

# Memorandum

**To:** General Faculty

**Date:** December 3, 2014

**Regarding:** Agenda, Faculty Senate Meeting, December 5 at 3:00 p.m., TLC 1-203

The agenda for the December 5, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes of November 14 (see [Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)**

**Action Items** (see [Addendum II](#)):

- A) College of Arts and Humanities
  - 1) Department of Music
    - a) Course: MUSC 4040 Principles and Methods of Music Learning and Teaching  
Request: Add
    - b) Course: MUSC 4230 Technology in Music Education  
Request: Add
  - 2) Department of History
    - a) Course: HIST 4505 American Foreign Policy Since 1898  
Request: Add
- B) Richards College of Business
  - 1) Department of Marketing
    - a) Course: MKTG 4818 Web Page Design  
Request: Add
    - b) Course: MKTG 4823 Logistics and Supply Chain Management  
Request: Add
- C) College of Education
  - 1) Department of Leadership and Instruction
    - a) Course: PHED 3210 Healthy Eating and Nutrition  
Request: Add
    - b) Course: PHED 2000 Applied Concepts in Fitness and Wellness  
Request: Add

- c) Course: PHED 3220 Health Promotion, Education, and Program Evaluation  
Request: Add
  - d) Course: PHED 3230 Exercise Leadership  
Request: Add
  - e) Course: PHED 3240 Current Issues and Trends in Fitness and Wellness  
Leadership  
Request: Add
  - f) Course: CMWL 3110 Program Evaluation in Community Settings  
Request: Add
  - g) Course: CMWL 3100 Lifespan Development  
Request: Add
  - h) Course: READ 4201 Language and Literacy for Diverse Populations  
Request: Add
  - i) Course: CEPD 4200 Working with Diverse Populations in Human Services  
Request: Add
  - j) Course: CEPD 3200 Skills and Ethics in Human Services  
Request: Add
  - k) Course: CMWL 2100 Introduction to Health and Community Wellness  
Request: Add
  - l) Program: BS with a Major in Health and Community Wellness  
Request: Add
- 2) Department of Educational Technology and Foundations
    - a) Course: EDRS 4042 Introduction to Classroom Assessment  
Request: Add
- D) College of Science and Mathematics
- 1) Department of Geosciences
    - a) Course: GEOG 2202 Environmental Science  
Request: Add
    - b) Course: GEOG 2202L Environmental Science Lab  
Request: Add
  - 2) Department of Physics
    - a) Course: PHYS 4103 Astrophysics  
Request: Add

- E) College of Social Sciences
  - 1) Department of Anthropology
    - a) Course: ANTH 4205  
Request: Add
  - 2) Department of Political Science
    - a) Program: Data Analytics Certificate  
Request: Add
- F) QEP/Revisions to Core Area B Outcomes
  - 1) Committee approved proposed revisions to Core Area B outcomes.

**Committee II: Graduate Programs Committee (Susan Welch, Chair)**

**Action Items** (see [Addendum III](#)):

- A) College of Education
  - 1) Educational Technology and Foundations
    - a) Program: Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology)  
Request: Modify
- B) College of Arts and Humanities
  - 1) Music Department
    - b) Course: MUSC 5230 Technology in Music Education  
Request: Add

**Committee VI: Strategic Planning Committee (Nadya Williams, Chair)**

**Action Item: Core Area B revisions**

**Proposed catalog page:**

Core Area B  
 Institutional Options  
 Learning Outcomes  
 4-5 hours

Demonstrate the ability to:

- Adapt written and oral communication to specific rhetorical purposes and audiences.
- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Students must take one course from category 1, and any combination of courses to meet the total number of hours of 4 for science majors and 5 for non-science majors.

1 - Written and Oral Communication:

Courses in this area must meet both learning outcomes stated above.

One of the following is required of all majors:

Choose from the following:

ART 2000	Oral Communication and the Visual Arts	3
COMM 1110	Public Speaking	3
ENGL 2000	American Speech	3
ENGL 2050/ THEA 2050	Self-Staging: Oral Communication in Daily Life	3
FREN/GRMN/SPAN 1001 or 1002		3
PHIL 2020	Critical Thinking	3
XIDS 1004	Oral and Technological Communication	4

**2 - Other Institutional Options:**

Courses in this area must meet at least one of the learning outcomes stated above.  
Institutional Elective, choose one of the following:

ANTH 1100	Faces of Culture	2
BUSA 1900	Surfing the Internet for Success	2
CS 1000	Practical Computing	1
CS 1020	Computers and Society	2
LIBR 1101	Academic Research and the Library	2
MUSC 1110	Survey of World Music	2
XIDS 2001	What Do You Really Know About . . .	1
XIDS 2002	What Do You Really Know About . . .	2

**Current Version:**

**Core Area B**

Institutional Options

Learning Outcomes

4-5 hours

**Demonstrate the ability to:**

- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
- Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Students may take any combination of courses as long as one is from category 1 and the total number of hours is 4 for science majors and 5 for non-science majors.

**1 - Oral Communication:**

**One of the following is required of all majors:**

<a href="#">ART 2000</a>	Oral Communication and the Visual Arts	3
<a href="#">COMM 1110</a>	Public Speaking	3
<a href="#">ENGL 2000</a>	American Speech	3
<a href="#">ENGL 2050/</a>	Self-Staging:	3

<a href="#"><u>THEA 2050</u></a>	Oral Communication in Daily Life	
Foreign Language	1001 or 1002	3
<a href="#"><u>PHIL 2020</u></a>	Critical Thinking	3
<a href="#"><u>XIDS 1004</u></a>	Oral and Technological Communication	4

**2 - Other Institutional Options:**

**Institutional Elective, choose one of the following:**

<a href="#"><u>ANTH 1100</u></a>	Faces of Culture	2
<a href="#"><u>BUSA 1900</u></a>	Surfing the Internet for Success	2
<a href="#"><u>CS 1000</u></a>	Practical Computing	1
<a href="#"><u>CS 1020</u></a>	Computers and Society	2
<a href="#"><u>LIBR 1101</u></a>	Academic Research and the Library	2
<a href="#"><u>MUSC 1110</u></a>	Survey of World Music	2
<a href="#"><u>XIDS 2001</u></a>	What Do You Really Know About (Selected Topic)	1
<a href="#"><u>XIDS 2002</u></a>	What Do You Really Know About (Selected Topic)?	2

**Committee IX: Facilities and Services Committee (Ben Steere, Chair)**

A) Presentation by Mark Reeves, Auxiliary Services, about recycling efforts on campus.

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**

**Information Item:**

A) Presentation by President Marrero and Provost Crafton about the FY2016 budget cycle.

5. Old business
6. New business
7. Announcements
8. Adjournment

# **Addendum I**

**University of West Georgia  
Faculty Senate Meeting  
Draft Minutes**

**November 14, 2014**

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.

2. Roll Call

*Present*

Nancy Pencoe (substituting for Banford), Basu-Dutt, Boldt, Butler, Connell, DeFoor, DeSilva, Elman, Farmer, Farran, Faucette, Geisler, Gerhardt, Griffith, S. Hall, L. Haynes, Robert Voelkel (substituting for C. Johnson), Keim, Kilpatrick, Lopez, McCord, McCullers, McKendry-Smith, L. Miller, Mindrila, Cindy Smith (substituting for Ogletree), Remshagen, J. Roberts, L. Robinson, Blynn Olivieri (substituting for C. Schroer), Seay, Skott-Myhre, Stanfield, Lisa Gezon (substituting for Steere), Tekippe, Welch, Williams, Willox, Elizabeth Stupi (substituting for Woodward), Yates

*Absent*

Erben, Mbaye, McGuire, Neely, Velez-Castrillon, Vinson, Xu

3. Minutes: a motion was made and seconded to approve the minutes of October 10.

*Item approved unanimously by voice vote.*

4. Committee reports

**Committee II: Graduate Programs Committee (Susan Welch, Chair)**

**Action Items:**

A) College of Science and Mathematics

1) Course Proposal:

a) Geosciences Department

Course: GEOL 7203 Oceanography for Teachers

Request: Add

*Item approved unanimously by voice vote.*

B) College of Arts and Humanities

1) Course Proposal:

a) History Department

Course: HIST 5505 American Foreign Policy since 1898

Request: Add

*Item approved unanimously by voice vote.*

- C) College of Education
  - 1) Course Proposals:
    - a) COE Doctoral  
Course: EDSI 7385 Special Topics in School Improvement  
Request: Add

*Item approved unanimously by voice vote.*

- b) Leadership and Instruction  
Course: SEED 7265 Advanced Instructional Strategies for the 21st Century Classroom  
Request: Add

*Item approved unanimously by voice vote.*

- 2) Program Proposals:
    - a) Educational Technology and Foundations  
Program: Master of Education with a Major in Media (School Library Media)  
Request: Modify

*Item approved unanimously by voice vote.*

- b) Program: Post-Baccalaureate Non-Degree Initial Certification in Media (School Library Media)  
Request: Modify
      - c) Program: Master of Education with a Major in Media (Instructional Technology)  
Request: Modify

*These two items were taken together and approved unanimously by voice vote.*

- d) Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology)  
Request: Modify

*After discussion regarding the inaccuracy of the Modification Details, this item was withdrawn by the Committee.*

- D) Richards College of Business
  - 1) Course Proposal:
    - a) Marketing and Real Estate  
MKTG 6833 Sustainable Business Development  
Request: Add

*Item approved unanimously by voice vote.*

**Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)**

**Action Items:**

A) Proposed changes to the Faculty Handbook in the following section:

**208.04 Grade Appeals**

**F. Procedures.** ~~The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member tT~~The student ~~can~~ initiates ~~the~~ a grade appeal in writing, using the Student Grade Appeal Form available from the Provost’s website.

**1. Procedural Summary.** Grade appeals begin at the level of the Department Chair.

**a. Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the ~~faculty member and the faculty member and the~~ student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) ~~shares the grade appeal with the faculty member and after review the faculty member may (but not required to) submit a narrative and any supporting documentation,~~ (4~~33~~) examines the available ~~evidence~~ ~~evidene~~e documentation, and (5~~4~~) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student’s right to appeal to the Dean (or Dean’s designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean’s designee).

B) Proposed changes to the Student Grade Appeal Form to reflect the new Grade Appeal Procedure:

The following statement and signature line for the faculty member will be added to the Department chair box:

“I have reviewed the student’s grade appeal and stand by the grade.”

**Faculty Handbook Current Wording**

208.04.

F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost’s website.

1. Procedural Summary. Grade appeals begin at the level of the Department Chair.

a. Department Chair. Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

*After discussion regarding the Procedures, this item was withdrawn by the Committee.*

**Committee VI: Strategic Planning (Nadya Williams, Chair)**  
**Information Item:**

A) Update regarding the QEP and on-going work on Core Area B.

Dr. N. Williams reported that the ENG 1101L got a "NO" from the Board of Regents because they considered it remedial. There are two meetings on Area B to come: Monday at 4:00 p.m. and Tuesday at 2:00 p.m. All chairs in Area B need to attend. In January there will be a couple more townhall meetings for all faculty. Area B is Institutional Priorities, which is fluid; classes may be added and discussions are on-going. Strategic Planning is meeting next Friday. Contact your chair to give your input prior to January.

**Committee IX: Facilities and Services Committee (Ben Steere, Chair)**

A) Presentation by Mark Reeves, Auxiliary Services, about recycling efforts on campus.

This was tabled until the December 5<sup>th</sup> meeting of Faculty Senate.

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**  
**Information Item:**

A) Dr. Marrero informed the committee that the goal of raising all staff salaries to market entry point will be met this month. Previously, only pay grades 1-10 had been raised to the entry point. All salaries in pay grades 11-19 that are not at the market entry point will be raised. The Mercer study is now two years old, so the office of Business & Finance is looking at doing a new study in an effort to keep the pay scale current. The committee supports these efforts.

Drs. Crafton and Marrero will update the Faculty Senate at the December 5<sup>th</sup> meeting.

5. Old business:

A) Peer and Aspirant Institutions (Faye McIntyre)

Dr. McIntyre is a member of the Key Performance Indicators (KPI) team. She spoke for a few minutes with the aid of a PowerPoint presentation. She began by mentioning the 2008 study.

The current review included an initial list of 7,735 institutions, with substantial quantitative analysis that identified a smaller list of 28 institutions. After qualitative analysis including input from across campus, the new list has been compiled. The purpose of the Peers and Aspirants lists is to give us baseline, quantitative data for our 75 KPI. We look at our peers, make goals, and measure results.

The new list follows.

### Suggested Peers and Aspirants for the University of West Georgia

#### USG Sector Institutions

1. Georgia Southern University\*‡
2. Kennesaw State University\*‡
3. Valdosta State University\*\*

#### Suggested Peer Institutions

1. Central Washington University (WA)\*\*
2. Eastern Kentucky University (KY)\*\*‡
3. Sam Houston State University (TX)\*\* ‡
4. Stephen F. Austin State University (TX)\*\*‡
5. University of Central Missouri (MO)\*
6. University of Colorado – Colorado Springs (CO)\*\* ‡
7. University of Minnesota – Duluth (MN)\*\* ‡
8. University of Northern Colorado (CO)\*
9. University of Tennessee – Chattanooga (TN)\* ‡
10. Western Illinois University (IL)\*

#### Suggested Aspirational Institutions

1. Ball State University (IN) \*
2. Indiana University of Pennsylvania – Main Campus (PA)\*\* ‡
3. James Madison University (VA)\*
4. University of North Carolina – Wilmington (NC)\*\* ‡
5. University of Northern Iowa (IA)\*\*

\* AACSB - Both Business and Accounting

\*\* AACSB - Only Business

‡ ABET - Computer Science

## B) Engagement survey (N. Jane McCandless)

Dr. McCandless has been chairing the Engagement Survey and spoke for a few minutes about the process and results with the aid of a PowerPoint presentation. She said that they have completed their townhall meetings and are almost ready to remove the word “DRAFT” from the document. The committee built a survey based on a literature review and discussion. They want to administer the survey in February, which will be one year later from the initial survey. It will be close to last year’s survey, but “a tad different.” She commented that it can’t get far from the Action Plans. This year we will run the entire survey, but in other years we may not, as opinion on each module may not need to be gathered each year. The idea is a process and we can change it; it will keep improving each year. The committee is meeting with the Studer Group on December 5<sup>th</sup>, who will actually administer the survey. Dr. McCandless pointed out the irony in paying an outside firm to do something that we do around the country for other organizations—but an organizational culture with a lack of trust makes that desirable for now. She stated that we own the survey, which will create revenue through Studer’s use of it. The results will be structured such that employees are not individually identifiable; there must be five completed surveys in a unit, or the results are rolled up to the next unit to maintain confidentiality. All people employed by December 1, 2014 will be included.

## 6. New business

President Marrero gave a brief budget update. A total of \$10M in new money was requested by all divisions, over \$6M from academic departments. This was prioritized at each level and finally the VP level using the following sifters: 1) the UWG Strategic Plan; 2) Complete College Georgia for UWG, which is RPG; 3) the USG Strategic Plan; 4) enrollment growth and resulting stress to programs and services; 5) accreditation; and 6) compliance with regulations. The resulting lists of Tiers 1-3 and RPG money were disseminated to the deans and faculty. The president commented that we have set a goal of over 12,600 students next fall, projecting \$1.6M in new revenue for Tier 3. Tier 2 funding would be realized from a graduate student tuition increase. The budget we will actually receive in new funding request (Tier 1) from the BOR may be less than the request of \$1.5M in new money (all three Tiers equal over \$4.6M in needs). Dr. Marrero and Provost Crafton will address the Faculty Senate at the December 5<sup>th</sup> meeting. Any faculty that wish to comment or have questions, please contact Andrea Stanfield, Chair of the Budget Committee.

## 7. Announcements

Faculty were encouraged to sign the get-well card being passed around the room for Myrna Gantner, who has suffered a broken foot.

## 8. Adjournment

The meeting adjourned at 4:30 p.m.

Respectfully submitted,  
Shelley Rogers,  
Executive Secretary of the Faculty Senate and General Faculty

# **Addendum II**

Course Update Request (Add, Delete, Modify)

Originator

Music Department College of Arts and Humanities Hibbard, Kevin R.
Department College Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

MUSC 4040 Principles and Methods of Music Learning and Teaching
Prefix Number Course Title
Research-based teaching and learning principles, methods, and materials for the music classroom. Includes content lesson design for students of diverse needs, level-appropriate learner engagement, alignment of assessment and goals, and professional practices. Includes a field experience component.

Course Catalog Description
3 0 3 Fall - 2015 Yearly Letter Grade
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

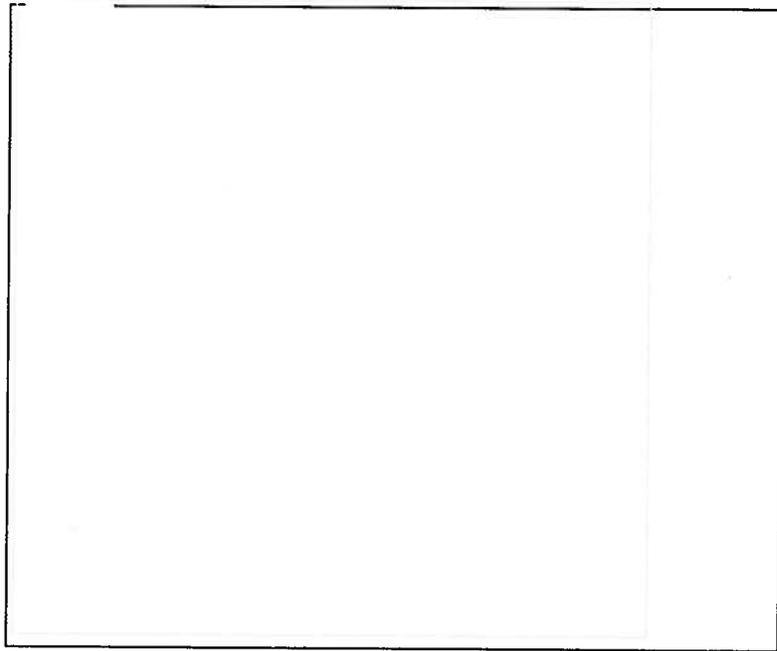
Prerequisites
MUSC 3900, MUSC 4011/4021, and passage or exemption of GACE Program Admission Assessment.

Corequisites

Rationale
This course incorporates additional methods and material that will soon be required for teacher certification in the state of Georgia. It will replace MUSC 4000 in the Music Education curriculum (see separate program modification proposal). However, the changes are too significant to simply modify MUSC 4000.

Planning Info
Library Resources are Adequate
Library Resources Need Enhancement
Is this a SACS substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 13

Comments



**College Approvals**

Kevin R. Hibbard [APPROVED 2014-09-30]  
Chair, Course Department

Randy J. Hendriks [APPROVED 2014-10-16]  
Dean, College of Arts and Humanities

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**University of West Georgia**  
**MUSC 4040: Principles and Methods of Music Learning and Teaching**  
**Syllabus**

Dr. Dawn Harmon McCord

Fall 2015

Class: Three hours credit  
TBA  
Humanities XXX  
Email: *CourseDen* preferred  
dmccord@westga.edu

Office: Humanities 233  
678-839-6266  
Office hours:  
TBA

### **Course Description**

Prerequisite: MUSC 3900 , MUSC 4011/4021, and passage or exemption of GACE Program Admission Assessment.

Research-based teaching and learning principles, methods, and materials for the music classroom. Includes content lesson design for students of diverse needs, level-appropriate learner engagement, alignment of assessment and goals, and professional practices. Includes a field experience component.

