- [x] This change affects 25-49% of the program's length/credit hours.
- [ ] This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] This change affects 50% or more of the program's curriculum content.
- [ ] This change affects 50% or more of the program's length/credit hours.
- [ ] This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- [ ] None of these apply

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
- [ ] None of these apply

SACSCOC Comments New ABA Concentration

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

The currently enrolled M.Ed. students will receive a copy of the new program plan starting summer 2024. We will phase out four current courses at the end of summer 2024 and they will be replaced with the courses listed below.

Students who apply for Fall 2024 will receive the proposed program plan.

Course substitutions and petitions will be issued as appropriate, depending on the student's progress through the program.

SPED 7782: *Single Case Research Methods in Special Education* replaces EDRS 6301: *Research in Education*

SPED 7768: *Ethical Practices and Professional Issues in Special Education and Behavior Analysis* replaces SPED 6721: *Professional Seminar*

SPED 7723: *Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities* replaces CURR 6575: Curriculum Trends and Issues

SPED 7720: *Trauma-Informed Functional Behavioral Assessment in Special Education* replaces SPED 7721: *Assessment in Special Education*

The rest of the program plan will remain the same.

Proposed 2024-2025

UNIVERSITY OF WEST GEORGIA
DEPARTMENT SPECIAL EDUCATION

Master of Education (M.Ed.) – Special Education

PROGRAM SHEET

Name: _____ UWG ID 917#: _____ Area of Concentration: _____

Students will take the Special Education Core courses in addition to courses from one Area of Concentration: 1) Autism Endorsement, 2) Dyslexia Endorsement, or 3) Applied Behavior Analysis

Special Education Core (12 credit hours)	**Credit Hours**	**Grade**	**Transfer/ Substitute**	**Date taken**
SPED 7782: Single Case Research Methods in Special Education	3			
*SPED 7767: Compassionate Behavior Analytic Intervention in Special Education	3			
SPED 7720: Trauma-Informed Functional Behavioral Assessment in Special Education	3			
SPED 7705: Intersectional Trends and Issues in Special Education	3			
SPED 6795: M.Ed. Comprehensive Exam	0			
Add Area of Concentration Hours: 18 credit hours				
Total M.Ed. Program: 30 credit hours				

Please see the next sheet to add your Area of Concentration courses to your program plan.

Take six courses from ONE of the following Areas of concentration: Autism, Dyslexia, or ABA.

Autism Endorsement Area of Concentration (18 credit hrs)	**Credit Hours**	**Grade**	**Transfer/ Substitute**	**Date Taken**
SPED 7702: Assistive Technology	3			
*SPED 7716: Theory and Characteristics of Autism	3			
SPED 7723: Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities	3			
SPED 7724: Collaboration & Inclusion	3			
*SPED 7726: Autism Collaboration and Instruction	3			
SPED 7750: Introduction to Applied Behavior Analysis	3			
Dyslexia Endorsement Area of Concentration (18 credit hrs)	**Credit Hours**	**Grade**	**Transfer/ Substitute**	**Date Taken**
**SPED 6500: Dyslexia: Methods and Instructional Strategies	3			
SPED 7702: Assistive Technology	3			
SPED 7723: Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities	3			
SPED 7724: Collaboration & Inclusion	3			
**READ 7263: Comprehensive Language and Literacy Assessments and Interventions	3			
**SLPA 7720: Language Disorders and Literacy	3			
Applied Behavior Analysis: Area of Concentration (18 credit hrs)	**Credit Hours**	**Grade**	**Transfer/ Substitute**	**Date Taken**
***SPED 7750: Introduction to Applied Behavior Analysis	3			
***SPED 7755: Theoretical and Philosophical Foundations in Behavior Analysis	3			
***SPED 7768: Ethical Practice and Professional Issues in Special Education and Behavior Analysis	3			
***SPED 7780: Organizational Behavior Management and Supervision	3			
***SPED 7791: Introductory Experiential Learning in Applied Behavior Analysis	3			
***SPED 7792: Advanced Experiential Learning in Applied Behavior Analysis	3			

* Make up the autism endorsement (ASD)
** Make up the dyslexia endorsement
***Make up the ABA concentration

Graduate Programs Committee (Georgia Evans, Chair)
Action Items

A. Richards College of Business

1. CISM-5333-Fundamentals of Computer Networks
   Request: New Course
   This course will be cross-listed with CISM 4333. It will serve as an introductory course for students with little networking experience who wish to pursue the M.S. in Cybersecurity.

2. CISM-5470 Cyberwarfare, Cybercrime, and Digital
   Request: Course Revision
   This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

3. Combined Master of Professional Accounting, MPAcc & Master of Business Administration, MBA
   Request: Revise Program
   Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

4. Master of Professional Accounting, MPAcc
   Request: Revise Program
   Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

B. College of Education:

5. ECED – 6111 – Intro to Elementary Field Experience
   Request: New Course
   This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout t his course will afford students opportunities to master the program's learning objectives.

6. ECED – 6249 – Seminar for P-5 Teachers
   Request: Revise Course
   This course has been redesigned to complete a comprehensive portfolio. Students will complete the items in the portfolio in the other program courses and will put them together during their last semester in this course. Because of this, there is no reason to have this course be a part of a faculty member's load.

Program coordinator will monitor and organize the course.

7. ECED – 6258 – Teaching Social Studies and Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of interdisciplinary social studies and literacy concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying social studies content and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of social studies and literacy concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

8. ECED – 6259 – Teaching Science & Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in science education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and science education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of science concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying science skills, attitudes, and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of scientific concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

9. ECED – 6260 – Classroom Management

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports using research-based

approaches to prevent and address disruptive classroom behaviors through implementing foundational classroom management practices. Candidates can effectively manage classroom behaviors by focusing on understanding the phases of the acting-out cycle and effectively responding to behaviors at each stage.

The course objectives prioritize strategies that promote positive classroom behaviors, minimize disruptions related to negative behaviors, and support equitable classroom management practices. This emphasis will help prepare candidates to create positive, supportive classroom environments. By developing skills to understand how to respond appropriately to students in different phases of the acting out cycle, candidates will be able to address negative behaviors and utilize positive classroom management strategies to promote student learning.

10. ECED – 6263 – Teaching Elementary Mathematics 1

Request: New Course

Rationale: The course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

11. ECED – 6266 – Teaching Elementary Mathematics II & Practicum

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

12. ECED – 6289 – Elementary MAT Seminar & Comprehensive Exam
    Request: New Course
    This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to critically reflect on issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will serve as a capstone experience for satisfying the exit requirements of the program.

13. ECED – 6291 – Internship
    Request: New Course
    This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to teach full-time for one semester in an elementary level (PK-5) public school including two full weeks of leading all instruction. Students are expected to participate in general faculty duties and professional activities.

14. Elementary Education, M. Ed
    Request: Revise Program
    The USG has recommended that Master degrees be no more than 30 credit hours. This program update is to address that recommendation and take the program from 36 credit hours to 30 credit hours. We addressed this by making our comprehensive portfolio course zero credits because students will complete each task in another program course, which will provide them feedback from faculty prior to the course. We are also decreasing the research section to three credits from six credits and giving students an option between two research courses. Finally, we are including 6 credits for electives. The purpose of these credits are to allow students to begin work on a certification or endorsement that they can finish in the Elementary EdS program or explore education courses that they feel will best benefit them. We also removed ECED 7261 from #3 under professional specialization as we no longer offer that course because those topics are now covered in READ courses.

15. Teacher Education, MAT, Concentration in Elementary Education
    Request: Revise Program

We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 39 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

- According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.
- The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.
- Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.
- Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.
- According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.
- The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.
- Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.
- Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 39-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:
Georgia Southern: 45 credit hours
UGA: 51 credit hours
Augusta University: 39 credit hours
Columbus State: 49-65 credit hours
Georgia State: 55 credit hours
KSU does not have an MAT in Elementary Education, so it is not included in the

comparison.

We also looked at these private institutions and online programs with a MAT in Elementary P-5 Education:

- Brenau University: 57-60 credit hours
- Mercer University: 37-46 credit hours
- Piedmont University: 48 credit hours
- Reinhardt University: 48 credit hours
- Thomas University: 48 credit hours
- Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
- University of Phoenix: 45 credit hours
- Liberty University: 36 credit hours
- Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

16. Teacher Education, MAT, Concentration in Special Education: Adapted Curriculum, General Curriculum

Request: Revise Program

The proposed reduction in credit hours for the MAT in Special Education program is a strategic endeavor to enhance the program's competitiveness, relevance, and place in the educational landscape. By streamlining the curriculum from 33 to 30 hours, we are responding to the evolving needs of the field and the expectations of prospective students who are increasingly seeking more efficient pathways to certification. The integration of a practicum into the initial methods course is a deliberate move to infuse practical and authentic learning experiences early in the program, thereby increasing its applicability and alignment with real-world teaching demands. Moreover, the incorporation of instructional technology standards into the special education collaboration course leverages the course's current use of technology in collaborative educational settings. The requirement for all MAT students to pursue the Reading Concentration, aimed at mastering the science of reading, reflects our commitment to literacy excellence, despite limiting concentration options. This change, however, ensures depth and specialization in a critical area of education. Lastly, the elimination of the overlapping special education introductory SPED 6706 course exemplifies our commitment to curriculum efficiency, preventing redundancy and reinforcing our dedication to providing a robust, focused educational experience that aligns with the latest academic and professional standards in special education.