### **Required Materials**

Membership in The National Association for Music Education (Collegiate Chapter membership or regular membership)

Tk-20  
edTPA account

### **Supplementary Materials**

TBA

### **Objectives/Learning Outcomes**

1. Plan and design content and level appropriate instructional strategies, learning tasks, and assessments to support student learning and language use
2. Demonstrate how to support and engage students in learning by creating an effective learning environment; connect with prior learning by utilizing personal, cultural, and community assets; and, use evidence and reflection to examine and change teaching practices in order meet learning needs and goals
3. Assess student learning by gathering evidence, provide meaningful student feedback, use evidence to influence future instructional steps and identify students' use of language to demonstrate the development of content understanding
4. Identify the legal and ethical responsibilities of teachers and administration in the public school
5. Create evidence of professional engagement, socialization, and growth

## Methods and Learning Activities

The student will:

1. Gather demographic data on an assigned school
2. Identify student learning influences including, but not exclusive to 504 and IEP compliance, cultural and community identities, and prior learning
3. Design performance assessment tools specific to lesson plan goals
4. Demonstrate professional and pedagogical knowledge through written examinations
5. Complete 3 hours per week of field experience at the same school in which student will be assigned for student teaching (or appropriate placement)
6. Video record lessons taught in field and identify effective teaching practices and reflect on areas of needs
7. Develop a portfolio to document work created in course.
8. Incorporate technology resources into projects and assignments
9. Upload artifacts to Tk-20, edTPA, and *CourseDen* as assigned
10. Create and document professional experiences and documents, e.g., CNAfME membership, philosophy, resume, current research

## UWG Common Language Syllabi Information

It is important that you review and understand the statements that are common to all courses at UWG. These items address the Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the University of West Georgia Honor Code.

These statements may be viewed at

<http://tinyurl.com/UWGSyllabusPolicies>

## Field Experience

Students in Music 4040 are required to have three (3) observation hours per week at the school site where student teaching will take place. Students must complete and turn in an observation form for each observation. Completed forms will be graded and filed in the Department of Music office. A reflection on these observations must be uploaded to Tk-20. **Students who have not completed and filed 15 hours of observations by Class 6 of the semester will earn zero points for the course field experience.**

### Field Experience Forms

Copy the field observation form as needed and complete each form in ink. Use of the class form is required. Field teacher must sign the form at the end of each observation. The deadline for turning in all forms will be the last class meeting (not Finals night) of the semester. Students should observe during their assigned block and not during other classes and finals. Students are responsible for filing completed forms in file folder provided by course professor. Under extreme circumstances, a student might be granted permission to turn in observation forms after the deadline with a penalty imposed. After field experience submission deadline, a penalty of 5% will be subtracted for each day that forms are late, including weekends. If observation reports are incomplete or unsatisfactory in requested detail, 5% will be deducted.

### Email and Office Hours:

Most course materials, correspondence, and all grades will be available on *CourseDen*. Email concerning this class should be transmitted in *CourseDen*. Grades will not be discussed through email. Conferences are the appropriate venue for the discussion of grades.

### Evaluation

Students are graded on the quality of work done on curriculum development, lesson planning, examinations, projects, and on their ability to articulate understandings orally and in writing. The instructor will evaluate the quality of work done on course assignments, papers, presentations, and class participation. Work must be completed when due in order to receive credit. Unless noted otherwise, all work must be typed. Assignments are due as assigned and if due at a class time, the assignment is considered late after 10 minutes from start time. As a rule, assignments will not be accepted late with a few noted exceptions and penalties be applied. No extra credit will be given.

Some of the assignments may be changed. Changes will be announced in class and/or *CourseDen*. It is the student's responsibility for making note of these adjustments.

Category	Grade Item	Weight
<i>Field Experience</i>		30
	Field Experience	
<i>Teaching Projects</i>		30
	Classroom Management	
	Lesson Plans	
	Class Data	
	Research	
	Journal Report	
	Video Recording and Discourse	
<i>Professional Activities</i>		20
	Résumé	
	CNAfME membership	
	edTPA Upload	
	Tk20 Upload	
<i>Assessments</i>		20
	Test 1	
	Assessment Test	
	Final Presentation	

Grades will be assigned as based on the following:

91-100%	A	61-70%	D
81-90%	B	60% or below	F
71-80%	C		

## Attendance

Learning and participation is only possible if the student participates in class and receives the essential information. Since the course will move at a very fast pace with written work due on a regular basis, students are expected to attend every class meeting. Should a student not be able to attend a class, he/she is responsible for the information covered and assignment announcements. Presentations and assignments must be completed on their assigned day but if the professor is notified in advance, some activities may have an alternative path for completion in advance of the due date. Final grade will be dropped one letter grade for class missed for **any** reason beyond one class missed.

## Calendar

<i>Week</i>	<i>Month</i>	<i>Day</i>	<i>Activities</i>	<i>Assignment(s)*</i>
1			Overview of Course; Advocacy and philosophy issues; Planning Preparation—Context for Learning for one given class in field observations site; Gathering of contextual understanding influences, e.g., demographics, cultural, social, persona reflection, global, IEP, 504 Plan, English Language Learners, struggling readers, gifted students	
2			Creating a resume; Central Focus—Select central focus for content-based learning; Lesson Plan Template; Bloom's Taxonomy	Philosophy and Advocacy Statement due in Dropbox; Demography Report 1
3			Classroom Management Issues; Writing Learning Objectives; Alignment—Connect the focus with standards and skills, prior knowledge, and contextual understandings	Resume due
4			Research—Use and cite research that is appropriate to plan objectives, procedures, and assessment	
5			Discourse—Describe processes used to plan and design research based lesson plans.	Research project due

<i>Week</i>	<i>Month</i>	<i>Day</i>	<i>Activities</i>	<i>Assignment(s)*</i>
6			Discourse—Convey understanding of what students bring to the learning experience, e.g., prior knowledge, personal/cultural/community assets. Provide examples of how these understandings guided choices or adaptations for learning tasks and materials.	In-class workshop on discourse; Completion documentation of 15 hours filed experience due.
7			Test 1; Academic Language—Selecting appropriate language essential for learning the central focus. Choose a task from plan and describe how students will use the language function in learning.	Classroom Management Plan Due; Study class notes for Test 1
8			Academic Language—Vocabulary, Syntax, and Discourse: Using the identified language function and task describe associated language demands.	
9			Assessment—Creating informal and formal assessments; adapting assessment for special needs	
10			Assessment—Collecting data; the pretest and posttest; reporting data; using data to inform planning; Using PowerPoint effectively and convert presentation to a movie; Overview of multi-cultural project; Assessment Test	Study for Assessment Test
			<i>Spring Break—no class</i>	
11			Video Documentation—Minimum expectations; discourse on learning environment, student engagement (including skills, knowledge, and context), modeling, reflection	Video discourse workshop
12			Present a journal oral report	Select and summarize a topic from <i>General Music Today</i> or <i>Update: Applications of Research in Music Education</i>
13			General Music Multi-cultural Movie presentations	Prepare a General Music Multi-cultural Movie Presentation for a general music class. Write a reflection on field observations and upload to Tk-20

<i>Week</i>	<i>Month</i>	<i>Day</i>	<i>Activities</i>	<i>Assignment(s) *</i>
14			General Music Multi-cultural Movie presentations	Movie Presentation; <b>Field observation forms are due. No observation forms will be accepted after this date.</b>
			<b>5:30 PM Final [Final will not be given early.]</b>	<b>Curriculum plan and presentation</b> Use curriculum developed at beginning of semester and complete it with a General Music Middle School unit plan summary (objectives and materials) and one complete lesson plan with assessment etc.)

\* Due dates for projects and reports will be revised and confirmed in class and/or CourseDen.

**Disclaimer**

Instruction contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use; however, this syllabus should not be considered a contract between University of West Georgia and the student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation.

Course Update Request (Add, Delete, Modify)

Originator

Music Department  College of Arts and Humanities  Byrd, Josh   
 Department  College  Originator

Action

Add  Modify  Delete

Modifications

Prerequisites  Description  Title  Credit  See Comments  Senate Action Item  (See Procedure)

Course Details

MUSC 4230 Technology in Music Education  
 Prefix Number Course Title

This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.

Course Catalog Description

03		03	Summer - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

MUSC 3220 or a baccalaureate degree in Music

Corequisites

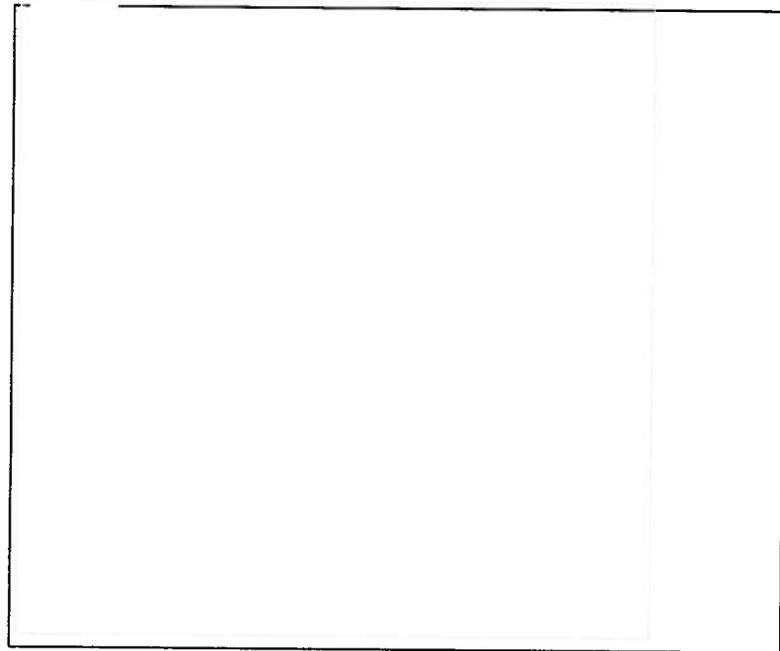
Rationale

Integrating technology in Music Education is becoming increasingly more important each year. It is now essential for both delivery and assessment. This course will familiarize the students with current technology applications, websites, software, and hardware available within the music classroom and require them to detail and compare current options, create technology-based lesson plans, produce music through electronic means, and research current technology trends. It is also intended to create lifelong learners as technology is changing yearly.

Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement  
 Is this a SACS substantive change? NO  (See Policy)  
 Present or Projected Annual Enrollment: 10

Comments



**College Approvals**

Kevin R. Hibbard [APPROVED 2014-11-13]  
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-11-14]  
Dean, College of Arts and Humanities

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**MUSC 4230, 5230**  
**TECHNOLOGY IN MUSIC EDUCATION**  
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF MUSIC

**COURSE SYLLABUS**

**Instructor:** Dr. Josh Byrd  
**Office:** HUM 340  
**Phone:** 678-839-6267  
**Email:** jbyrd@westga.edu

**Term:** Summer Session TBD  
**Class Times:** Online  
**Location:** Online  
**Office Hours:** By Appointment

**Course Description:**

This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.

*Please note that the information contained in this syllabus may be altered by the instructor at any point during the semester in order to adapt to the pace or needs specific to the current class.*

**Course Prerequisite:**

MUSC 3230 or a baccalaureate degree in Music

**Class Objectives:**

The primary objective of this class is to develop a thorough understanding of music technology and its uses within the classroom setting. Upon completion of the class students will be able to:

- Research and/or use web-based applications, notation/composition/recording/production software, interactive mobile devices (Promethean, iPad, AppleTV, etc.), and necessary hardware/equipment
- Integrate technology into lesson plans/curricula
- Research and describe current technology requirements/trends in the music classroom as well as the student's current state of residence
- Produce music (both written and electronic examples)

**Required Materials:**

- Computer
  - Mac: *Garageband*
  - PC: *Mixcraft*, *Sony Acid*, or similar software (if approved by the instructor)
  - *Firefox* web browser
- Watson, S. (2011) *Using Technology to Unlock Musical Creativity*. New York: Oxford University Press.
  - An access code to a companion website (included with purchase) will come with the purchased text.
- Notation software
  - Free software (Finale Notepad, Noteflight, etc.)
  - Finale or Sibelius (up to student as to whether-or-not to purchase)
- Downloads/applications/website usage (Classical MIDI Archive, IMSLP, etc.)

**Student Expectations:**

Because this is a hands-on course, participation is vital for student success. All assignments must be completed and turned in on time. Late work will rarely be accepted. Please use UWG email for all electronic communication.

**Evaluation:**

Students are graded on the quality of work done on assignments, exams, projects, and their ability to articulate concepts and philosophies both verbally and in writing. The following formula will be used to determine your semester grade:

<b>Module 1:</b> Welcome!	5%
<b>Module 2:</b> Class Expectations	5%
<b>Module 3:</b> Current Web-based Resources	15%
<b>Module 4:</b> Music Notation and Production Software	15%
<b>Midterm Project</b>	10%
<b>Module 5:</b> Current technology requirements/trends	15%
<b>Module 6:</b> Current research trends and <i>Using Technology to Unlock Musical Creativity</i> .	15%
<b>Research Journal</b> (5230 only)	5%
<b>Final Project</b>	20% for 4230, 15% for 5230

The **Midterm Project** asks the student to produce a series of lesson plans that include materials produced with notation software, music production software, and web-based resources. MUSC 4230 students will be required to submit 2 (two) lesson plans; MUSC 5230 students will be required to submit 4 (four).

The **Final Project** asks the student to produce a proposal to alter a course through technology. Funds must be requested from either a national grant or a grant currently run through the student's state of residence. If students are not currently teaching a demo course/situation will be provided for them upon request. All materials, cost, and setup must be detailed along with a lesson plan and class materials produced from software and applications discussed in class. While MUSC 5230 students must submit a completed grant template, MUSC 4230 students only need to detail which grant they would use and why.

The **Research Journal** is only for those students in MUSC 5230. Students will be expected to write a reaction paper to 10 (ten) of the (18) eighteen chapters found within the text, *Using Technology to Unlock Musical Creativity*. At least 5 (five) of the entries must be completed and submitted by the Midterm Project deadline for full credit.

**Grade Scale:**

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

**Late policy:**

Late assignments will receive feedback, but a grade of 0 (zero) will be recorded for all late assignments. Assignments are due by 11:59 pm on their respective due dates. Late work will rarely be accepted; it is the student's responsibility to contact the professor when extenuating circumstances occur.

**Technical Requirements/Assistance:**

To be successful in this fully online course, you need to know how to use D2L (Desire 2 Learn), our Learning Management System. UWG Online offers a variety of tutorials that can help: you can access them at: <http://uwgonline.westga.edu/students.php>.

If you need help with tutorials or any technical issues, you can also reach UWG Online via email ([online@westga.edu](mailto:online@westga.edu) ) or by phone: M-F 8am-5pm 678-839-6248 or 1-855-933-UWGO (8946) Assistance is offered 24 hours a day, 7 days a week through the state of Georgia. Access this assistance here: <https://d2lhelp.view.usg.edu>.

**Accessibility:**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). You can also reach the office by phone at 678-839-6428 or via email ([counseling@westga.edu](mailto:counseling@westga.edu)). The office is housed in Row Hall and is open Monday-Friday from 8:00 am – 5:00 pm (EST). *Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.* In addition, certain accommodations (which will be discussed in class) are available to all students within constraints of time and space.

**UWG Common Language Syllabi Information:**

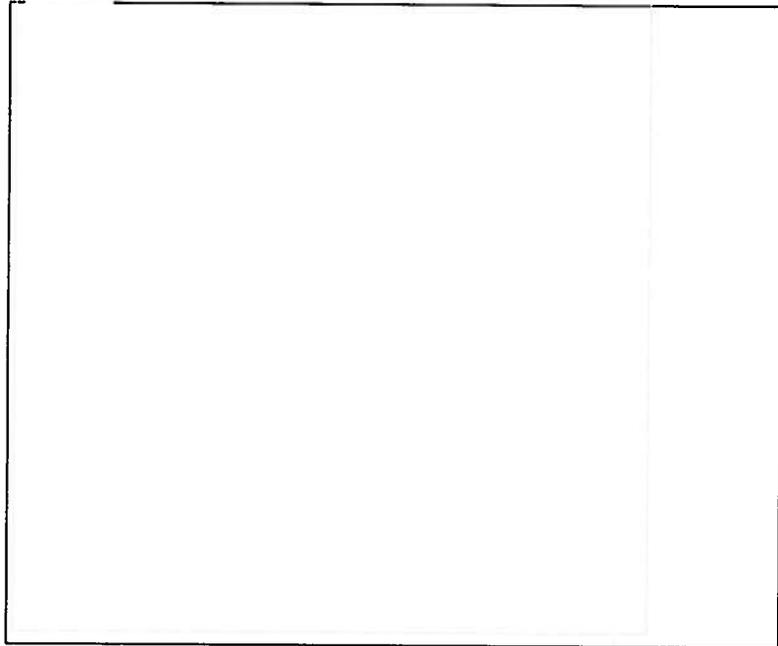
It is important that you review and understand the statements that are common to all courses at UWG. These items address the Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the University of West Georgia Honor Code and Academic Honesty statements.

These statements may be viewed at:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

Software may be used in this course to check for plagiarism and students found to have not adhered to the Honor Code will have the violation reported as prescribed and receive a failing grade on the assignment or course.

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
History Department		College of Arts and Humanities		Williams, Daniel		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
HIST	4505	American Foreign Policy since 1898				
Prefix	Number	Course Title				
This course is designed as an upper division reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.						
<b>Course Catalog Description</b>						
3	0	3	Fall - 2015	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
This will be a new course cross-listed with POLS 4505. Currently, the History Department offers HIST 3381 (American Diplomacy), but we would like to replace that course with HIST 4505 / POLS 4505, since this will allow the course to be taught in both the History and Political Science departments. This proposal has the support of the POLS department in support of this course addition: Dr. Greg Dixon (gdixon@westga.edu).						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="radio"/> NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <input type="text" value="25"/>						



College Approvals

Howard Goodson [APPROVED 2014-04-02]  
Chair, Course Department

Randy J. Hendriks [APPROVED 2014-10-16]  
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

## **HIST 4505 / POLS 4505**

### **American Foreign Policy since 1898**

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

MW, 3:30-5pm

Tues., 10am-1pm, 2pm-5pm

(and by appointment)

Email: [dkw@westga.edu](mailto:dkw@westga.edu)

Phone: 678-839-6034

Course website: [www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)

Class Location:

Pafford 208

MWF, 11:00-11:52am

#### **Description:**

This course is designed as an upper division reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.

#### **Learning Outcomes:**

Students in this course will learn critical thinking skills and the ability to analyze diverse perspectives, and they will learn how to evaluate American foreign policy in its historical and contemporary political context. This course will also help students to improve their writing, research, and communication skills. The writing assignments and exams will assess students' knowledge and skills in these areas.

#### **Assessment:**

Students' final grades will be determined as follows:

Midterm exam	20%
Research paper	30%
Class participation / emails	25%
Take-home final exam essay	25%

There will be no opportunity for extra-credit assignments in this course.

**Grading Methodology:** This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A-

/ B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95

A/A- = 94

A- = 92

A-/B+ = 90

B+ = 88

B+/B = 87

B = 85

B/B- = 84

B- = 82

B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** There will be one midterm exam and a take-home final. The midterm exam will consist of essay questions and I.D. terms based on concepts covered in the lectures, discussions, and readings. One week before the exam, I will post a study guide on the course website that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or

in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, a make-up exam will not be an option.

The take-home final exam will consist of broadly-based essay questions relating to themes covered in the course readings and lectures throughout the semester. I will give you the exam questions on Friday, April 19, and you will have until 5pm on Friday, April 26 to write 8-10 pages in response to those essay questions.

**Research paper:** You will be required to write one 8-12 page research paper for this course. The research paper should focus on the history of American foreign policy toward one particular country from 1945 to the present. Consult the online guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated. Please look at the course website to find guidelines on proper footnoting procedures and avoiding inadvertent plagiarism.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

**Class participation and email assignment:** Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss concepts related to the history of American foreign policy. In addition, there are five class periods reserved for discussion of the assigned books. It is very important for you to read these books prior to the class discussions so that you can come to class prepared to participate. Failure to attend these discussions will adversely affect your class participation grade. I do not have a formal attendance policy, but since students cannot participate in class discussions if they do not attend class, habitual absences, as well as habitual silence in class throughout the semester, could negatively affect a student's class participation grade.

Your class participation grade will also be based on email book summaries that you are required to submit for each of the books assigned in this course. Each of these emails is due by 10pm on the evening before the date on which we are scheduled to discuss the book in question. I will not assign these emails a letter grade, but I will instead treat them as I would comments that you make in class, and I will consider their content when I formulate class participation grades at the end of the semester. I will also distribute copies of these emails to all of the members of the class for their consideration in preparation for our class discussions. For more information on this assignment, please consult the guidelines for the email summaries that are posted on the course website.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

**Assigned Books:**

Thomas J. Knock, *To End All Wars: Woodrow Wilson and the Quest for a New World Order* (Princeton University Press, 1992)

Justus D. Doenecke and Mark A. Stoler *Debating Franklin D. Roosevelt's Foreign Policies, 1933-1945* (Rowman & Littlefield, 2005)

Ralph B. Levering et al., *Debating the Origins of the Cold War: American and Russian Perspectives* (Rowman & Littlefield, 2002)

Lawrence Freedman, *Kennedy's Wars: Berlin, Cuba, Laos, and Vietnam* (Oxford University Press, 2000)

Zbigniew Brzezinski, *Strategic Vision: America and the Crisis of Global Power* (Basic Books, 2012)

## Course Schedule:

**Please complete assigned readings before class.**

- 1/7 American Foreign Policy: An Introduction
- 1/9 Brief Review of American Diplomacy before the Spanish-American War
- 1/11 American Diplomacy in the Late Nineteenth Century
- 1/14 Debating Imperialism in the 1890s
- 1/16 The Spanish-American War and Its Aftermath
- 1/18 US Policy toward Latin America from TR to Wilson
- 1/21 No class (Dr. Martin Luther King Jr. Day)
- 1/23 World War I and Wilsonian Internationalism
- 1/25 Wilson's Approach to Europe  
**Discussion of Thomas J. Knock's *To End All Wars* (email summary due by 10pm on 1/24)**
- 1/28 The Business of Foreign Policy in the 1920s
- 1/30 Isolationism from the 1920s to the early 1940s
- 2/1 Franklin Roosevelt's Foreign Policies  
**Discussion of *Debating Franklin D. Roosevelt's Foreign Policies* (email summary due by 10pm on 1/31)**
- 2/4 FDR and the Shaping of the Postwar World
- 2/6 Truman and the Development of the Cold War: Europe
- 2/8 Truman and the Development of the Cold War: Asia
- 2/11 **Discussion of *Debating the Origins of the Cold War* (email summary due by 10pm on 2/10)**
- 2/13 Eisenhower's Strategy of Brinkmanship
- 2/15 US Policy toward the Middle East from the 1940s through the 1960s
- 2/18 US Policy toward Latin America from the 1940s through the 1960s

- 2/20 US Policy toward Africa from the 1940s through the 1960s
- 2/22 No class (instructor at a conference)
- 2/25 **Midterm exam**
- 2/27 Decolonization and American Policy toward the “Third World”
- 3/1 **Discussion of *Kennedy’s Wars* (email summary due by 10pm on 2/28)**
- 3/4 Vietnam from 1945-1964
- 3/6 Lyndon Johnson’s Vietnam War Policy
- 3/8 Détente, Vietnamization, and Kissinger’s Realpolitik
- 3/11 Evaluating Richard Nixon’s Foreign Policies
- 3/13 The Oil Crisis and the Middle East from Nixon to Carter
- 3/15 Jimmy Carter’s Human Rights Based Foreign Policy  
**First Draft of Research Paper Due**
- 3/18-3/22 – Spring break
- 3/25 Ronald Reagan’s Policy toward the Soviet Union
- 3/27 US Policy toward Latin America in the 1980s
- 3/29 US Policy toward the Middle East in the 1980s
- 4/1 George Bush’s New World Order
- 4/3 Bill Clinton’s Neoliberal Foreign Policy
- 4/5 Terrorism in the 1990s
- 4/8 America’s Reaction to the September 11 Attacks
- 4/10 Assessing George W. Bush’s Neoconservative Foreign Policy
- 4/12 Barack Obama’s Foreign Policy  
**Final Version of Research Paper Due**
- 4/15 The Impact of the Global Financial Crisis on US Foreign Policy

- 4/17 **Book discussion: Zbigniew Brzezinski, *Strategic Vision* (email summary due by 10pm on 4/16)**
- 4/19 The US and the World in 2013
- 4/26 **Final Exam Essay Due by 5pm**

Course Update Request (Add, Delete, Modify)

Originator

Marketing and Real Estate      Richards College of Business      Talpade, Saill M.  
 Department      College      Originator

**Action**       Add    Modify    Delete      **Modifications**       Prerequisites    Description    Title    Credit    See Comments         [\(See Procedure\)](#)

Course Details

MKTG      4818      Web Page Design  
 Prefix      Number      Course Title

The purpose of this course is to provide an introduction to Web design. Students will learn concepts related to planning and developing web sites by studying Web usability, multimedia, and Web 2.0 applications for business and education web sites. (Same as ABED 4118)

Course Catalog Description

3		3	Spring - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**  
 MKTG 3803 or Permission of Chair

**Corequisites**

**Rationale**  
 This is an elective course in Marketing. It is being added in light of changes in the Business Environment and the need to better prepare students for the job market.

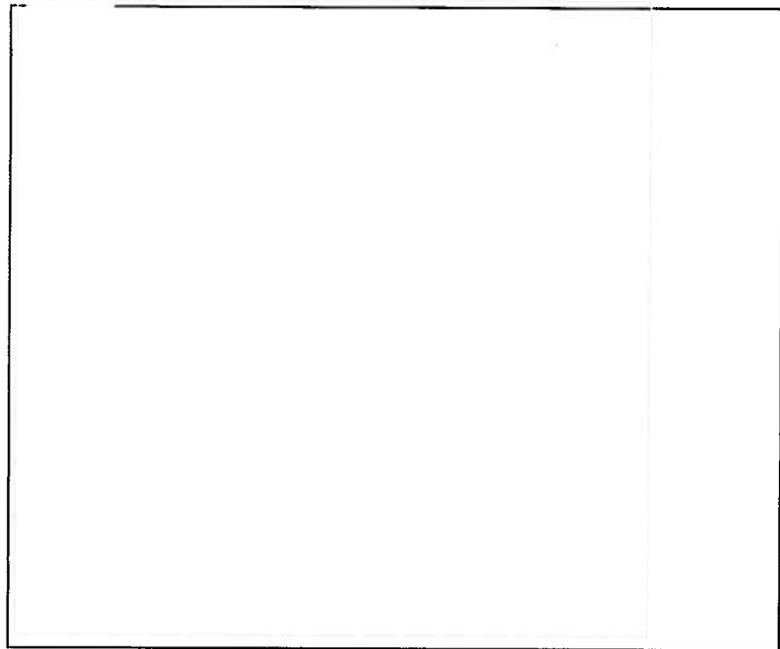
**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Is this a SACS substantive change? NO      [\(See Policy\)](#)

Present or Projected Annual Enrollment: 40

**Comments**



College Approvals

Salli M. Talpade [APPROVED 2014-09-24]  
Chair, Course Department

Faye McIntyre [APPROVED 2014-10-13]  
Dean, RCOB

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Hilde Patron [APPROVED 2014-10-13]  
RCOB Undergraduate Program Committee Chair

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

## RICHARDS COLLEGE OF BUSINESS

### MKTG 4818: Web Page Design Course Syllabus

<b>Instructor:</b>	Dr. Sunil Hazari
<b>Website:</b>	<a href="http://www.sunilhazari.com">http://www.sunilhazari.com</a>
<b>Office Location:</b>	Room 2312 – Miller Hall (Richards College of Business)
<b>Office Phone:</b>	678.839.4842
<b>Course Level:</b>	Undergraduate – 3 semester hours
<b>Prerequisite</b>	MKTG 3803 or Permission of Chair

#### **Textbook:**

Web Design: Introductory (4th Edition), Author: Shelly/Campbell, ISBN 0-538-48240-0.

#### **Course Description:**

This course provides an introduction to Business Web design. Going beyond the technical aspects of web design, students will learn concepts related to planning, developing, managing, and implementing organizational web sites; choosing appropriate usability for web pages; selecting multimedia and interactivity for the Web; and publishing/maintaining a Web site which integrates traditional and new media formats.

#### **Course Objectives:**

1. Explain the strategic importance of Web sites for organizations based on business needs (LG6)
2. Apply best practices of usability in organizational Web sites. (LG1)
3. Identify activities involved in the Web design and planning process. (LG3)
4. Develop websites for functional areas in business (LG4)
5. List factors that make the Web a powerful environment for business activities. (LG6)
6. Understand how Web technology integrates with organizational mission. (LG3)
7. Integrate Social Media (such as Facebook, YouTube, Blogs, and Wikis) in web sites. (LG3)

This course follows Learning Objectives for the Richards College of Business located at [http://www.westga.edu/rcob/index\\_10607.php](http://www.westga.edu/rcob/index_10607.php)

## **Course Policies:**

**Academic Honor:** UWG students are expected to achieve/maintain the highest standards of academic honesty and excellence. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive a "F" grade in the course. Information at the following link contains important information pertaining to students' rights and responsibilities in this class:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

For this class, it is permissible to assist classmates in discussions of web development. General advice and interaction are encouraged. Each person, however, must develop his or her own solutions to individual projects. In other words, students may not "work together" on individual graded assignments. Such collaboration constitutes cheating. A student may not use or copy (by any means) another's work (or portions of it) and represent it as his/her own. Students are encouraged to use the "Virtual Watercooler" discussion board to post questions and/or seek clarification of course topics. If your question is of a personal nature, it is best to email the instructor from within CourseDen.

**Incomplete Policy:** Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case, for a student to receive an incomplete, he or she must have a "B" average in all completed assignments and must have completed at least 80% of the course.

**Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.

## **Evaluation:**

The nature of this course relies primarily on projects and discussions. Students are expected to read assigned class material during each week, complete project assignments, and participate in group discussions.

**Feedback from Instructor:** Feedback is an integral part of enhancing learning in all courses. Rubrics for scoring and assigning grades will be provided during the first week of class and will also be available in CourseDen. The instructor will use these rubrics for grading and assign scores for each assignment that are indicators of feedback to students. Students are encouraged to contact the instructor (in person or via CourseDen email) if additional feedback is needed.

**Late/Missed Assignments:** Assignments are due on date/time mentioned in the Course Schedule. Check CourseDen schedule for any maintenance downtime. There is a 25% per day late penalty which is **STRICTLY ENFORCED**. The instructor must approve any delays, deviations or substitutions for required assignments in advance (i.e. before the assignment deadline). Students should inform the instructor (by e-mail or phone call) of any absences, or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading purposes.

**Appeals Policy:** An announcement will be posted in CourseDen when grades are released for each assignment. Check Gradebook for your score. Any concerns about assignment grade should be discussed with the instructor within **FOUR** days of the grade being posted or the grade stands as assigned.

**Written/Web Document Formatting.** Websites are key marketing tools for organizations therefore must contain information that conforms to business communication standards including use of proper English with no spelling/grammar errors. All work submitted must be typed, and use APA formatting. See APA Quick Guide posted in the "Course Documents area". No handwritten corrections are accepted on final copies. MS Word is the standard word-processing software. Keep a copy of all submitted work. Students' work should display correct spelling, punctuation, grammar, and Business Communication rules for all assignments which are considered when assigning grades. See Rubric for specific assignment requirements.

**Technology Support:** Since this class relies heavily on the use of technology, students should make alternate arrangements to have access to another computer in case of primary computer problems. Information Technology Support (<http://www.westga.edu/its/>) or CourseDen support (<http://www.westga.edu/webct>) should be consulted for questions about technology related issues. Make backup copies regularly. Students are responsible for checking CourseDen schedule (available online) for maintenance downtime and plan ahead. In case of Technical Problems (such as password not working) contact the UWG ITS Tech support at 678.839.6587

**Evaluation/Assignments.** Students will be graded individually using a point system. The standard UWG grading scale will be used to award letter grades. Each assignment will receive designated points. Written grading rubrics will be provided for each of the oral and written assignments. There is no Extra Credit assignment offered in this course.

#### **Evaluation Categories Include:**

**Chapter Discussions:** Students will discuss chapter readings on various topics related to web design. The instructor will provide chapter related case studies, scenarios, critical thinking questions that will need to be researched for discussion. Two posts are required from each student. The **Main Post** should be detailed, include external research (such as websites and journal articles) and provide evidence of higher order thinking skills. The **Response Post** is made in reply to another students' post and adds value to the original post. The response post should also be detailed. There is no specific word count for discussions because the Quality of writing, research, communication, and interaction will be used when assigning scores for online discussion. See schedule for deadline of Main Post and Response post. Also note the 22/12 rule that will be one of the criteria used to assign discussion points.

**Note:** *You will have to make your Main Post first by selecting "Start New Thread" button in the Discussion board before you can make see/respond to another students' post.*

**Projects:** Using various software and web sites that facilitate web development for business websites, mini projects throughout the term are used to build competency for the final project. See details under the Content area for specific instructions on each project.

**Online Tests:** Three (3) tests that cover the assigned chapters from the textbook will be given during the term.

**Test 1: Chapters 1, 2, 3    Test 2: Chapters 4, 5                      Test 3: Chapters 6, 7**

Online assignments will provide excellent tutorials and exercises to review for all tests. Students should also review end of chapter questions for practice. Questions in the exams will be Multiple Choice.

Assignments	Points	Your Score
Tests (3) (3 @ 100 points each)	300	
<b>Project Assignments</b>	100	
SeaMonkey Software (20 points)		
SeaMonkey Business Case (20 points)		
Weebly (20 points)		
WordPress (20 points)		
Wix (20 points)		
Chapter Discussions (7 @ 25 points each)	175	
<b>TOTAL</b>	<b>575</b>	

Scale	Points
A = 90% & above	517 - 575
B = 80-89%	460 - 516
C = 70-79%	403 - 460
D = 60-69%	345 - 402
F = 59% and below	0 - 344

## ONLINE LEARNING - DID YOU KNOW?

Many students incorrectly believe that Online Courses are "easy". On the contrary, online courses often require more work than traditional (face-to-face) courses. Online courses do offer convenience which will help you complete class work on your own schedule to meet course assignment deadlines.

This course requires significant time with different website development software. Although there are no formal lectures during the semester, students are encouraged to meet with the instructor in case of questions. Other resources include textbook, library resources, online videos (including YouTube) and web design tutorials that are available from various websites.

Use the following checklist to determine if you are ready for online learning?

- Do you have a positive attitude to learning?
- Are you comfortable completing and submitting your work in an online environment?
- Can you follow directions on your own from the textbook or online resources?
- Are you detail oriented and can meet specific assignment requirements AND DEADLINES?
- Are you prepared to meet individually with the instructor during office hours to seek assistance?
- Are you willing to demonstrate leadership skills add value to group discussions?

The instructor is available to answer questions via email and in person, **but will not be able to provide extensive telephone tech support.** Students are encouraged to use online resources, tutorials, peer assistance, and virtual water cooler discussion board to ask questions, By remaining enrolled in this course, you agree to abide by all policies and assignment deadlines stated in the Syllabus and the online course.

Course Update Request (Add, Delete, Modify)

Originator

Marketing and Real Estate Department      Richards College of Business College      Talpade, Sallil M. Originator

Action

Add    Modify    Delete

Modifications

Prerequisites    Description    Title    Credit    See Comments      [\(See Procedure\)](#)

Course Details

MKTG 4823 Logistics and Supply Chain Management  
Prefix Number Course Title

Logistics and Supply Chain Management represents the market-driven activities necessary to plan and control procurement, production and inventory, and distribution. The planning and control aspects of these activities and the interfaces among these activities are the subjects of this course. Logistics has four major parts: Production and inventory control, procurement, distribution, and the relationships among and integration of these areas.

Course Catalog Description

3 Lec Hrs      3 Lab Hrs      3 Credit Hrs      Spring - 2015 Effective Term      Yearly Frequency      Letter Grade Grading

Prerequisites

MKTG 3803 or Permission of Chair.

Corequisites

Rationale

This is an elective course in Marketing. It is being added in light of changes in the business environment and in order to better prepare students for the job market.

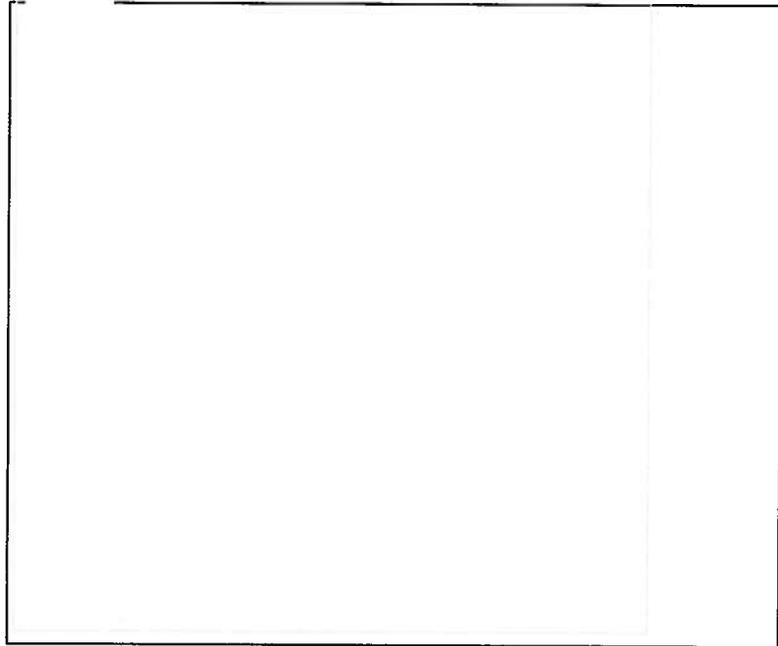
Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 40

Comments



College Approvals

Salli M. Talpade [APPROVED 2014-09-24]  
Chair, Course Department

Faye McIntyre [APPROVED 2014-10-13]  
Dean, RCOB

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Hilde Patron [APPROVED 2014-10-13]  
RCOB Undergraduate Program Committee Chair

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

# **Logistics and Supply Chain Management MKTG 4823**

**Instructor:** Minna Rollins (D.Sc.)

**Office campus:** RCOB, Marketing & Real Estate

**Office hours:** online Mon-Thu, 8.00am-12.00pm

**Office home:** 404-461-9538

**Email:** CourseDen/D2L email

**Campus email:** mrollins@westga.edu, Write "Logistics" on the subject line

**Classroom:** Online

**Class hours:** Online

## **Required course texts and materials**

- 1) Textbook: John J. Coyle; C. John Langley, Jr.; Robert A. Novack; Brian J. Gibson, "Supply Chain Management: A Logistics Perspective", 9th Edition
- 2) Articles and videos
- 3) Calendar (online or paper)

## **Problems with CourseDen**

Email [distance@westga.edu](mailto:distance@westga.edu)

Phone: 678-839-6248, M-F 8.00 AM - 5.00 PM

Website: <http://help.view.usg.edu>, 24 hr/day - 365 days a year

## **Pre-requisites**

MKTG 3803 or Permission of Department Chair

## **Course description and learning goals**

This course is an introduction course to logistics and supply chain management (SCM). Upon successfully completing this course, the student should:

- 1) Have basic knowledge about logistics and supply chain management and how they are linked to other business areas such as marketing and customer service (LG4).
- 2) Have knowledge of the global dimensions of the supply chains and understand the economic and environmental impact of the supply chain management (LG5).
- 3) Have the basic understanding of the measuring performance of the logistics function in the company. (LG2, 6).

## Evaluation/Grading

Exams (4)	60%
News assignment	20%
Chapter quizzes (14)	20%
Total	100%

1-100 scale will be used for all the assignments and assessments.

### Exams (individual)

Exams consist of the combination of the following type of questions: true/false questions, multiple choice questions, the short answer, and essay/case questions. All exams are taken online on CourseDen. If you need an make up exam, you have to take it at the Marketing & Real Estate Department.

### News Assignment

Your will find a recent (less than 2 months) article or video on the topic that we are covering that week. Your assignment is to write a summary of the article and how it relates and brings new insights to the topic we are studying. You will post your summary to the discussion board. You find the date for your posting in the orientation module (see: tentative schedule).

### Chapter quizzes (individual)

There will be chapter quizzes for each topic/chapter we cover. There can be multiple choice, true/false, and short answer questions in the chapter quizzes.

### Syllabus quiz

This is a mandatory quiz. You have to take it during the first week of classes and you have to receive 10/10 in order to continue in the class. You have three (3) attempts.