17. Read – 6263 – Reading Instruction & Assessment II (3-5)

Request: New Course

The course is designed for M.A.T. candidates entering teacher education from other fields. The course description and student learning outcomes emphasize critical literacy skills, including word analysis and recognition, vocabulary development, and comprehension, along with the development of speaking and

listening skills for upper elementary students. The course focuses on assessment and evaluation, equipping candidates with the skills to identify and address students' reading strengths and weaknesses to provide effective instruction and intervention.

The course has been created to build upon the skills and concepts covered in READ 6262: Reading Instruction and Assessment I (PK-2). Both READ 6262 and 6263 are aligned with the latest Georgia Professional Standards Commission (GaPSC) standards for Foundations of Reading, which focus on structured literacy and the science of teaching reading. Aligning the course with the GaPSC standards ensures candidates are better prepared to address the literacy needs of their students and implement evidence-based instructional approaches and assessments. By designing the course to meet GaPSC standards, we are equipping our candidates with the most current and effective evidence-based practices and strategies in reading instruction to support the different literacy needs of their students and ensure all children have the opportunity to develop strong literacy skills.

18. EDLE 7000- Principal of Instructional Leadership

    Request: New Course

    This course replaces EDLE 6312 Principles of Instructional Leadership. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

19. EDLE 7100- School Law, Policy, and Ethics

    Request: New Course

    This course replaces EDLE 6316 School Law, Policy, and Ethics. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

20. EDLE 7200- Using Data to Improve the School

    Request: New Course

    This course replaces EDLE 6341 Using Data to Improve the School. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

21. EDLE 7300- School Operations for Student Learning

Request: New Course
This course replaces EDLE 6329 School Operations for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

22. EDLE 7400- Leadership for Student Learning
Request: New Course
This course replaces EDLE 6327 Leadership for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Leadership for Student Learning (EDLE 7400) has been updated to comply with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03). This rule sets the standards for programs training teachers and educational leaders in P-12 schools. The revisions ensure course objectives and content align with current research and best practices in literacy and reading education, equipping future teachers and school leaders to support P-12 literacy. This course is part of a leadership preparation program that focuses on awareness—rather than full demonstration of proficiency—of the new GaPSC standards. Candidates in this program are expected to understand the basic principles of teaching reading, and supporting literacy instruction in P-12 students.

23. EDLE 7500- School & Community Engagement
Request: New Course
This course replaces EDLE 7312 Schools and Community Engagement. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

24. Instructional Technology, Media & Design, Ed.S. Concentrations in Instructional Technology, School Library & Media
Request: Revise Program
BACKGROUND ON THE ED.S. The Ed.S. of Instructional Technology, Media, and Design (ITMD) has two concentrations: (1) School Library Media, and (2) Instructional Technology. The Instructional Technology concentration has two tracks: (a) IT Certification and (b) General. The current proposal seeks changes to all three ITMD program sheets:

–Concentration: School Library Media
–Concentration: Instructional Technology; Track: IT Certification
–Concentration: Instructional Technology; Track: General

RATIONALE FOR CHANGE TO SLM CONCENTRATION In response to needs identified in the field of School Library Media (SLM), program faculty have deemed two courses as appropriate for addition to the program sheet for the Ed.S. of ITMD (Concentration: School Library Media). This change will provide two additional electives for EdS SLM students to choose from. These are the elective courses:
–READ 7267: Diversity and Equity in Children's and Young Adult Literature
–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) To view the the proposed changes, please see the current and proposed program sheets in the document named as follows: –ProgSheets_EdS_SLM_Conc_

RATIONALE FOR CHANGE TO IT CONCENTRATION (both tracks) In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the Ed.S. (Concentration: Instructional Technology: Tracks: Both). These are the elective courses:
–MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
–MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our two Instructional Technology program sheets. To view these changes, please see both the current and the proposed program sheets in documents named thusly: –ProgSheets_EdS_IT_Conc_IT-Cert-Track_ –ProgSheets_EdS_IT_Conc_General-Track_

25. Instructional Technology, Media & Design, M. Ed. Concentrations in Instructional Technology, School Library & Media

Request: Revise Program

RATIONALE FOR CHANGE TO IT CONCENTRATION In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the M.Ed. IT Concentration. These are the elective courses:
MEDT 7497: Extended Reality for Learning (proposed 10/18/23)

MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our program sheet. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_IT_Conc_10.24.23.docx.