## Expectations & Basic Rules

- Check coursedden at least three times a week, preferably daily.
- Read all assigned readings (articles, book chapters, lecture notes, videos) provided in weekly learning modules.
- Make-up exams or online quizzes: Make-up exams are given only if you have a valid excuse, such as you have been hospitalized during an exam week. Documentation is always required and make up exam is taken

the Department of Marketing and Real Estate. If you miss an exam due to technical difficulties you will not get a chance for make-up exam.

Exception to this rule is technical problems at the University's IT system. Technical difficulties such as your internet connection is down in your apartment complex are not an excuse to miss an exam or not to submit your assignment. Use RCOB's computer labs to take exams. Make sure that you check your browser etc. to confirm that everything is working properly before taking exams. Sample quiz is open all semester for that purpose.

- Show an overall level of respect, courtesy, and professionalism toward both classmates and professor in all communication (in classroom, email, chats, discussion etc.) Use spell check when you write emails.
- If you have any questions about the course material, ask help before the due dates and exams. If you have technical problems with courseden, contact helpdesk.
- Email and phone policy: I reply to your emails and answer your phone calls as soon as I can during regular business hours Monday – Friday 9.00 – 17.00 EST. Please, use CourseDen email. If your email/phone call has not been responded with 24 hours, please email/call again.
- Please, review: Common Language for Course Syllabi file.

### **ACADEMIC HONESTY/CHEATING:**

Receiving or giving help on chapter work, the writing assignment, exams, and/or papers, **or copying, utilizing, or retaining online or in-class exam or assignment content, will** result in failure of this course and may result in dismissal from the University. The professor may utilize all means available, including but not limited to IP address monitoring, login data, metadata, and other computer forensic methods to detect cheating on assignments and other graded or non-graded work. In addition, UWG and the University System of Georgia (USG) are authorized to monitor for evidence of cheating, including monitoring external website activity (social media websites, etc.) accessed using UWG or USG resources.

You have **no right of privacy** for activity you engage in using UWG or USG equipment or services, including but not limited to computers, servers, wireless or wired internet. Any student caught by UWG or USG personnel, or by the professor directly, will be dealt with per the Academic Honesty policy. **DO NOT CHEAT.**

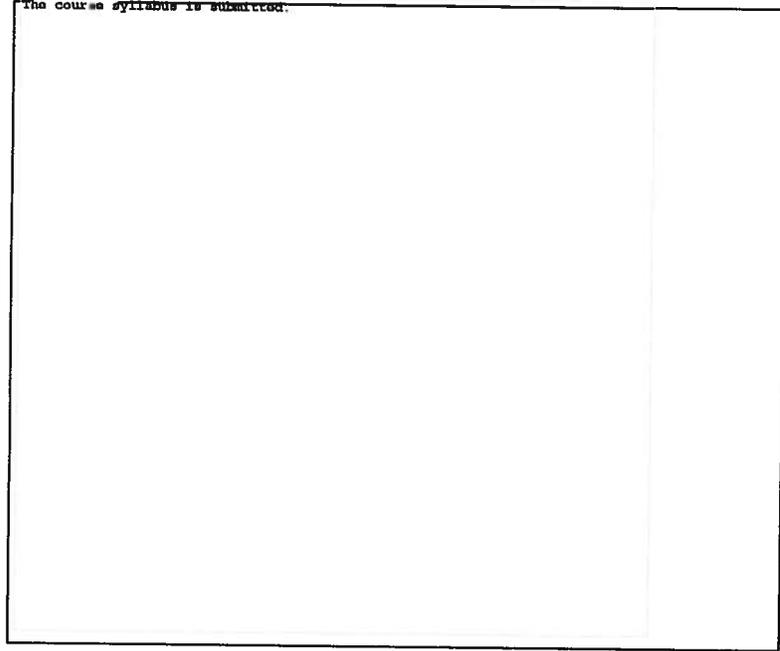
**For the purposes of this class, the following statements in the Student Handbook and Appendix A of the Honor Code will be applied:**

1. No student shall give or receive, or otherwise furnish or procure assistance not authorized in the preparation of an essay, report, examination, or other assignment in an academic course or in the fulfillment of program or degree requirements such as standardized examinations.
2. No student shall take, attempt to take, or otherwise obtain, gain access to, or alter in an unauthorized manner any material pertaining to the conduct of a class or to the completion of any program or degree requirement, including but not limited to tests, examinations, laboratory equipment, roll books, academic records, or electronically stored data.
3. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

**Failure to observe these standards will result in grade of F. Use of unapproved sources of information on the writing assignment or receiving/providing assistance on a chapter assignment will be deemed a violation of provision 1, above, and will result in failure of the course and possible expulsion from UWG.**

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction Department		College of Education College		Heidorn, Brent Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
PHED	3210	Healthy Eating and Nutrition				
Prefix	Number	Course Title				
<p>This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.</p>						
Course Catalog Description						
3	0	3	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
<p>Students pursuing a degree in Health and Community Wellness, specifically in the concentration of fitness and wellness leadership need to fully understand the role nutrition plays in the development and/or maintenance of health and wellness. This course reviews and further explains the essential components of proper nutrition for health and wellness. Students in the course will gain the necessary knowledge and experience to assist others in their health and wellness pursuits, based on current and recommended nutritional guidelines.</p>						
<b>Planning info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 100						

The course syllabus is submitted:



College Approvals

Frank Butts [APPROVED 2014-10-09]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**HEALTHY EATING AND NUTRITION - PHED 3210**

<b>Semester Hours</b>	3
<b>Semester / Year</b>	Fall 2015
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Phone</b>	
<b>E-mail</b>	
<b>Fax</b>	
<b>Online Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between

nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

### **COE Vision**

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

### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and culminating project.

This course will be delivered as a hybrid course (approximately 50% online). This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<b>Activity</b>	<b>Instructional Equivalent</b>
Reading	300 minutes
Activities	450 minutes
Discussions	375 minutes

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

### **COURSE OBJECTIVES**

Students will:

1. describe the structure and function of macro and micro nutrients and the process of digestion and absorption (Muth, 2013);

2. examine appropriate scope of practice and activities for fitness professionals (Muth, 2013);
3. demonstrate how governmental nutrition guidelines and recommendations are used to determine a healthy eating pattern (Muth, 2013);
4. describe ways that fitness professionals can help shape policy and advocate for healthier lifestyles (Muth, 2013);
5. describe how food choices and physical activity contribute to total wellness and fitness (American College of Sports Medicine, 2011);
6. examine the impact that healthy eating and nutrition has on fitness and sport performance (Manore, Meyer, & Thompson, 2009);
7. describe nutrition and hydration strategies for pre-, during, and post-exercise (Manore, Meyer, & Thompson, 2009);
8. identify nutritional considerations when working with special populations (children, pregnant and lactating women, older adults, diabetes, etc.) (Edlin & Golanty, 2014);
9. describe nutritional considerations for individuals who follow alternative eating plans, including vegetarian and gluten-free diets (Edlin & Golanty, 2014);
10. describe how to implement motivational interviewing in nutrition coaching (Muth, 2013);
11. identify practical tips for healthy shopping and cooking (Kruskall, 2010);
12. describe the concepts of food triggers and how they impact emotional eating (Edlin & Golanty, 2014);
13. demonstrate a working knowledge of dietary supplements and their role in healthy eating and overall wellness and performance (Kruskall, 2010); and
14. obtain the American Council on Exercise Fitness Nutrition Specialist certification (Muth, 2013).

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Kruskall, L. (2010). *Fitness Professionals' Guide to Sports Nutrition and Weight Management*. Healthy Learning.

Muth, N. (2013). *ACE Fitness Nutrition Manual*. American Council on Exercise.

**Additional References:**

American College of Sports Medicine. (2011). *ACSM Complete Guide to Fitness and Health: Physical activity and nutrition guidelines for every age*. Champaign, IL: Human Kinetics.

Edlin, G. & Golanty, E. (2014). *Health and Wellness*. Jones & Bartlett.

Manore, M., Meyer, N., & Thompson, J. (2009). *Sport Nutrition for Health and Performance*. Champaign, IL: Human Kinetics.

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

1. Exams – Students will take two cumulative exams that cover all assigned readings, teacher presentations, and in-class discussions. 200 points.
2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points.
3. Project – Students will complete and submit one culminating class project. More information will be provided in class. 50 points.

**Evaluation Procedures:**

Assignment	Points	Assessment Tools	Submit via	Due Date
Mid-term exam	100	Answer sheet	TBA	TBA
Final exam	100	Answer sheet	TBA	TBA
Quizzes	100	Answer sheet	TBA	TBA
Project	50	Rubric	TBA	TBA

**Grading Policy**

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following

policies apply to this course. The following link will take you to the University Policies:  
[http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf).

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

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

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

## CLASS OUTLINE

### Semester Topics

Week	Topic
Week 1	Structure and function of macro and micronutrients
Week 2	Digestion and absorption of nutrients
Week 3	Scope of practice and appropriate nutritional activities for fitness and wellness professionals
Week 4	Governmental guidelines and nutrition tracking
Week 5	Making healthy food choices
Week 6	Fitness and sports performance nutrition
Week 7	Fitness and sports performance nutrition
Week 8	Nutritional considerations for special populations
Week 9	Alternative eating plans

Week 10	Motivational interviewing during nutrition coaching
Week 11	Healthy cooking and shopping strategies
Week 12	Food triggers and emotional eating
Week 13	Dietary supplements
Week 14	Debunking fad diets
Week 15	Food-borne illnesses

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction      College of Education      Heidorn, Brent  
 Department      College      Originator

**Action**      **Modifications**  
 Add    Modify    Delete       Prerequisites    Description    Title    Credit    See Comments    Separate Action Item      (See Procedure)

Course Details

PHED      2000      Applied Concepts of Fitness and Wellness  
 Prefix      Number      Course Title

This undergraduate course is designed to develop skills and knowledge related to physical activity and physical fitness. Assessment labs for the five health-related fitness components will be included in this course. In addition, this course is designed to provide students with basic knowledge in the area of personal wellness, including nutrition, stress management, chronic diseases, and planning for and implementing a healthy lifestyle change.

Course Catalog Description

3	0	3	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

None

Corequisites

None

Rationale

This course is located in Area F for the B.S. in Health and Community Wellness. The 3-credit course provides students with the basic knowledge and physical activity experiences to more successfully enter the health and community wellness field as a future professional. Students in the degree would draw upon the knowledge and experiences gained from this course as they continue pursuing their education in various classes in the Health and Community Wellness degree. For students majoring in Health and Community Wellness, this class would replace the 2-credit PWLA 1600 Personal Wellness course and the required 1-credit PWLA activity course offered in the College of Education.

Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

The course syllabus is attached.

College Approvals

Frank Butts [APPROVED 2014-10-09]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**APPLIED CONCEPTS OF FITNESS AND WELLNESS – PHED 2000****Semester Hours** 3**Semester / Year** Fall 2015**Instructor****Office Location****Office Hours****Phone****E-mail****Fax****Online Support**CourseDen Home Page  
<https://westga.view.usg.edu/>CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>UWG Distance Learning  
<http://distance.westga.edu/>UWG On-Line Connection  
<http://www.westga.edu/~online/>Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>University Bookstore  
<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

This undergraduate course is designed to develop skills and knowledge related to physical activity and physical fitness. Assessment labs for the five health-related fitness components will be included in this course. In addition, this course is designed to provide students with basic knowledge in the area of personal wellness, including nutrition, stress management, chronic diseases, and planning for and implementing a healthy lifestyle change.

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**APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats. The course will include both content and physical activity participation.

**COURSE OBJECTIVES**

Students will:

1. describe the role of physical activity, fitness and wellness within society (Elmore, Kotecki, & Lynch, 2014);
2. describe the importance of physical activity and fitness and how it may be attained and maintained (Bacharach, Hyman, Oden, & Sebesta, 2012);
3. demonstrate competency and practical techniques for exercise programs, including the evaluation of one's personal physical fitness status; develop an awareness of one's personal fitness needs (Hoeger & Hoeger, 2014);
4. examine scientifically-based physical activity and fitness programs that will enable one to become more physically fit and efficient in daily work and recreational activities (Corbin, Corbin, Welk, & Welk, 2010);

5. examine current dietary recommendations and determine how each could be incorporated into a personal plan for healthy eating behaviors (Hales, 2013);
6. identify lifestyle choices that make a positive impact in the areas of stress and weight management, nutrition, chronic diseases, sexually transmitted diseases, and substance abuse (Donatelle, 2014);
7. assess healthy and unhealthy coping mechanisms and determine ways to create more positive and effective personal coping strategies (Elmore, Kotecki, & Lynch, 2014);
8. determine strategies for achieving high-level personal wellness through the adoption and maintenance of positive health behaviors (Corbin, Corbin, Welk, & Welk, 2010).

### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

#### **Required Text:**

Corbin, C., Corbin, W., Welk, G., & Welk, K. (2010). *Concepts of fitness and wellness: A comprehensive lifestyle approach*. (9<sup>th</sup> ed.) Mc-Graw-Hill.

#### **Additional References:**

Bacharach, D., Hyman, B., Oden, G., & Sebesta, T. (2012). *Fitness for Living*. Kendall Hunt.

Donatelle, R. (2014). *Access to health*. (13<sup>th</sup> ed.) Pearson.

Elmore, B., Kotecki, J., & Lynch, A. (2014). *Health: Making choices for life*. Pearson.

Hales, D. (2013). *An invitation to health*. (15<sup>th</sup> ed.) Cengage.

Hoeger, S. & Hoeger, W. (2014). *Principles and labs for fitness and wellness*. (12<sup>th</sup> ed.) Cengage.

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

#### **Assignments:**

1. **Exams (200 points)**  
Students will take two cumulative exams that cover all assigned readings, teacher presentations, and in-class discussions.  
(Course objectives 1, 2, 5, 6, and 8)
2. **Quizzes and In-Class Assessments (100 points)**  
Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester.  
(Course objectives 1-8)

### 3. Project (50 points)

Students will complete and submit one culminating class project. More information will be provided in class.

(Course objectives 4-8)

#### Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
Mid-term exam	100	Answer sheet	TBA	TBA
Final exam	100	Answer sheet	TBA	TBA
Quizzes	100	Answer sheet	TBA	TBA
Project	50	Rubric	TBA	TBA

#### Grading Policy

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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## CLASS OUTLINE

### Semester Topics

Week	Topic
Week 1	Introduction to fitness and wellness and their roles within society
Week 2	Behavior modification
Week 3	Body composition lecture and assessment
Week 4	Cardiorespiratory endurance lecture and assessment
Week 5	Muscular strength lecture and assessment
Week 6	Muscular endurance lecture and assessment
Week 7	Flexibility lecture and assessment
Week 8	Developing fitness goals and plans
Week 9	Nutrition and weight management
Week 10	Stress management
Week 11	Chronic disease prevention and control
Week 12	Developing healthy relationships
Week 13	Sexually transmitted infections
Week 14	Substance use and abuse
Week 15	Developing healthy coping strategies

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction Department	College of Education College	Heldorn, Brent Originator
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Action:  Add  Modify  Delete

Modifications:  Prerequisites  Description  Title  Credit  See Comments  Senate Action Item (See Procedure)

Course Details

PHED	3220	Health Promotion, Education, and Program Evaluation
Prefix	Number	Course Title

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

Course Catalog Description

3	0	3	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

None.

Corequisites

Rationale

Students pursuing a degree in Health and Community Wellness need content related to effective promotion, education, and program evaluation in the health and community wellness field. As degree holders develop health and wellness in their respective programs, they are expected to have the knowledge to promote those health and wellness programs according to the recommended, established professional design, recognize the factors that facilitate learning, and further explore the appropriate channels of evaluation. The health and wellness field is complicated, so training how to properly promote, educate others, and evaluate progress is needed.

Planning Info

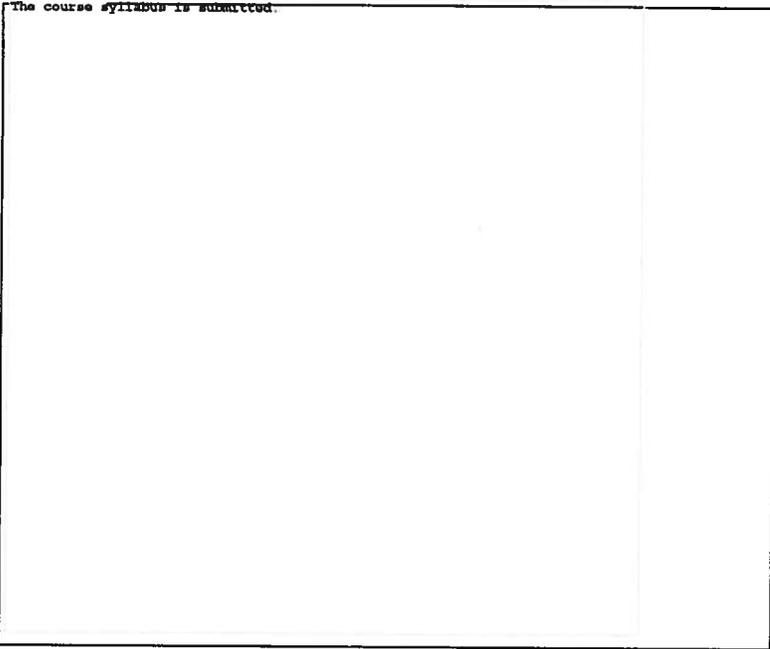
Library Resources are Adequate  
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

The course syllabus is submitted.



College Approvals

Frank Butts [APPROVED 2014-10-09]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**HEALTH PROMOTION, EDUCATION, AND PROGRAM EVALUATION - PHED 3220****Semester Hours** 3**Semester / Year** Fall 2015**Instructor****Office Location****Office Hours****Phone****E-mail****Fax****Online Support**CourseDen Home Page  
<https://westga.view.usg.edu/>CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>UWG Distance Learning  
<http://distance.westga.edu/>UWG On-Line Connection  
<http://www.westga.edu/~online/>Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>University Bookstore  
<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

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

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### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats.

### **COURSE OBJECTIVES**

Students will:

1. identify the historical background of the health education profession and identify ways to measure health and/or health status (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009);
2. describe models of behavior change in health promotion and education (Brehm, 2014; Glanz, Rimer, & Viswanath, 2009);
3. describe the characteristics of positive and negative health behaviors, including successful behavior-change strategies (Brehm, 2014);
4. discuss theoretical foundations and ethics in health education (Bensley & Brookins-Fisher, 2009; Cottrell, Girvan, & McKenzie, 2012);
5. describe the roles and responsibilities of the health educator (Cottrell, Girvan, & McKenzie, 2012);

6. describe methods and challenges for promoting health and health education in society (Bensley & Brookins-Fisher, 2009);
7. describe the settings for health promotion and health education (Cottrell, Girvan, & McKenzie, 2012);
8. identify avenues for social marketing in health promotion and education (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
9. describe and analyze methods of facilitating groups and coalitions at the community and policy levels (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
10. discuss methods for effective advocacy to influence policy (Bensley & Brookins-Fisher, 2009);
11. identify the future trends in health promotion and health education (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009); and
12. describe methods for planning, implementing, and evaluating health promotion programs in a variety of settings (McKenzie, 2013; Valente, 2002).

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text:

Cottrell, R., Girvan, J., & McKenzie, J. (2012). *Principles and foundations of health promotion and education* (5th ed.). Pearson.

### Additional References:

Bensley, R. & Brookins-Fisher, J. (2009). *Community health education methods: A practical guide* (3rd ed.). Jones and Bartlett.

Brehm, B. (2014). *Psychology of health and fitness*. F. A. Davis.

Corbin, C. & Le Masurier, G. (2014). *Fitness for life* (6<sup>th</sup> ed.). Human Kinetics.

Glanz, K., Rimer, B., & Viswanath, K. (2009). *Health behavior and health education: Theory, research, and practice* (4th ed). Jossey-Bass.

Hoeger, W. & Hoeger, S. (2012). *Fitness and wellness* (10th ed.). Wadsworth.

McKenzie, J., Neiger, B., & Thackeray, R. (2013). *Planning, implementing, & evaluating health promotion programs: A primer* (6th ed.).

Valente, T. (2002). *Evaluating health promotion programs*. Oxford University Press.

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Assignments:

1. **Exam** – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points.  
(Course objectives: 1-12)
2. **Quizzes and In-Class Assessments** – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points.  
(Course objectives: 1-12)
3. **Project** – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class.  
(Course objectives: 2, 4, 6, 7, 8, 9, 10, 12)

### Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

### Grading Policy

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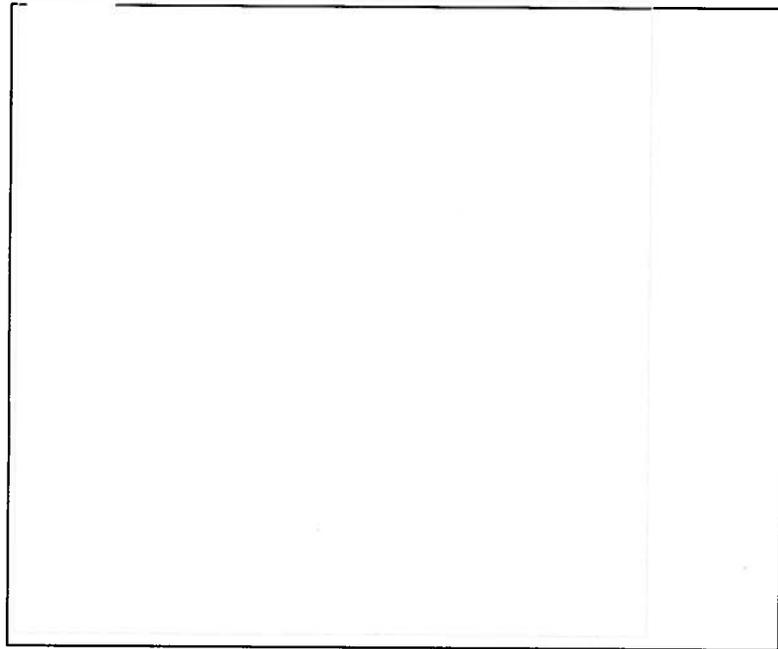
## CLASS OUTLINE

### Semester Topics

Week	Topic
Week 1	Introduction to health promotion, education, and evaluation
Week 2	Health education: historical background; health status
Week 3	Models of behavior change
Week 4	Health behaviors and behavior change strategies
Week 5	Theoretical foundations in health education
Week 6	Ethics in health education
Week 7	The health educator: roles and responsibilities
Week 8	Challenges in health promotion and education
Week 9	Settings in health promotion and education
Week 10	Social marketing in health promotion and education
Week 11	Group facilitation, coalitions, and policy
Week 12	Advocacy in health promotion and education
Week 13	Future trends in health promotion and education

Week 14	Program evaluation in health promotion and education
Week 15	Final Exam

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction Department		College of Education College		Heldorn, Brent Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Generate Action Item"/> (See Procedure)				
<b>Course Details</b>						
PHED Prefix	3230 Number	Exercise Leadership Course Title				
This undergraduate course provides students with leadership skills and experience that directly apply to fitness programs. Topics include current trends in group exercise formats, exercise program design and implementation, methods of intensity monitoring, exercise risk factors, safety issues as they relate to proper alignment and technique, evaluation of existing programs and basic business practices, and professional certifications and educational organizations in group fitness instruction.						
Course Catalog Description						
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
This course is relevant to this degree as it provides students with the leadership skills and experiences needed that are specifically applicable to fitness-based programs. Students will learn the foundations of different types of exercise classes, and more specifically, how to plan for and teach them. The course will prepare students for multiple certification options of their choice in the fitness industry.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text" value="(See Policy)"/>						
Present or Projected Annual Enrollment: <input type="text" value="100"/>						



College Approvals

**Frank Butts** [APPROVED 2014-10-09]  
Chair, Course Department

**Rebecca Stanard** [APPROVED 2014-10-13]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

**Julia Farmer** [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

**Myrna Gantner** [REQUIRED]  
Final Approver

**EXERCISE LEADERSHIP – PHED 3230**

<b>Semester Hours</b>	3
<b>Semester / Year</b>	Fall 2015
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Phone</b>	
<b>E-mail</b>	
<b>Fax</b>	
<b>Online Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This undergraduate course provides students with leadership skills and experience that directly apply to fitness programs. Topics include current trends in group exercise formats, exercise program design and implementation, methods of intensity monitoring, exercise risk factors, safety issues as they relate to proper alignment and technique, evaluation of existing programs

and basic business practices, professional certifications and educational organizations in group fitness instruction.

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### **APPROACHES TO INSTRUCTION**

Instruction in this class is delivered through instructor lectures, interactive technology, and attendance in group exercise class and group activities.

### **COURSE OBJECTIVES**

Students will demonstrate:

1. the ability to effectively lead group exercise classes (Aerobics and Fitness Association of America, 2014);
2. the ability to design, implement and evaluate exercise programs (Fitness: Theory and Practice, Aerobics and Fitness Association of America, 2010);
3. the ability to describe the safety issues, problems and components of exercise programs (Fitness: Theory and Practice, Aerobics and Fitness Association of America, 2010);
4. a basic knowledge of the care and prevention of fitness related injuries specific to a group exercise setting (Aerobics and Fitness Associations of America, 2014);
5. the ability to discuss and implement emergency and safety procedures for exercise settings (Aerobics and Fitness Associations of America, 2014);

6. the ability to utilize evaluation strategies when choosing exercise leaders (IDEA Health and Fitness Association, 2013);
7. the skills and knowledge necessary to pursue a certification in the fitness industry (IDEA Health and Fitness Association, 2013); and
8. the ability to identify current programming trends in the fitness industry (ACSM Health & Fitness, 2013);

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text:

Kennedy-Armbruster, C. & Yoke, M. (2014) *Methods of Group Exercise Instruction*, (3<sup>rd</sup> ed.) Human Kinetics.

### Additional References:

*Aerobics Theory and Practice* (2010). AFAA Publishing.

*Exercise Standards and Guidelines* (2010). AFAA Publishing.

Fable, S. (2010). *How to Really Teach to Beginners*. IDEA

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Assignments

#### 1. Quizzes (5) and Final exam (1): (150 points)

There will be five online quizzes and one final exam. Quizzes will cover material from the text, power points, in-class discussions, videos and assigned readings. Quizzes will take the format of multiple choice, true/false, and/or short answer. The final exam will be cumulative. (Course objectives: 3, 4, 7, 8 and 9)

#### 2. Group Exercise Class Evaluation (out of class assignment): (50 points)

Students must attend and participate in at least 5 group exercise sessions at any local fitness facility. Student must write a critique of each. Group Exercise Instructor Evaluation forms will be provided. Classes must include at least one of the following: indoor cycling, yoga, circuit training, Pilates and step. Students must attend 5 different classes. More information will be provided in class.

(Course objectives: 2, 3 and 6)

#### 3. Group Exercise Routine Design: (100)

Throughout the semester, students will design and implement 4 different exercise routines based on the skills learned in class. Each routine is worth 25 points.

(Course objectives: 1, 2, and 8)

**4. Skills Assessment: (200 points)**

Students will develop a variety of routines (individuals and/or as a group), based on the different skills learned in class. More information will be provided in class.

(Course objectives: 1, 2, 5, and 8)

**Evaluation Procedures:**

Assignment	Points	Assessment Tool
1. Quizzes	50	Answer Key
1. Final Exam	100	Answer Key
2. Group Exercise Evaluation	50	Grading Rubric
3. Group Exercise Routine Design	100	Skill Development Rubric
4. Final Skills Assessment	200	Skill Development Rubric

**Grading Policy**

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80-89% = B

70-79% = C

60-69% = D

59% or less = F

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**CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
Week 1	Components and principles of fitness in group exercise
Week 2	Flexibility training
Week 3	Resistance and cardiovascular training
Week 4	Local, State and National Certifications
Week 5	Current trends in types of classes
Week 6	Current trends with different age groups
Week 7	Exercise risk factors and safe and effective exercise
Week 8	Care and prevention of injuries
Week 9	Group exercise design, implementation and evaluation
Week 10	Exercise adherence
Week 11	Program evaluation
Week 12	Instructor evaluation
Week 13	Skills Assessment
Week 14	Skills Assessment
Week 15	Final Exam

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction Department	College of Education College	Heidorn, Brent Originator				
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
PHED Prefix	3240 Number	Current Issues and Trends in Fitness and Wellness Leader Course Title				
This undergraduate course gives students an overview of the current issues and trends in the health, fitness, and wellness industry, by providing quality opportunities for gaining in-depth knowledge of the most relevant topics impacting the field. The course specifically highlights career opportunities and code of conduct for professionals, legal issues and responsibilities, working with special populations, nutrition and weight control, fitness and wellness promotion, current certifications, healthcare, and the business of the industry. Additional content may vary based on recent trends related to epidemiology, exercise and aging, psychology of health and fitness, program adherence, research methods, exercise prescription and assessment, consumer choices, and sport concerns.						
Course Catalog Description						
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
Students pursuing a degree in Health and Community Wellness, specifically in the concentration of Fitness and Wellness Leadership need to learn the current, up-to-date, and accurate content knowledge impacting the field of health and wellness. Recent certifications, medical discoveries, legal requirements and expectations, and nutritional information are certainly subject to change, as the profession advances in multiple ways each year. New exercises, responsibilities, population concerns, and environmental factors often dictate the current and future directions of the industry. Health and wellness myths are rampant in the profession. For those reasons, the course is necessary for the degree.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="radio"/> NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <input type="text" value="100"/>						

The syllabus is submitted.

**College Approvals**

Frank Butts [APPROVED 2014-10-09]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**CURRENT ISSUES AND TRENDS IN FITNESS AND WELLNESS LEADERSHIP –  
PHED 3240**

**Semester Hours**                    3

**Semester / Year**                Fall 2015

**Instructor**

**Office Location**

**Office Hours**

**Phone**

**E-mail**

**Fax**

**Online Support**

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

This undergraduate course gives students an overview of the current issues and trends in the health, fitness, and wellness industry, by providing quality opportunities for gaining in-depth knowledge of the most relevant topics impacting the field. The course specifically highlights career opportunities and code of conduct for professionals, legal issues and responsibilities, working with special populations, nutrition and weight control, fitness and wellness promotion,

current certifications, healthcare, and the business of the industry. Additional content may vary based on recent trends related to epidemiology, exercise and aging, psychology of health and fitness, program adherence, research methods, exercise prescription and assessment, consumer choices, and sport concerns.

### **COE Vision**

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### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats.

### **COURSE OBJECTIVES**

Students will:

1. describe career opportunities for potential and future employment in the health, fitness and wellness industry (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
2. identify the code of conduct for professionals in fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
3. describe the legal issues and responsibilities for professionals in the industry (American College of Sports Medicine, 2014);
4. examine instructional strategies for working with special populations (American College of Sports Medicine, 2014);

5. describe the needs, concerns, and recent trends in nutrition and weight control (Brehm, 2014; Hoeger & Hoeger, 2012);
6. evaluate current models of fitness and wellness promotion (Brehm, 2014; Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
7. differentiate among various fitness and wellness assessments and certifications (Howley & Franks, 2013);
8. describe current healthcare trends impacting the economy (Cottrell, Girvan, & McKenzie, 2012);
9. examine current research and program design related to exercise prescription (American College of Sports Medicine, 2014; NASM, 2010);
10. describe current choices impacting the consumer in the fitness and wellness industry (Hoeger & Hoeger, 2012); and
11. identify key issues related to the business of the industry (American College of Sports Medicine, 2014).

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

No text is required for this course. Course content will be supplemented with periodicals, current abstracts and full-text articles, and other instructor-directed resources.

### **Additional References:**

- American College of Sports Medicine (2014). *ACSM's resources for the personal trainer* (4th ed.). Lippincott, Williams & Williams.
- Brehm, B. (2014). *Psychology of health and fitness*. F. A. Davis.
- Cottrell, R., Girvan, J., & McKenzie, J. (2012). *Principles and foundations of health promotion and education* (5th ed.). Pearson.
- Corbin, C. & Le Masurier, G. (2014). *Fitness for life* (6<sup>th</sup> ed.). Human Kinetics.
- Hoeger, W. & Hoeger, S. (2012). *Fitness and wellness* (10th ed.). Wadsworth.
- Howley, E. & Franks, B. (2013). *Fitness professional's handbook* (6th ed.). Human Kinetics.
- National Academy of Sports Medicine (2010). *NASM Essentials of sports performance training*.

Lippincott, Williams & Williams.

Sultz, H. & Young, K. (2011). *Health care USA: Understanding its organization and delivery* (7th ed). Jones and Bartlett.

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Assignments:

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-11).
2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-11).
3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-11).

### Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

### Grading Policy

90-100% = A  
 80-89% = B  
 70-79% = C  
 60-69% = D  
 59% or less = F

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes

ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

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

## CLASS OUTLINE

### Semester Topics

Week	Topic
Week 1	Introduction to Current Issues and Trends in Fitness and Wellness Leadership Epidemiology Studies
Week 2	Professional Opportunities, Career Pathways and Settings; Organizations
Week 3	Code of Conduct for Professionals; Legal Issues and Responsibilities
Week 4	Working with Special Populations; Nutrition and Weight Control
Week 5	Fitness and Wellness Promotion
Week 6	Current Mainstream Certifications in the Industry; U.S. Healthcare and Insurance Providers
Week 7	U.S. Healthcare and Insurance Providers
Week 8	Psychology of Health and Fitness; Program Adherence and Behavioral Models
Week 9	Exercise Prescription and Assessment
Week 10	Consumer Choices
Week 11	Student Presentations
Week 12	Student Presentations

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction		College of Education		Heidorn, Brent		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CMWL	3110	Program Evaluation in Community Settings				
Prefix	Number	Course Title				
This course is designed to prepare students to effectively and efficiently participate in program evaluation in community settings. Students will learn the fundamentals of program evaluation theory, ethics, design, measurement, and data analysis and outline a program evaluation proposal. Students will also examine the issues and practices in planning and conducting program evaluations in community settings. A service learning component of 5 hours is required.						
Course Catalog Description						
3	0	3	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
This undergraduate course is relevant and needed for students earning a degree in Health and Community Wellness, as the course content and assignments will prepare students to effectively and efficiently participate in program evaluation in community settings. Students will learn the fundamentals of program evaluation theory, ethics, design, measurement, and data analysis, and outline a program evaluation proposal. Students will also examine the issues and practices in planning and conducting program evaluations in community settings through a service learning component.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <input type="text" value="100"/>						

The course syllabus is submitted.

**College Approvals**

Frank Butts [APPROVED 2014-10-13]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-16]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**PROGRAM EVALUATION IN COMMUNITY SETTINGS - CMWL 3110****Semester Hours**     3**Semester/Year**     Fall 2015**Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone**             Direct Line:  
                                   Department Line:**Email**

**Online Support**        D2L Home Page  
                                   <https://westga.view.usg.edu/>

                                   D2L UWG Online help  
                                   <http://uwgonline.westga.edu/students.php>

                                   D2L 24 hour Help  
                                   <https://d2lhelp.view.usg.edu/>

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

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

**COURSE DESCRIPTION**

This course is designed to prepare students to effectively and efficiently participate in program evaluation in community settings. Students will learn the fundamentals of program evaluation theory, ethics, design, measurement, and data analysis and outline a program evaluation proposal. Students will also examine the issues and practices in planning and conducting program evaluations in community settings. A service learning component of 5 hours is required.

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The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards (*American Evaluation Association Guiding Principles for Evaluators*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## **APPROACHES TO INSTRUCTION**

This course will be delivered 100% face-to-face. A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, guest speakers and participation in an applied service learning project. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

## **COURSE OBJECTIVES**

Student will:

1. identify various types of program evaluation and assessment techniques. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009);
2. outline important components of program evaluation. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009);
3. demonstrate the ability to select appropriate program evaluation and assessment techniques. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009);
4. describe how evaluation can impact a program. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009);
5. recognize important ethical considerations in conducting program evaluations in community settings. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009); and

6. develop a program evaluation proposal for a specific program or organization. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009).

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Textbook

Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction*. Belmont, CA: Wadsworth.

### Course References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International Journal of Contemporary Research*, 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles. *American Journal of Evaluation*, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

#### 1. Class Attendance

Students are expected to attend every class and participate in all class activities. Undocumented absences and/or tardiness may result in deductions from the final grade.

#### 2. Reaction Papers

Students must write **four** reaction papers on topics that will be covered in the class. Students should write an in-depth response to the material referencing textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. (Course Objectives 1-5)

**3. Professional Interview**

Students will interview a professional in their area of interest who conducts program evaluation regarding his/her professional experience. More details and example interview questions will be provided. (Course Objectives 1, 4, 5)

**4. Program Evaluation Critique**

Students will critique a program evaluation report that has been published in an area of interest. A rubric will be provided with more details. (Course Objectives 1-5)

**5. Service Learning Component**

Students will complete a minimum of 5 hours of applied service learning in a community organization (non-profit, public or private) that provides health and/or human services. The service agency must be pre-approved by the course instructor. Students will be required to record observations, experiences and data to use in the development of their program evaluation proposal. (Course Objective 1,4, 5)

**6. Program Evaluation Proposal and Presentation**

Students will present a program evaluation proposal plan for a program in which the student completed the service learning component or another approved program. Students must specify how they would evaluate the program and provide justifications for their approach. An example presentation will be provided. (Course Objectives 1-6)

**7. Final Exam**

Students will complete a final exam to demonstrate their understanding of important program evaluation concepts reviewed in the course. (Course Objectives 1-6)

**Evaluation Procedures**

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below.

Assignment	Points
Class Attendance	20
Reaction Papers (4)	20 (5 points each)
Professional Interview	10
Program Evaluation Critique	10
Program Evaluation Proposal & Presentation	15
Service Learning Component	15
Final Exam	10
<b>TOTAL POINTS</b>	<b>100</b>

**Grading Policy**

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%

F	Below 60%
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## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

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

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

**Cell phones & Electronic Equipment:** **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

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

Changes to The Syllabus: This syllabus is subject to change.

**Course Schedule**

<b>Week 1</b>	Introduction and Course Overview What is Program Evaluation?
<b>Week 2</b>	Types of Program Evaluations Ethical Issues in Program Evaluations
<b>Week 3</b>	Expectations of Evaluators Community Partnerships & Stakeholders
<b>Week 4</b>	Service Learning Overview Evaluation Design, Sampling Methods, Data Collection
<b>Week 5</b>	Developing Evaluation Questions
<b>Week 6</b>	Logic Models/Designing Your Logic Model
<b>Week 7</b>	Needs Assessment
<b>Week 8</b>	Process Evaluation/Outcome Evaluation
<b>Week 9</b>	Data Collection Techniques
<b>Week 10</b>	Data Analysis
<b>Week 11</b>	Survey Design for Evaluation
<b>Week 12</b>	Reviewing Evaluation Reports
<b>Week 13</b>	Writing Evaluation Reports
<b>Week 14-15</b>	Program Evaluation Proposal Presentations
<b>Week 16</b>	Finals Week

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction Department		College of Education College		Haldorn, Brent Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CMWL Prefix	3100 Number	Lifespan Development Course Title				
This undergraduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being interacting with the environment. The course will study factors affecting these changes within historical, multicultural, and societal perspectives.						
Course Catalog Description						
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
Cognitive, biological, and social changes occur throughout the entire lifespan. When students enter a helping profession, it will be critical for them to be able to distinguish between what is considered "normal development" and what is heavily influenced by culture or may be a developmental problem. Only then will students be able to create effective strategies for dealing with future clients. Students in the Health and Community Wellness degree program will be working with a variety of clients of all ages, and will need to rely upon their knowledge of all periods of the lifespan.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <input type="text" value="100"/>						

The course syllabus is submitted.

**College Approvals**

Frank Butts [APPROVED 2014-10-13]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-30]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**LIFESPAN DEVELOPMENT - CMWL 3100****Semester Hours** 3**Semester / Year** Fall 2015**Instructor****Office Location****Office Hours****Phone****E-mail****Fax****Online Support**

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help &amp; Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

This undergraduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being interacting with the environment. The course will study factors affecting these changes within historical, multicultural, and societal perspectives.