RATIONALE FOR CHANGE TO SLM CONCENTRATION Program faculty have determined the course CURR 6575: Curriculum Trends and Issues should be

removed from the Education Core but included as an Elective option. This change will give students an opportunity to develop instructional technology, media, and design skills in more specific areas they deem relevant to their situation. They will be able to take one less education core class that is not required and take an elective in its place.

In the proposed program sheet, you will notice CURR 6575 has been removed from the Education Core, and it has been placed in a new Electives section, along with several other elective course options. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_SLM_Conc_10.24.23.docx.

26. MEDT 7497- Extended Reality for Learning

Request: New Course

In recent reviews of elective course options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need. Graduate students in instructional technology, media, and design have indicated a high level of interest in the emerging technologies of augmented, mixed, and virtual reality, as these tools are increasingly used to facilitate and enhance learning in K-12 schools. In addition, this course aligns with 12 of the Georgia Instructional Technology Standards.

27. MEDT 7498- Design and Development of Maker-Centered Instruction

Request: New Course

In recent reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need for additional elective offerings--for both our instructional technology-focused candidates as well as our school library media candidates.

This course has been taught for several years through our program area's special topics course (i.e., MEDT 7485), and it has been highly-enrolled and well-received among candidates.

28. Pedagogy Only Teaching Certificate for Secondary Education

Request: Delete Program

This non-degree program has low enrollment (<5) and is only 6 credits less than the much more popular MAT route. It is not feasible for us to continue putting resources into a program that does not benefit students or have high enrollment.

29. Post-Baccalaureate Certificate for Data Analysis & Evaluation Methods

Request: Revise Program

The course EDLE 6341 Using Data to Improve the Schools addresses the same topics as the course EDRS 6341 Using Data to Improve the School, which is already included in the program of study as an approved research methods course. The course EDLE 6341 Using Data to Improve the Schools can serve as a research course for students who are also enrolled in educational leadership

programs.

30. Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies

Request: New Program

In reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty have developed courses to address the identified need for enhancing graduate students' (who are predominantly in-service P-12 teachers and school librarians) knowledge, skills, and abilities with the application of emerging technologies (e.g., augmented, mixed, and virtual reality; design and implementation of maker spaces; applications of computational thinking), as these competencies are increasingly in demand in Georgia schools. The College of Education's Innovations Lab features many technologies our students will explore through this program. This certificate is an excellent means of professional development for P-12 educators and designers..

31. Post-Baccalaureate Certificate in Instructional Technology

Request: New Program

The program being proposed (i.e., the Post-Baccalaureate Certificate in Instructional Technology) is based upon an existing certification program that has been offered since around 2013 (you may see the existing program here: https://catalog.westga.edu/preview_program.php?catoid=21&poid=3938&returnto=1353).

Through the present proposal, the Post-Baccalaureate Certificate in Instructional Technology program will be devised as a certificate, a designation that will afford several benefits to students and program faculty:
(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Instructional Technology will also provide students with recognition of completion of the program on the official transcript, and provide them with a UWG-earned certificate.
(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).
(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.
(4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

32. Professional Counseling, Ed.S.

Request: Revise Program

There are two program revisions within this proposal: (1) the replacement of one

course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.
(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address understanding research methods and applying knowledge of program evaluation to improve programming.
(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

33. SPED 6766 – General Curriculum: Methods I with Practicum.

Request: Revise Course

Course Name: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6766 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the M.A.T. in Special Education - General Curriculum program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: Remove SPED 6706. It is no longer required in the new 30 hour program. Add Educ.Field Experience Appl FE"
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the required embedded supervised practicum to apply learning.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the

expectations of the embedded supervised practicum. Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

34. SPED 6776 – Adapted Curriculum: Methods I with Practicum.

Request: Revise Course

Course Title: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6776 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: added 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE to align with general curriculum (sister course) prerequisite requirements.
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the embedded supervised practicum to apply learning. Replaced "handicapping conditions" with exceptionalities for appropriateness.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.
- Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

35. SPED 7750 – Introduction to Applied Behavior Analysis.

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the basic principles of ABA.

36. SPED 7755 – Theoretical & Philosophical Foundations in Applied Behavior

Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the theoretical and philosophical foundations of ABA.