**COE Vision**

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

**COE Mission**

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

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

**APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, e-lecture, online resources and culminating project.

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

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

Activity	Instructional Equivalent
Discussion posts	350 minutes
Audio/video instruction	950 minutes
Online assignments	950 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at varying paces in an online environment, these numbers are only estimations.

**COURSE OBJECTIVES**

Students will:

1. examine classic and current theories to illustrate a developmental perspective to the study of human growth and development (Feldman, 2011; Santrock, 2011);
2. demonstrate competence in the knowledge of the nature, needs, and problems of learners (Feldman, 2011; Santrock, 2011);

3. develop skills for facilitating developmental growth and to increase one's ability to make use of available resources in helping self and others realize their potential (Broderick, P.C., & Blewitt, P., 2015);
4. develop an awareness of existing sources of personal information regarding human development and learn to apply these in varied professional settings (Broderick, P.C., & Blewitt, P., 2015);
5. demonstrate competence in the knowledge of social and cultural issues including family/parent education; student drop-outs, child abuse, substance abuse, human sexuality, and equity (Feldman, 2011; Santrock, 2011);

### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

#### **Required Text:**

Broderick, P.C., & Blewitt, P. (2015). *The Life Span: Human Development for Helping Professionals*. Pearson.

#### **Additional References:**

Feldman, R.S. (2011). *Lifespan Development: A Topical Approach*. Boston, MA: Pearson.

Santrock, J.W. (2011). *A topical Approach to Life-Span Development*. McGraw-Hill.

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

#### **Assignments:**

1. Critical Issues Discussions: Students will complete a total of 6 discussions concerning 3 different topic areas. All students will compose an original post on the topic area, as well as providing a reflective reply to a classmate. 20 pts. Each- Total of 120 pts. (Course objectives: 2, 3, and 5)
2. Video Response Papers: Students will be responsible for viewing select video presentations and then writing a paper addressing the video topic from a lifespan perspective. 80 pts. (Course objectives: 1, 2, and 4)
3. Lifespan Presentation Project: Students will reflect and create a visual representation of human growth and development, as it pertains to a chosen topic area. 100 pts. (Course objectives: 1-5)

4. Assessments: Students will complete 3 written assessments (30 pts. Each). 90 pts.  
(Course objectives: 2 and 5)

**Evaluation Procedures:**

Discussions: 6 x 20 pts.	120	A- 351-390
Video Response:	80	B- 312-350
Lifespan Project:	100	C- 273-311
Assessments: 3x30	<u>90</u>	D- 234-272
Total	390	F- 233 or below

**Grading Policy**

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% or less = F

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

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

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is

the student's responsibility to check this email account for important University related information.

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

## CLASS OUTLINE

### Semester Topics and Learning Modules

- |   |                    |
|---|--------------------|
| 1. Course Introduction:                             | Learning Module 1  |
| 2. The Nature of Development:                       | Learning Module 2  |
| 3. Physical Development Across the Lifespan         | Learning Module 3  |
| 4. Behaviorism and Social Learning Theory           | Learning Module 4  |
| 5. Intelligence and Intelligence Testing            | Learning Module 5  |
| 6. Cognitive Development                            | Learning Module 6  |
| 7. Moral Development and Moral Reasoning            | Learning Module 7  |
| 8. Social Order and Development Across the Lifespan | Learning Module 8  |
| 9. Psychosocial Development                         | Learning Module 9  |
| 10. Gender and Gender Roles                         | Learning Module 10 |
| 11. Socioemotional and Vocational Development       | Learning Module 11 |
| 12. Parenting Styles                                | Learning Module 12 |
| 13. Peer Relationships and Play                     | Learning Module 13 |
| 14. Death and Dying                                 | Learning Module 14 |

Assessment # 1- Learning Modules 1-4

Assessment # 2- Learning Modules 5-9

Assessment #3- Learning Modules 10-14

Discussions required with Learning Modules 3, 7, & 11

Video Response Paper required with Learning Module 8

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Learning and Teaching Department		College of Education College		Heidorn, Brent Originator	
<b>Action</b>		<b>Modifications</b>			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Sense Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
READ Prefix	4201 Number	Language and Literacy for Diverse Populations Course Title			
This undergraduate course provides an overview of the role of cultural and linguistic variables in the development of literacy and language in culturally and linguistically diverse populations. Topics include defining literacy and language in a multicultural context; distinguishing cultural differences from disorders in the domains of literacy and language; understanding cross-cultural communication patterns and relationships between nonverbal and verbal language systems; gaining interpersonal skills for encouraging harmony across cultures; and evaluating the cultural and linguistic features that affect service delivery when working with individuals from diverse backgrounds. Examining strategies for delivering literacy and language services for culturally and linguistically diverse populations will be emphasized.					
Course Catalog Description					
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading
<b>Prerequisites</b>			<b>Corequisites</b>		
None.					
<b>Rationale</b>					
This course is needed to provide students with an overview of language and literacy among culturally and linguistically diverse populations. The existing courses in this area are focused on instructional practices in school settings which is not applicable to the degree in Health and Community Wellness. A new course with a broader focus is needed to cover the important factors of language, literacy, and cultural competence within the helping professions in community settings.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>					
Present or Projected Annual Enrollment: 100					

The course syllabus is submitted.

College Approvals

Rebecca Stanard [APPROVED 2014-10-16]  
Associate Dean, College of Education

Donna Harkins [APPROVED 2014-10-16]  
Chair, Course Department

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**LANGUAGE AND LITERACY FOR DIVERSE POPULATIONS - READ 4201****Semester Hours**            3**Semester / Year**            Fall 2015**Instructor****Office Location****Office Hours****Phone****E-mail****Fax****Online Support**

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help &amp; Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

This undergraduate course provides an overview of the role of cultural and linguistic variables in the development of literacy and language in culturally and linguistically diverse populations. Topics include defining literacy and language in a multicultural context; distinguishing cultural differences from disorders in the domains of literacy and language; understanding cross-cultural communication patterns and relationships between nonverbal and verbal language systems; gaining interpersonal skills for encouraging harmony across cultures; and evaluating the cultural

and linguistic features that affect service delivery when working with individuals from diverse backgrounds. Examining strategies for delivering literacy and language services for culturally and linguistically diverse populations will be emphasized.

### **COE Vision**

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

### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and culminating project. This course will be delivered in a hybrid format, providing traditional face-to-face components and online learning activities to optimize student engagement.

### **COURSE OBJECTIVES**

Students will:

- 1) define the reading process across the lifespan and evaluate contemporary theories of literacy learning, namely constructivist, interactive, socio-linguistic, and reader response (Au, 2013; Chall, 1983; Gee, 2014; Heath, 1983; Stanovich, 1980; Stone et al., 2013; Vygotsky, 1978) (Standards: IRA: 1, 2, 3);
- 2) identify and contrast typical and atypical literacy and language development in individuals with diverse cultural and linguistic backgrounds (Au, 2013; Battle, 2012; Hoff, 2013; Stone et al., 2013) (Standards: IRA: 1, 2, 3, 4, 5);
- 3) identify and examine strategies to address literacy and language delays and disorders in individuals with diverse cultural backgrounds and special needs (Au, 2013; Battle, 2012; Stone et al., 2013) (Standards: IRA: 2, 3, 4);

- 4) develop interpersonal skills needed for encouraging harmony between minority and mainstream cultural communities (Au, 2013; Battle, 2012; Gee, 2014; Stone et al., 2013) (Standards: IRA: 2, 3, 4, 6);
- 5) design learning activities which, through the use of information on various ethnic and cultural groups in the U.S., help students develop interpersonal skills needed for working with individuals from diverse ethnic and cultural backgrounds (Au, 2013; Battle, 2012; Roberts, 2009; Stone et al., 2013) (Standards: IRA: 2, 3, 4, 5, 6); and
- 6) discuss the effects of the mass media on the attitude of audiences toward minority groups (Au, 2013; Battle, 2012; Gee, 2014; Stone et al., 2014) (Standards: IRA: 3, 4, 5).

### TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

#### Required Text:

Stone, A., Silliman, E., Ehren, B., & Wallach, G. (Eds.) (2013). *Handbook of language and literacy: Development and disorders*. 2<sup>nd</sup> Ed. New York, NY: Guilford Press.

#### Additional References:

##### *Textbooks*

Au, K.H. (2013). *Multicultural issues and literacy achievement*. NJ: Erlbaum Associates.

Battle, D. E. (2012). *Communication disorders in multicultural and international populations* (4th ed.). Boston: Elsevier Mosby.

Boyd, F., Brock, C., & Rozendal, M. (Eds.). (2004). *Multicultural and multilingual literacy and language: Contexts and practices*. New York, NY: Guilford Press.

Chall, J.S. (1983). *Stages of Reading Development*. New York: McGraw-Hill.

Heath, S.B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, England: Cambridge University Press.

Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology*, 49, 4 –14.

Roberts, T. (Ed.). (2009). *No limits to literacy for preschool English language learners*. Thousand Oaks, California: Corwin.

Stanovich, K.E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16, 32-71.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

### Websites

Center for Applied Linguistics (CAL)

<http://www.cal.org/>

Center for Research on Education, Diversity, and Excellence (CREDE)

<http://www.cal.org/crede>

International Reading Association

<http://www.reading.org/>

National Association for Bilingual Education (NABE)

<http://www.nabe.org/>

National Association for Multicultural Education (NAME)

<http://www.inform.umd.edu/NAME/>

National Institute for Literacy

<http://www.nifl.gov>

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Assignments:

- 1. Cultural Competence Self-Assessment (10 points):** Students will complete a checklist to determine their level of knowledge of specific topics, helping students evaluate their cultural competence (Course objectives: 4).
- 2. Ethnographic Interview (10 points):** Students are required to interview an individual who has immigrated to the U.S. from another country. The results of this interview should be written in a two-page, double-spaced paper. Students must include the interviewee's first name, gender, country of origin, home language, and age when he/she came to the U.S. A set of questions to use in the interview assignment, and a rubric will be provided (Course Objectives: 1, 5, & 6).
- 3. Group Presentations (20 points):** In groups of no more than four individuals, students will present major aspects of the target chapter for a particular class session. Each group may present a skit, power point presentation, game show, or other artistic form approved in advance by the instructor. Groups must present a presentation summary/outline to instructor in advance of the scheduled presentation. Chapter presentations will be interactive, 20 minutes in length, and include an evaluation component (e.g., review quiz, What I Learned, etc.). *Do NOT read information from the chapter you are presenting verbatim!* Students should use this information

as a guide. ALL group members are required to contribute significantly (attend meetings, offer ideas, as well as develop and deliver the presentation). See rubric/grading form for additional specific guidelines (Course Objectives: 1-6).

**4. Midterm Exam** (25 points): Each student will take a midterm exam covering all information presented in class and course readings and lectures. The exam format will be a combination of multiple choice, true/false, and short essay. (Course Objectives: 1-6)

**5. Final Paper** (25 points): Each student will complete a final paper in which a specific topic related to language and literacy in diverse populations will be addressed. Details of the paper and a scoring rubric will be provided (Course Objectives: 1-6).

**5. Attendance** (5 points): The course content requires a great deal of interaction with classmates and the instructor. Therefore, attendance in class is a must (Course Objectives: 1-6).

**6. Participation** (5 points): Students are required to participate in every aspect of class, including completing assigned homework, asking and answering questions, and participating in discussion threads related to peer-reviewed articles, which will be posted on the course's page (Course Objectives: 1-6)

### Grading

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

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

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### **Evaluation Procedures**

<b>Assignment</b>	<b>Points</b>	<b>Assessment Tool</b>	<b>Due Date</b>
Cultural Self-Assessment	10	Quiz	
Ethnographic Interview	10	Rubric	
Group Presentation	20	Rubric	
Midterm Exam	25	Exam	
Final Exam	25	Exam	
Attendance	5		
Participation	5		
<b>Total Points</b>	<b>100</b>		

### **CLASS OUTLINE**

#### **Semester Topics and Learning Modules**

**Module 1:** Language and literacy in a multicultural and global society

**Module 2:** Theoretical approaches to language and literacy

**Module 3:** Literacy and language variation

**Module 4:** Sources of variation: Child, input, SES, language, and context factors

**Module 5:** Resources multilingual and multicultural individuals bring to language and literacy

learning

**Module 6:** Literacy components: Listening, speaking, reading and writing

**Module 7:** Language components: Phonology, morphology, semantics, syntax, and pragmatics

**Module 8:** Phonological development

**Module 9:** Semantic development

**Module 10:** Building on primary language: Metacognitive and social-emotional benefits

**Module 11:** Writing and Alphabet knowledge: Connecting letters, sounds, and meaning

**Module 12:** Emergent Literacy

**Module 13:** Critical and digital literacy

**Module 14:** Engaging families: social-emotional, cognitive, language, and literacy support

**Module 15:** The importance of language and reading experience in literacy development

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Educational Technology and Foundatic		College of Education		Heldorn, Brent		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Seate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CEPD Prefix	4200 Number	Working with Diverse Populations in Human Services Course Title				
This course provides knowledge, skills and awareness related to the effective delivery of human services to diverse populations in contemporary society.						
Course Catalog Description						
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
This undergraduate course is relevant and needed for a degree in Health and Community Wellness, specifically with a concentration in Community Education and Care, as the course content provides the knowledge, skills and awareness related to the effective delivery of human services to diverse population in contemporary society. Students will learn strategies and skills to effectively communicate, interact, and advocate for diverse populations in the delivery of human services.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 100						

The course syllabus is submitted.

**College Approvals**

Stephen Bronaok [APPROVED 2014-10-13]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-16]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

**WORKING WITH DIVERSE POPULATIONS IN HUMAN SERVICES - CEPD 4200****Semester Hours**     3**Semester/Year**     Fall 2015**Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone**             Direct Line:  
                                  Department Line:**Email**

**Online Support**     D2L Home Page  
<https://westga.view.usg.edu/>

                              D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>

                              D2L 24 hour Help  
<https://d2lhhelp.view.usg.edu/>

                              UWG Distance Learning  
<http://distance.westga.edu/>

                              UWG On-Line Connection  
<http://www.westga.edu/~online/>

                              Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

                              Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

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

## COURSE DESCRIPTION

This course provides knowledge, skills and awareness related to the effective delivery of human services to diverse populations in contemporary society.

### COE Vision

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### COE Mission

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

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

## APPROACHES TO INSTRUCTION

Instruction in this course is delivered completely online through the use of narrated lecture, directed online discussions, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately **100%** online. This requires the online equivalent of **2250** minutes of instruction (seat-time) and an additional **4500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Narrated Lectures	1000 minutes
Discussion posts	750 minutes
Audio/video instruction	500 minutes
Online assignments	1250 minutes
Online examinations	500 minutes
Outside activities	500 minutes
<b>Total</b>	<b>4500</b>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities/course assignments (this will include such items as research for the assignments/discussions/case studies/instructional questions etc.).

## **COURSE OBJECTIVES**

Students will demonstrate a knowledge and understanding of:

1. **\*\*the development of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups in diverse vocational settings. (Corey & Corey, 2007; Corey, Corey, & Callanan, 2007; Evans, Hearn, Uhlemand & Ivey, 2008; Kottler, 2004; Young & Chromy, 2005);**
2. **\*\*diversity status and its impact on the functioning of individuals in society and the delivery of human services. (Hogan, 2013);**
3. **strategies for communicating and interacting effectively with diverse populations in the delivery of human services. (Hogan, 2013);**
4. **the skills required to recognize and respond to the signs of abuse, distress and trauma in children, adolescents and adults. (Hull, & Kirst-Ashman, 2004);**
5. **the skills to develop resources which effectively provide human services to diverse populations. (Hogan, 2013; Hull, & Kirst-Ashman, 2004);**
6. **the skills to effectively advocate for diverse populations during the delivery of human services. (Ratts, Toporek, & Lewis, 2010);**

**\*\*Note:** the curriculum will specifically include the following groups and others which may be added to the curriculum based on relevancy:

- **Military families/active duty members/veterans**
- **Trauma victims**
- **Disabilities**
- **Racial/ethnic**
- **Sexual orientation**
- **Age/gender**
- **Socioeconomic status (SES)**
- **Family systems**

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Hogan, M. (2013). *The Four Skills of Cultural Diversity Competence*, 4<sup>th</sup>, Cengage (ISBN-10: 0840028628, ISBN-13: 9780840028624).

**Suggested Text:**

Hull, G.H., & Kirst-Ashman, K.K. (2004). *The Generalist Model of Human Services Practice*, Cengage (ISBN-10: 0534512739, ISBN-13: 9780534512736).

**Course References**

**Trauma & Crisis**

Echterling, L. G., Prosbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Pearson.

Granello, D. H., & Granello, P. F. (2007). *Suicide: An essential guide for helping professionals and educators*. Boston, MA: Allyn & Bacon. 0205386733

Jackson-Cherry, L. R., & Erford B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.

James, R. K., & Gilliland, B. L. (2013). *Crisis intervention strategies* (7<sup>th</sup> ed.). Belmont, CA: Cengage. 9781111186777

James, R. K. (2008). *Crisis intervention strategies* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Kanel, K. (2007). *A guide to crisis intervention* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.

**Serving the Military Community**

Hall, L. K. (2008). *Counseling military families: What mental health professionals need to know* (1st ed.): Routledge.

Friedman, M. J., & Slone, L. B. (2008). *After the war zone: A practical guide for returning troops and their families* (1st ed.): Da Capo Press.

Pavlicin, K. M. (2003). *Surviving deployment: A guide for military families*. St. Paul, MN: Elva Resa Publishing.

Bowling, U. B., & Sherman, M. D. (2008). Welcoming them home: Supporting service members and their families in navigating the tasks of reintegration. [Article]. *Professional Psychology, Research & Practice*, 39(4), 451-458. doi: 10.1037/0735-1028.39.4.451.

- Bryan, C. J., & Morrow, C. E. (2011). Circumventing mental health stigma by embracing the warrior culture: Lessons learned from the Defender's Edge Program. [Article]. *Professional Psychology, Research & Practice, 42*(1), 16-23.
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### **Cultural Diversity**

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- Atkinson, D. R., & Hackett, G. (1998). *Counseling diverse population* (2<sup>nd</sup> ed.). Boston: McGraw Hill.
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- Baruth, L. G., & Manning, M. L. (2012). *Multicultural counseling and psychotherapy. A lifespan Perspective* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
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- Sue, D. W. & Sue, D. (1990). *Counseling the culturally different*. (2nd ed). New York: John Wiley and Sons.
- Wehrly, B. (1995). *Pathways to multicultural counseling competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole.

### **Family Systems**

- Lamanna, M.A., Riedmann, A. (2012). *Marriages, Families, and Relationships: Making Choices in a Diverse Society*, 11<sup>th</sup>. Cengage (ISBN-10: 1111301549, ISBN-13: 978111130154).
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- Huber, C.H. (1999). *Ethical, legal, and professional issues in the practice of marriage and family therapy* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.
- Nichols, M.P., & Schwartz, R.C. (2004). *Family therapy: Concepts and methods* (6<sup>th</sup> ed.). Boston: Pearson.

### **Advocacy**

- Ratts, M. J., Toporek, R. L., & Lewis, J. A. (2010). *ACA advocacy competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.
- Ezell, M. (2001). *Advocacy in the Human Services*. Belmont, CA. Thomson Learning.
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Homan, M. S. (1999). *Rules of the game: Lessons from the field of community change*. Pacific Grove, CA: Brooks/Cole.

### **Additional Resources:**

U. S. Department of Education. (2007). *Practical information on crisis planning: A guide for schools and communities*. Retrieved from:  
<http://222.ed.gov/admins/lead/safety/crisisplanning.html>.

U. S. Department of Education. (2009). *Action guide for emergency management at institutions of higher education*. Retrieved from:  
<http://www.ed.gov/admins/lead/safety/emergencyplan/remsaaction-guide.pdf>.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

#### **1. Personal Cultural Reflections Assignment & Presentation**

You are to explore the various aspects of *your own culture* through the use of a personal compilation or journey, if you choose to view it in this manner. You are to compile a PPT slideshow containing information about your own culture, as it is influenced by race, gender, family, sexual orientation, country, state, neighborhood, culture, physical abilities, religious preference, and ethnicity. Demonstrate who you are within culture by the PPT slideshow.

Connect the concepts of your culture with an artifact that is representative of you within the course concepts. Artifacts can include stories, photos, poems, letters, art, recipes, or other items that depict/illustrate a specific cultural aspect of your life. Additionally, artifacts can include descriptions and reflections upon experiences (personal and professional) you have had that have helped develop your own cultural experiences. (Course Objectives: 1, 2)

**Answer in one or more ways the following objectives in your reflection slides connecting the artifact to this course:**

- a. *How did this artifact give you clear and explicit knowledge of your cultural development?*
- b. *In what ways did this artifact help you understand multicultural lifespan development?*
- c. *How was this artifact connected to learning about the nature, needs, and problems of multicultural learners?*
- d. *How did this artifact help you acquire an understanding of how sociopolitical systems (in the United States) influence culturally different individuals/families?*
- e. *In what ways did this artifact help you explore various ways to understand social-cultural diversity in others?*
- f. *In what ways did this artifact help you develop strategies for interacting effectively with diverse individuals?*
- g. *How did the artifact presented help you acquire specific knowledge of and information regarding resources to help you understand the socioeconomic or cultural bias?*

Include a minimum of 5 artifact entries & 5 reflection slides. The work will be critiqued on the *connection of the artifacts and reflective typed entries* as tools to your personal growth and learning about issues (see items a.-g. above) related to multicultural counseling so state within your reflection how the artifact represents both of these concepts. Points will be deducted when connections are not made. Points will also be given for creativity.

## 2. Cross Cultural Interview

- Interview a person from another culture, other than your own culture. The ***instructor must confirm*** the appropriateness of the selected person so be sure to have your rationale ready. Think about the value of this experience and select an appropriate interviewee. Through the use of open-ended questions conduct a thorough interview to obtain appropriate information about the individual's cultural background.  
(Course Objectives: 1, 2, and 3)

**Prepare a typewritten paper** summarizing the exploration of your interviewee's culture according to your questions geared to multicultural learning. This paper should not exceed **5 pages** of **text** and must include the following:

- Title page
- Introduction that explains the purpose of paper and *clearly describes* the interviewee without the use of the interviewee's name (initials may be used) unless permission has been obtained to use the person's name.
- Sections as they relate to the topics discussed in the individual's interview. Choose the level headings and sublevel headings according to the interviewing items. If several discussion items work well in a section they can be grouped together -- this is acceptable.
- A discussion of the main points of the interview.
- Include in the discussion section a brief synopsis of what you learned about yourself and the multiculturalism issues of the course while conducting the interview.
- A reference page with articles, books, websites used for help with the interview.
- Appendix A – the interview list of questions
- Appendix B – a map of the interviewee's home of origin

## 3. Advocacy Evaluation

Identify an advocacy organization of interest to you, learn about it through available resources and then complete an advocacy activity to assist that organization with one of its goals. The organization may be conservative or liberal in its approach or middle of the road. You must be able to access information about the organization through one or more reliable sources (web sites, publications, individuals who work for the organization, etc.) The organization should be one in which you have an interest and common goal. As part of this assignment you will:

- a. take action to help this organization, so choose one whose purpose, goals, and projects are ones that you can support.
- b. Write a description and evaluation of the organization. This information may be gathered through a number of avenues including interviews with advocates, interviews with targets of the advocacy effort, data sources, and information printed or disseminated about the advocacy effort, etc. Include in your description/evaluation all of the following information:
  - the name of the organization;
  - contact information (as many as are available of these: address, phone number, email, website, director, or individual contact name);
  - the evolution and history of the organization; the organization's purpose/mission;
  - the organization's projects and activities;
  - the nature of the activities (prevention, outreach, counseling, systemic change, public policy, consultation, unified approach);
  - the target population (who is targeted and why);
  - the barriers to and resources of the organization;
  - the outcomes of the activities; and,
  - how the outcomes are evaluated. Once you have learned about the organization, **write an advocacy letter to help the organization with one of its goals or projects.** For example you could write a letter to the editor of a local newspaper, or to a government official, or to a group or organization. In the letter share your concern about the issue, discuss the organization's goal and project that addresses the issue, and ask the individual or group to take a specific action to support the organization.
- c. **Submit your letter along with your evaluation.**
- d. **Your evaluation should be prepared as a PowerPoint presentation (including your letter).**

(Course Objectives: 5 and 6)

#### 4. Exams

There will be an online exam following each module. Acceptable performance will require a thorough knowledge of your textbook, handouts, additional readings, videos, and class notes. Students will be evaluated on all assigned material, including material not discussed in class. Exams/tests will be multiple-choice.

(Course Objectives: 2, 3, 4, 5, and 6)

#### 5. Directed "Discussion Board Postings"

The completion of each module will require a discussion board posting, and a minimum of 2 comments posted to the other students' discussion postings, which will be directed by the instructor during the module time frame.

(Course Objectives: 1, 2, 3, 4, 5, and 6)

#### Evaluation Procedures:

Evaluation will be based on the following performance criteria (100 point scale). All assignments will be due as indicated in the CourseDen dropbox and/or Discussion Board posting for each assignment.

<b>Numeric Graded Assignments</b>	<b>Points</b>	<b>Assessment Tools</b>	<b>Due Date</b>
1. Personal Cultural Reflections Assignment & Presentation	10	Rubric	As noted on syllabus
2. Cross Cultural Interview	20	Rubric	As noted on syllabus
3. Advocacy Evaluation	20	Rubric	As noted on syllabus
4. 6 Online Module Exams	60	Grade Score	As noted on syllabus
5. Directed "Discussion Board Postings"	10	Instructor Observation	As noted on syllabus
<b>Total Possible Points</b>	<b>100</b>		

#### **Grading Policy:**

A=90-100% of pts

B=80-89% of pts

C=70-79% of pts

D=60-69%

F=Below 60% of pts

#### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

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

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

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

### Course Outline

	To Prepare for Class	Assignments Due	Online Chapter Exams
<b>Module</b>	<b><i>(Reading Assignments &amp; Topics)</i></b>	<b><i>All "Assignments" &amp; "Quizzes" are due in CourseDen!</i></b>	
<b>1</b>	Overview of class/course syllabus – online Discussion : <ul style="list-style-type: none"> <li>Racial/Ethnic Minorities &amp; Cross-Cultural Interactions;</li> <li>Defining Oppressed Groups as Minorities</li> </ul>		
	Race & Ethnicity Readings		
	Socioeconomic Status (SES) Readings	- Discussion Board Posting	<b><i>Module 1 Exam</i></b>
<b>2</b>	Age & Gender Readings	1. Personal Cultural Reflections Assignment & Presentation	
	Sexual Orientation Readings		

	Disabilities Readings	- Discussion Board Posting	<b><i>Module 2 Exam</i></b>
<b>3</b>	Family Systems Readings	2. Cross Cultural Interview - Discussion Board Posting	<b><i>Module 3 Exam</i></b>
<b>4</b>	Military Families, Active Duty Members & Veterans Readings	- Discussion Board Posting	<b><i>Module 4 Exam</i></b>
<b>5</b>	Trauma & Crisis Readings	3. Advocacy Evaluation - Discussion Board Posting	<b><i>Module 5 Exam</i></b>
<b>6</b>	Integration and Synthesis		

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Educational Technology and Foundatic Department		College of Education College		Heidorn, Brent Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CEPD Prefix	3200 Number	Skills and Ethics in Human Services Course Title				
<p>This undergraduate course is an introduction to the basic communication and group management skills required of effective human service workers, and the legal and ethical considerations that accompany human services work. Students will learn strategies for active listening, effective communication, understanding and managing group dynamics, and identifying and responding to legal and ethical issues in the workplace.</p>						
Course Catalog Description						
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
<p>This undergraduate course is relevant and needed for a degree in Health and Community Wellness, specifically with a concentration in Community Education and Care, as the course content provides an introduction to the basic communication and group management skills required of effective human service workers and the legal and ethical considerations that accompany human services work. Students will learn strategies for active listening, effective communication, understanding and managing group dynamics, and identifying and responding to legal and ethical issues in the workplace.</p>						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 100						

The course syllabus is submitted.

College Approvals

Stephen Bronaok [APPROVED 2014-10-13]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-16]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**SKILLS AND ETHICS IN HUMAN SERVICES - CEPD 3200****Semester Hours** 3**Semester/Year** Fall 2015**Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone** Direct Line:  
Department Line:**Email**

**Online Support** D2L Home Page  
<https://westga.view.usg.edu/>

D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help  
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

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

**COURSE DESCRIPTION**

This undergraduate course is an introduction to the basic communication and group management skills required of effective human service workers, and the legal and ethical considerations that accompany human services work. Students will learn strategies for active listening, effective communication, understanding and managing group dynamics, and identifying and responding to legal and ethical issues in the workplace.

### **COE Vision**

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

### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

This course will be delivered in a partial online format, with approximately 50% of course instruction delivered online. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 2250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Instruction in this course is delivered through the use of narrated lecture, directed online discussions, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities, student presentations, case studies, guest speakers, and library resources.

<b>Activity</b>	<b>Instructional Equivalent</b>	
Narrated Lectures	1000	minutes
Discussion posts	750	minutes
Audio/video instruction	500	minutes
Online assignments	1250	minutes
Online examinations	500	minutes
Outside activities	500	minutes
Total	2250	

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities/course assignments (this will include such items as research for the assignments/discussions/case studies/instructional questions etc.).

## COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of:

1. the helping skills required for effectively working with individuals and groups. (Corey & Corey, 2007; Evans, Hearn, Uhlemand & Ivey, 2010; Young & Chromy, 2005);
2. the helping skills and strategies required to work with individuals and groups to facilitate conflict resolution. (Fisher, Ury, & Patton, 2011; Ury, 1993);
3. the development of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups. (Corey & Corey, 2007; Corey, Corey, & Callanan, 2007; Evans, Hearn, Uhlemand & Ivey, 2008; Kottler, 2004; Young & Chromy, 2005);
4. the skills required to recognize and respond to the signs of abuse, distress and trauma in children, adolescents and adults. (Jackson-Cherry & Erford, 2010; James & Gilliland, 2013);
5. the skills to apply legal statutes and ethical standards, and their implications in the delivery of human services. (Lewis, Dana, Blevins, 2010; Fisher & Harrison, 2012); and
6. operational delivery of human services in diverse organizations through service learning activities. (Neukrug, 2012; Woodside & McClam, 2011).

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Texts:

Fisher, R., Ury, W.L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. London, England: Penguin Books.

Neukrug, E. S. (2012). *Theory, practice, and trends in human services* (5<sup>th</sup> ed.). Belmont, CA: Cengage Learning. (ISBN: 0840028563)

### Course References :

Corey, G., & Corey, C. (2012). *Groups: Process and practice* (8<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Evans, D. R., Hearn, M.T., Uhlemand, M.R., & Ivey, A. E. (2010). *Essential interviewing: A programmed approach to effective communication*. Belmont, CA: Cengage Learning.

Fisher, R., Ury, W.L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. London, England: Penguin Books.

- Fisher, G. L. & Harrison, T.C. (2012). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*. (5<sup>th</sup> ed). Needham Hts, MA: Allyn and Bacon.
- Jackson-Cherry, L. R., & Erford B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.
- James, R. K., & Gilliland, B. L. (2013). *Crisis intervention strategies* (7<sup>th</sup> ed.). Belmont, CA: Cengage.
- Kottler, J. A. (2004). *Introduction to therapeutic counseling: Voices from the field* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Lewis, J. A., Dana, R.Q. & Blevins, G. A. (2010). *Substance abuse counseling* (4<sup>th</sup> ed). Pacific Grove, CA: Brooks/Cole.
- Neukrug, E. S. (2012). *Theory, practice, and trends in human services* (5<sup>th</sup> ed.). Belmont, CA: Cengage Learning.
- Ury, W. (1993). *Getting past no: Negotiating in difficult situations*. NY: Bantam.
- Woodside, M.R., & McClam, T. (2011). *An Introduction to Human Services*. Belmont, CA: Cengage Learning.
- Young, M. E., & Chromy, S. (2005). *Exercises in the art of helping* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

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

### **Assignments:**

- 1. Communication skills practice sessions (3@4 points each=12 points)**  
Students will form into groups of 4-5, in which they will practice the basic communication skills and provide feedback to one another on their effective use of those skills. These practice sessions will be held during class time and will be graded on an S/U basis. Attendance at practice sessions is required; practice sessions CANNOT be made-up.  
(Course Objectives: 1-3)
- 2. Group leadership practice sessions (3@4 points each=12 points)**  
Students will form into groups of 8-10, in which they will practice the basic group leadership skills and provide feedback to one another on their effective use of those skills. These practice sessions will be held during class time and will be graded on an S/U basis. Attendance at practice sessions is required; practice sessions CANNOT be made-up.  
(Course Objectives: 1-3)
- 3. Mandated Reporter Online Training (6 points)**

Students will individually complete the free online mandated reporter's training offered by the Governor's Office of Children and Families (see D2L; weblink: <https://www.prosolutionstraining.com/content/page.cfm/321>). Students will upload a copy of their certificate of completion to D2L.  
(Course Objective: 5)

**4. Ethical Decision Making Model (15 points)**

Working in groups of 2-3, students will respond to an ethical dilemma case study by creating an Ethical Decision Making Model. Using the current ethical standards, state laws, and relevant literature, the team will develop a position on the dilemma and how it could best be resolved. Each of the teams will develop a 5-7 slide (no more than 7 minute) narrated PowerPoint and post it to the respective D2L discussion board. Part of the grading for this assignment is based on individual's responses to peer presentations. As such, students are expected to review all presentations.  
(Course Objectives: 4-5)

**5. Discussion Board Posts (6@2 points each=12 points)**

Over the course of the semester, there will be six online discussion boards (DBs), which are scheduled during online course sessions. Participation on these boards is required. Students will be asked to thoughtfully respond to questions regarding the assigned reading for each respective DB; this includes responding to at least two peer posts per discussion board.  
(Course Objectives: 1-5)

**6. Service Learning Project**

Working in groups of two or more, students are expected to find an agency in the community, **which must be pre-approved by the instructor**, and provide a minimum of 3 hours of volunteer service to the agency. Individually, students will submit a 2 page paper briefly summarizing their experience, what they learned from the experience, and how they can apply this knowledge to their future career in human services.  
(Course Objective: 6)

**7. Quizzes (6@2.5 points each=15 points)**

Over the course of the semester, there will be six online quizzes, which are scheduled during online course sessions. These quizzes are administered via D2L and are meant to be taken individually; please practice academic honesty in completing this assignment. Quiz format may include true/false, multiple choice, matching, and fill-in-the-blank.  
(Course Objectives: 1-5)

**Evaluation Procedures:**

Graded Item	Points	Evaluation Procedure	Due Date
Communication skills practice sessions	3@4 points each =12	S/U	As noted on syllabus
Group leadership practice sessions	3@4 points each =12	S/U	As noted on syllabus
Mandated Reporter Online Training	= 6	S/U	As noted on syllabus

Ethical Decision Making Model	= 18	Rubric	As noted on syllabus
Discussion Board Posts	6@2 points each =12	Rubric	As noted on syllabus
Service Learning Project	= 25	Rubric	As noted on syllabus
Quizzes	6@2.5 points each =15	Analytic	As noted on syllabus
<b>Total</b>	<b>100</b>		

**Grading Policy:**

A=90-100% of pts

B=80-89% of pts

C=70-79% of pts

D=60-69%

F=Below 60% of pts

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies: [http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf).

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

**Attendance:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

**Attendance:** Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

**Cell phones & Electronic Equipment:** **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

**Extra Credit:** No extra credit opportunities will be offered for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

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

**Changes to The Syllabus:** This syllabus is subject to change.

### Course Outline

	To Prepare for Class	Assignments Due	Online Quizzes
<b>Module/ Date</b>	<b>(Reading Assignments &amp; Topics)</b>		

1	Introductions; Syllabus Review; Orientation to Human Services; Neukrug, Ch. 1		
2 Online	Ethical Standards; Neukrug, pp. 46-61	<ul style="list-style-type: none"> <li>• Discussion Board (DB) 1</li> <li>• Mandated Reporter Training</li> </ul>	• Quiz 1;
3 Online	Theories of Development; Neukrug, Ch. 5	<ul style="list-style-type: none"> <li>• DB 2</li> </ul>	• Quiz 2
4 Online	Theory in Human Services; Neukrug, Ch. 3	<ul style="list-style-type: none"> <li>• DB 3</li> </ul>	• Quiz 3
5	The Helping Interview; Communication Skills; Neukrug, pp. 99-107	<ul style="list-style-type: none"> <li>• Practice session 1</li> </ul>	
6	Communication Skills; Neukrug, pp. 108-112	<ul style="list-style-type: none"> <li>• Practice session 2</li> </ul>	
7	Communication Skills; Neukrug, pp. 113-134	<ul style="list-style-type: none"> <li>• Practice session 3</li> <li>• Ethical Decision Making Model</li> </ul>	
8 Online	Conflict Resolution; Fisher, Ury & Patton, Ch. 2-5	<ul style="list-style-type: none"> <li>• DB 4</li> </ul>	• Quiz 4
9	Working with Groups; Group Dynamics; Neukrug, Ch. 6	<ul style="list-style-type: none"> <li>• Group practice session 1</li> </ul>	
10	Group Leadership Skills	<ul style="list-style-type: none"> <li>• Group practice session 2</li> </ul>	
11	Group Leadership Skills	<ul style="list-style-type: none"> <li>• Group practice session 3</li> <li>• Service Learning Project</li> </ul>	
12 Online	Signs of Distress	<ul style="list-style-type: none"> <li>• DB 5</li> </ul>	• Quiz 5
13 Online	Responding to Distress	<ul style="list-style-type: none"> <li>• DB6</li> </ul>	• Quiz 6
14	Evaluating Effectiveness; Neukrug, Ch. 9		
15 Online	Course wrap-up		

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Leadership and Instruction		College of Education		Heidorn, Brent		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CMWL	2100	Intro to Health and Community Wellness				
Prefix	Number	Course Title				
This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, the current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue, and introductory knowledge of the two concentrations within the degree: Community Education and Care; and Fitness and Wellness Leadership.						
Course Catalog Description						
3		3	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
None.						
<b>Rationale</b>						
Students pursuing a degree in Health and Community Wellness need an overview of the program, the courses offered within the degree, strategies for successful continuation in the degree program, and ultimately, how they can engage and enjoy in a meaningful career. The intro course is similar in nature to other degree programs that include intro courses. This course will need to be added in order to provide an introduction to the Health and Community Wellness degree. Students will have the opportunity to discover the many aspects related to the degree including an overview of the courses required, the current and future opportunities, certifications, and experiences available in the field of health and community wellness, and introductory knowledge of the two concentrations within the degree: Community Education and Care; and Fitness and Wellness Leadership.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="button" value="See Policy"/>						
Present or Projected Annual Enrollment: 100						

The course syllabus is submitted.

College Approvals

Frank Butts [APPROVED 2014-10-13]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-16]  
Associate Dean, College of Education

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

**INTRODUCTION TO HEALTH AND COMMUNITY WELLNESS - CMWL 2100**

<b>Semester Hours</b>	3
<b>Semester/ Year</b>	Fall 2015
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Phone</b>	
<b>E-mail</b>	
<b>Fax</b>	
<b>Online Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webctl/help">http://www.westga.edu/~distance/webctl/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, the current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue, and introductory knowledge of

the two concentrations within the degree: Community Education and Care; and Fitness and Wellness Leadership.

### **COE Vision**

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

### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

### **COURSE OBJECTIVES**

Students will:

1. identify the professional roles and responsibilities of professionals working in the fields of health, fitness, wellness, education, and social welfare (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Pople & Leighninger, 2011);
2. describe the current trends and issues related to community wellness, including community education and care, and fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Pople & Leighninger, 2011);
3. describe the ethical issues and legal considerations of working for social change among diverse populations (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Pople & Leighninger, 2011);
4. compare and contrast medical, psychiatric, and behavioral approaches to affecting social change (Cottrell, Girvan, & McKenzie, 2015; Harrison, 2004; Mehr & Kanwischer, 2011; Pople & Leighninger, 2011); and

5. identify the needs, opportunities, barriers, and potential experiences related to working in a variety of careers in the community wellness fields (Cottrell, Girvan, & McKenzie, 2015)

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Srebalus, D.J., & Brown, D. (2001). *A guide to the helping professions*. Upper Saddle River, NJ: Pearson.