37. SPED 7768 – Ethical Practice & Professional Issues in Special Education and Behavior Analysis

    Request: New Course

    The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process SPED 6721 course is being revised to include ethics requirements from the BACB. Courses within the ABA area of concentration require 7000 series numbering to allow for EdS and EdD candidates to access ABA courses as electives, as appropriate for their program of study. Thus, this course will replace SPED 6721.

38. SPED 7780 – Organizational Behavior Management & Supervision

    Request: New Course

    The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

39. SPED 7791 – Introductory Experiential Learning in ABA: Practicum I

    Request: New Course

    The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

40. SPED 7792 – Advance Experiential Learning in ABA: Practicum II

    Request: New Course

    The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior

Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

41. SPED 8784 – Research Seminar

Request: Revise Course

The Department of Special Education seeks to revise the credit hour requirement for SPED 8784: Research Seminar. Modifying the credit hours from 4 hours to 3 hours will allow the program to meet the CEC Advanced Standard for Research and Inquiry criteria without increasing the total 27 credit hour program requirement. Additionally, the proposed revision will remove the prerequisite requirements of SPED 8704: Multicultural Issues in Education and SPED 8783: Reading in Research, as the program has been revised to remove the research series, and the prerequisite requirement is no longer necessary. The course description is being revised to reflect the new structure of the course.

42. Special Education Ed.S.

Request: Revise Program

The addition of a Tier One Leadership track will help us fulfill the demand from school districts to train more special educators for leadership positions. This new track will also provide a direct route for leadership recognition through the Georgia Professional Standards Commission. In light of the previous prerequisite's limited effectiveness, we have decided to eliminate the requirement of two three-credit hour courses for prospective students without a master's degree in special education. Potential students with master's degrees in other teaching fields have already passed their SPED content exams and possess relevant experience as special educators. To provide additional support for the small number of students who may need it, our program faculty will incorporate supplementary prerequisite information into various courses. Modifying the research series from three four-credit hour courses to one three credit hour course will allow us to meet the CEC Advanced Preparation Standard for Research and Inquiry while keeping our program competitive at 27 total credit hours.

43. Special Education M.ED.

Request: Revise Program

The Special Education Department is adding an Applied Behavior Analysis (ABA) area of concentration to the MED program to meet the local and statewide demand for teachers to have the knowledge and skills necessary to manage challenging student behaviors in the classroom. Currently, there is no online program for teachers that prepares them to manage difficult student behaviors within a classroom

setting which also provides the content and field experience necessary for them to go sit for the exam for them to become Board Certified Behavior Analysis BCBAs.

Information Item:

The GPC will meet on Wednesday, January 17, for the purpose of reviewing and providing input on Graduate Assistantship Applications

Addendum III

Original:

104.0205 Documentation Required

Faculty undergoing post-tenure review or corrective post-tenure review must submit the post-tenure dossier to the Post-Tenure Advisory Committee, which includes the following documentation:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by their department chair or unit supervisor for the years under consideration.
3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews.
4. A statement prepared by the faculty member, not to exceed two pages in length, detailing their accomplishments and goals for the period under review and projected goals for the next five-year period.
5. Measures of teaching effectiveness including, but not limited, to a combination of written student evaluations and peer evaluations.
6. Any additional documentation specified by unit, departmental or institutional policy.
7. Dossiers must be submitted electronically in a format approved by the Provost.

Consistent with library, school, or college and university policies, review policies must specify the nature of and the evaluative standards for evidence which will be used to support claims about faculty activities.

Once submitted for consideration, the faculty member shall have supervised access at any time to their review file. The faculty member shall also have the right to add material to this file, including statements and additional documents, at any time during the review process.

Proposed Change (In Red):

104.0205 Documentation Required

Faculty undergoing post-tenure review or corrective post-tenure review must submit the post-tenure dossier to the Post-Tenure Advisory Committee, which includes the following documentation:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by their department chair or unit supervisor for the years under consideration.
3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews. These should include but are not limited to syllabi for courses taught in the period under review, publications appearing

during the period under review, evidence for committee service, and other relevant materials.

4. A statement prepared by the faculty member, not to exceed two pages in length, detailing their accomplishments and goals for the period under review and projected goals for the next five-year period.
5. Measures of teaching effectiveness including, but not limited, to a combination of written student evaluations and peer evaluations.
6. Any additional documentation specified by unit, departmental or institutional policy.
7. Dossiers must be submitted electronically in a format approved by the Provost.

Consistent with library, school, or college and university policies, review policies must specify the nature of and the evaluative standards for evidence which will be used to support claims about faculty activities.

Once submitted for consideration, the faculty member shall have supervised access at any time to their review file. The faculty member shall also have the right to add material to this file, including statements and additional documents, at any time during the review process.