### **Course References:**

Cottrell, R.R., Girvan, J.T. & McKenzie, J.F. (2015). *Principles and foundations of health promotion and education*. Upper Saddle River, NJ: Pearson.

Harrison, T.C. (2004). *Consultation for contemporary helping professionals*. Upper Saddle River, NJ: Pearson.

Mehr, J.J., & Kanwischer, R. (2011). *Human services: Concepts and intervention strategies, 11/E*. Upper Saddle River, NJ: Pearson.

Popple, P.R., & Leighninger, L. (2011). *Social work, social welfare, and American society, 8/E*. Upper Saddle River, NJ: Pearson.

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

### **Assignments:**

#### Community Wellness Professional Interview (20 points)

Students will conduct an interview with a professional working in the field of community wellness. Specific topics and interview questions will be discussed in class. A written summary of the interview will be submitted for a grade.

(Objectives 1 & 5)

#### Cultural Immersion Project (50 points)

Students will expand their understanding of diverse populations through this project. Students will be expected to engage in a cultural experience in the surrounding community and submit a written summary of the experience for a grade. Cultural experiences will vary for each student depending on location and interest and **MUST** be approved by the course instructor. Examples might include spending a day in an inner city YMCA, soup kitchen, hospital, or women's shelter. A written reflection of the experience will be submitted for a grade.

(Objectives 2 & 3)

#### Current Trends Article Reviews (4 @ 10 each = 40 points)

Students will select, read, and write a critical review of four (4) different articles related to current trends and issues in the community wellness fields. Article selections can be aligned to

student interest but must be chosen from a list of pre-approved articles assigned by the course instructor.

(Objectives 1 & 2)

#### Ethics Paper (40 points)

Students will be expected to write an essay on the ethical issues and legal considerations of working in the community wellness fields. Students will be expected to cover a variety of professional roles and use specific examples from the course textbook, professional articles, and class discussions.

(Objectives 3 & 4)

#### Final Exam (50 points)

A cumulative exam covering information from the required text and from class discussions will be given in class during finals week.

(Objectives 1, 2, 3, 4, 5)

#### **Evaluation Procedures:**

Community Wellness Professional Interview	20 points
Cultural Immersion Project	50 points
Current Trends Article Reviews (4)	40 points
Ethics Paper	40 points
Final Exam	50 points
<b>Total</b>	<b>200 points</b>

#### **Grading Policy**

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

#### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf).

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Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

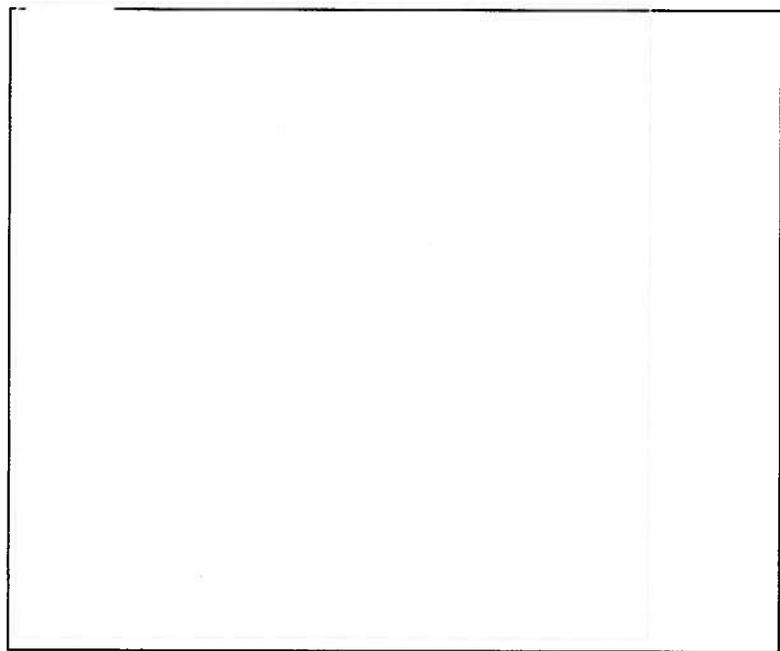
UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological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

**CLASS OUTLINE**

Date	Topic	Assignments
Week 1	Course Introduction	
Week 2	Community wellness professionals	Article Review
Week 3	Education across the lifespan	
Week 4	Language and literacy across the lifespan	Article Review
Week 5	Speech and language acquisition	
Week 6	Human services & social welfare	Article Review

Week 7	Affecting social change	
Week 8	Medical, psychiatric, and behavioral approaches to community wellness	Article Review
Week 9	Ethical practice in community wellness	
Week 10	Introduction to health and wellness	
Week 11	Exercise programs and opportunities	Ethics Paper
Week 12	Fitness professionals and leadership development	
Week 13	Working with diverse populations in community wellness	Professional Interview
Week 14	Professionalism	Cultural Immersion Project
Week 15	Communication	
Week 16	Final Exam	

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Educational Technology and Foundatic Department		College of Education College		Packard, Abbot Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
EDRS Prefix	4042 Number	INTRODUCTION TO CLASSROOM ASSESSMENT Course Title				
This course provides an introduction to important concepts of classroom assessment including the nature of assessment, its purposes, and essential assessment practices in relation to national/state/county-mandated assessments. Students will be able to define assessment and learn about the different types of classroom assessment, implementation of formative and summative assessments, evaluation and selection of assessments, the development of aligned assessments, and the uses of assessment to improve learning and instructional practice.						
Course Catalog Description						
3 Lec Hrs		3 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading
<b>Prerequisites</b>			<b>Corequisites</b>			
CRPD 4101 Educational Psychology						
<b>Rationale</b>						
A suggested need for a teacher assessment course within the teacher education program by 15 local superintendents was identified. This need was fully supported by 126 principals from the surrounding RESAs who responded with course recommendations. This course was designed using best practices and recommendations to enable undergraduate students to understand how to use data to make informed decisions about instruction to improve their students' academic achievement/learning or to improve educational instructional practices.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? YES <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 200						



**College Approvals**

Stephen Bronaok [APPROVED 2014-03-27]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

## INTRODUCTION TO CLASSROOM ASSESSMENT EDRS 4042

**Semester/Year:**

**Time/Location:**

**Instructor:**

**Office Location:**

**Office Hours:**

**Telephone:**

**Email:**

**Online Support:**

### COURSE DESCRIPTION

This course provides an introduction to important concepts of classroom assessment including the nature of assessment, its purposes, and essential assessment practices in relation to national/state/county-mandated assessments. Students will be able to define assessment and learn about the different types of classroom assessment, implementation of formative and summative assessments, evaluation and selection of assessments, the development of aligned assessments, and the uses of assessment to improve learning and instructional practice.

Prerequisites: CEPD 4101 Educational Psychology

### CONCEPTUAL FRAMEWORK

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

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

### APPROACHES TO INSTRUCTION

**INSTRUCTOR WILL INCLUDE A STATEMENT ABOUT THEIR APPROACHES TO INSTRUCTION AND THE LEARNING ACTIVITIES THAT WILL BE USED.**

## COURSE OBJECTIVES

Students will:

- 1) Explain the relationship between curriculum, instruction, and assessment.
- 2) Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
- 3) Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions..
- 4) Create, administer and score teacher-produced assessments.
- 5) Describe ways to use assessment results in planning and making curricular decisions.
- 6) Interpret scores from standardized tests as they relate to classroom practices.
- 7) Develop rubrics and checklists to use in grading.
- 8) Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices.
- 9) Demonstrate knowledge and skill in valid grading procedures.

## TEXTS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### *Required Text*

Green, S. K., & Johnson, R. L. (2010). *Assessment is essential*. McGraw Hill.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation of student performance in this course will be based on successful completion of various tasks throughout the semester, and is largely left to the discretion of the instructor.

The assignments described below are required components of this course. Upon completion of these tasks, students will have practice with various assessment forms and functions, including specifying instructional goals and developing appropriate assessments, using assessments with students, and analyzing assessment results to inform classroom practices.

### *Assignment 1. Observational Checklist*

This assignment will consist of selecting a unit of study or a lesson plan, mapping out the goals to be assessed, identifying the objectives students should master, matching the activity to GA standards, and discussion of possible assessment strategies.

### *Assignment 2. Test Project*

This assignment requires the creation of a multiple choice test to demonstrate an understanding of the best practices of assessment.

### *Assignment 3. Performance Task/Essay: Selecting an Assessment Technique*

This assignment will entail the development of a performance task or constructed response test to assess student knowledge, as well as an appropriate grading rubric for that assessment.

#### *Assignment 4. Standardized Test Interpretation*

This assignment will consist of the interpretation of test results. This will involve communication of score meanings for parents and discussion of how results can be used to inform teaching and learning.

#### *Evaluation Procedures*

ADD EVALUATION PROCEDURES SPECIFIC TO COURSE EXPECTATIONS.

#### *Grading*

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

### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

#### *Class Policies*

INSTRUCTOR WILL ADD APPROPRIATE STATEMENTS REGARDING CLASS POLICIES.

#### *University Policies*

Please carefully review the information pertaining to Common Language for Course Syllabi ([http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

**Academic Dishonesty.** The university has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. 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*.

**Accommodations for Students with Disabilities.** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. For more information, please contact Disability Services at the University of West Georgia, [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

## RECOMMENDED COURSE SCHEDULE

Week	Suggested Activities
1	Welcome to Course, Syllabus Review Chapter 1. <i>Why is Assessment Essential?</i>
2	Chapter 2. <i>Learning Goals: The First Step</i>
3	Checklists & Observations Assignment 1: Observational Checklist
4	Chapter 3. <i>Diagnostic Assessment: Ensuring Student Success from the Beginning</i>
5	Chapter 4. <i>Formative Assessment: Ongoing Assessment to Promote Student Success</i>
6	Chapter 5. <i>Progress Monitoring: Assessment as a Motivational Tool</i>
7	Chapter 6. <i>Essential Characteristics of Assessment</i>
8	Chapter 7. <i>Teacher-Made Assessments: Multiple-Choice and Other Selected-Response Items</i>
9	Chapter 8. <i>Teacher-Made Assessments: Short Answer and Essay</i>
10	Chapter 9. <i>Teacher-Made Assessments: Performance Assessments</i>
11	Test Accommodations & Testing Special Populations
12	Chapter 10. <i>Grading and Communicating about Student Achievement</i>
13	Chapter 11. <i>Large-Scale Standardized Tests and the Classroom</i> Assignment 4: Standardized Test Interpretation
14	Chapter 12. <i>Tying it all Together</i>
15	WEEK OF VACATION BUILT IN FOR SPRING BREAK/HOLIDAY TIME

## DESCRIPTION OF COURSE TOPICS

### *Chapter 1. Why is Assessment Essential?*

Assessment is often undervalued by classroom teachers, despite its necessity within the classroom setting. Used effectively, assessment can be used to improve how classroom time is used. This portion of the course covers the importance of assessment to teacher/classroom success, and ways to use assessment to promote democratic values in the classroom. This portion of the course also covers the purposes of assessment, the application of inquiry to assessment practices, and ethical principles important to assessment.

### *Chapter 2. Learning Goals: The First Step*

Learning goals are the foundation upon which classroom instruction and assessment is built. This portion of the course covers the importance of learning goals and their role in assessment. Specifically, this portion of the course addresses the alignment of learning goals with instruction and assessment, priorities in the selection of learning goals, the writing and revising of learning goals, and the role of learning goals in the planning of instruction and assessment.

### *Chapter 3. Diagnostic Assessment: Ensuring Student Success from the Beginning*

Diagnostic assessments allow teachers to gauge the abilities of and challenges facing their students relative to a specific concept or content area. This portion of the course covers the selection, design, and interpretation of diagnostic assessments for planning instruction. Also covered in this part of the course are the differences in measuring skills/strategies/procedures and knowledge/understanding, as well as accommodating diverse learners during diagnostic assessment.

### *Chapter 4. Formative Assessment: Ongoing Assessment to Promote Student Success*

Formative assessment allows teachers the opportunity to monitor student progress toward instructional goals. This portion of the course covers the key elements of formative assessment and their relationship to teacher actions, and the design of quality questions and formative assessment tasks. This portion of the course also covers providing effective feedback to students and accommodating diverse learners during formative assessment.

### *Chapter 5. Progress Monitoring: Assessment as a Motivational Tool*

Progress monitoring is an important classroom tool that allows teachers to collect data and demonstrate student learning growth at either the individual or classroom level. This portion of the course covers the importance of systematic progress monitoring to classroom assessment, and the use of mastery monitoring and outcome measurement as classroom tools. This portion of the course also covers implementation of a progress monitoring system for the classroom, summarizing progress monitoring data for groups, designing tables to communicate information about a classroom, and disaggregating groups within the class.

### *Chapter 6. Essential Characteristics of Assessment*

Reliability and validity are key assessment-related concerns. This portion of the course covers the importance of error and its effects on the reliability of assessment results. This portion of the course also covers how to minimize the impact of error on assessment, appraising the degree of validity when interpreting assessment results, using evidence for validity to improve the validity of assessments, avoiding the bias pitfalls in classroom assessments, and creating assessments which represent the diversity of the classroom.

### *Chapter 7. Teacher-Made Assessments: Multiple-Choice and Other Selected-Response Items*

Selected-response items are one of the three item-types most commonly used in classroom assessment. This portion of the course covers the strengths and weaknesses of selected-response item types, including multiple-choice, true-false, and matching. Other topics covered in this portion of the course are the development of selected-response items, involving students in the development of items, common item-writing errors, the format and arrangement of these items in assessments, and accommodations of the question format for diverse learners.

### *Chapter 8. Teacher-Made Assessments: Short Answer and Essay*

Constructed-response items are one of the three item-types most commonly used in classroom assessment. This portion of the course covers the format, structure, advantages, and disadvantages of constructed-response items. Specifically, this portion of the course focuses on short answer and essay items for assessment. This portion of the course also covers the development of constructed-response items, involving students in the development of items, common item-writing errors, the format and arrangement of these items in assessments, and accommodations of the question format for diverse learners.

### *Chapter 9. Teacher-Made Assessments: Performance Assessments*

Performance assessments are one of the three item-types commonly used in classroom assessment. This portion of the course covers the advantages, disadvantages, and appropriate use of performance assessments. In addition, this portion of the course addresses the development of quality performance assessments that require students to employ multiple cognitive strategies to complete, designing methods for scoring performance assessments, and ways to accommodate the performance assessment format for diverse learners.

### *Chapter 10. Grading and Communicating about Student Achievement*

An important part of the assessment process is the derivation of useful information from assessment results. This portion of the course covers difficulties within the grading process and the development of processes/strategies for grading that avoid these challenges. This portion of the course also addresses the differences between norm-referenced and criterion-referenced grading and systems for summarizing student performance. Portfolios are also covered in this portion of the course, including the purposes, advantages, disadvantages, and implementation issues often associated with portfolios.

### *Chapter 11. Large-Scale Standardized Tests and the Classroom*

Large-scale standardized tests are an important part of the education system, and play a role in decision making at district, state, and national levels. This portion of the course covers the use of large-scale standardized tests and the data they produce within the classroom setting. Specifically, this portion of the course includes the differences between norm-referenced and criterion-referenced scoring for aptitude and achievement tests, methods for enhancing the benefits of large-scale standardized tests and reducing their pitfalls, and preparing students to complete such tests. This portion of the course also covers accommodations for testing diverse learners, the use of grade- and age-equivalent scores, interpreting norm-referenced and criterion-referenced test scores (e.g., stanines, percentiles, normal curve equivalents), using test results in the classroom, and communicating about test scores to students and parents.

### *Chapter 12. Tying It All Together*

This portion of the course illustrates the relationships between the course content in an explicit manner to present essential guidelines for effective classroom assessment. Specifically, this portion of the course covers such topics as the development of efficient strategies to make the most of assessment activities, the promotion of democratic participation, and setting personal goals for integrating assessment strategies and skills promotion in the classroom.

## ASSIGNMENT 1: OBSERVATIONAL CHECKLIST

### *Purpose of Assignment*

Upon completion of this assignment, students will be able to:

- Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
- Develop an assessment appropriate for instructional decisions.
- Administer, score, and interpret results from teacher-produced assessments.
- Develop rubrics and checklists to use in grading. .

### *Instructions*

1. Provide a scenario for the use of the checklist; describe how it will be used, where it will be used, for the period of time, etc. Include the subject and grade level it covers.
2. Identify the achievement standard(s) and indicators to be assessed.
3. In a paragraph, discuss why observational checklist is appropriate for this scenario (i.e., defend use of this assessment measure for the unit)
4. Discuss the process skill(s) assessed (e.g., taxonomy levels) and justify your classification of the level(s).
5. Provide directions for teacher use.
6. Develop the method for recording observations.
7. Discuss how the information will be scored/summarized.
8. Discuss how the information will be used.

**\*\*\* Provide the instrument in a format ready for teacher use. \*\*\***

## ASSIGNMENT 2: TEST PROJECT

### *Purpose of Assignment*

Upon completion of this assignment, students will be able to:

- Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
- Develop an assessment appropriate for instructional decisions.
- Administer, score, and interpret results from teacher-produced assessments.

### *Instructions*

1. Briefly describe the scenario and unit objectives. Include the subject and grade level the test covers.
2. Identify the achievement standard(s) and indicators to be assessed.
3. Discuss why this format is the appropriate form of assessment (i.e., defend use of this assessment method).
4. Link the discussion of the scenario to the indicators to show alignment. Also, discuss how the information will be used (diagnostic, formative, summative).
5. Develop a table of specifications.
6. Write directions for the test; include point worth for items and total test. (Note: consider the choice of point worth for the items)
7. Draft a minimum of 5 multiple-choice test items that demonstrate many of the item writing guidelines and a range of taxonomy levels.
8. Construct an interpretive exercise.
9. For each item:
  - Write two or three sentences that tell which cognitive process and taxonomy level is used and why you feel the item is at that level.
  - Identify the item-writing guidelines you used in constructing the item.

*\*\*\* Provide the instrument in a format ready for teacher use. \*\*\**  
*\*\*\* Highlight correct answers on the copy you submit. \*\*\**

## ASSIGNMENT 3: SELECTING AN ASSESSMENT TECHNIQUE

### *Purpose of Assignment*

Upon completion of this assignment, students will be able to:

- Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
- Develop an assessment appropriate for instructional decisions.
- Administer, score, and interpret results from teacher-produced assessments.
- Develop rubrics and checklists to use in grading.

### *Instructions*

Students will create a performance task/essay where students can demonstrate learning by creating a project or some other type of outcome. A rubric should also be developed to show how the project is to be scored and to communicate that the target has been reached.

1. Select one of the following assessment strategies: Performance Task or Essay.
2. Briefly describe the scenario (e.g., the unit to be taught, how you will teach the information, the period of time involved, etc.) Include the subject and grade level it covers.
3. Identify the standard(s) and indicators to be assessed.
4. In a paragraph, discuss why the format that you selected is appropriate (i.e., defend your choice of assessment method).
5. Link the discussion of the scenario to the indicators to show alignment.
6. Discuss the process skill(s) assessed (e.g., taxonomy levels) and justify your classification of the level(s).
7. Include directions for responding, including point worth for test and components of the task
8. If the scoring guide is to be given to students as part of the task directions, then include it as part of the student handout. In addition, you should refer students to the scoring guide in the task directions.
9. Describe what elements would be included with a possible “correct” answer
10. Develop the scoring guide for the performance assessment. Describe the type of rubric that is used (e.g., holistic, etc.) and why it is appropriate for the situation
11. Discuss how the rubric will differentiate between students, what information will be provided with the scoring, and how the scored information will be used for students and/or in the classroom.

*\*\*\* Provide the instrument in a format ready for teacher use. \*\*\**

*\*\*\* If the scoring guide is to be given to students as part of the task directions include it as part of the student handout. \*\*\**

## ASSIGNMENT 4: STANDARDIZED TEST INTERPRETATION

### *Purpose of Assignment*

Upon completion of this assignment, students will be able to:

- Demonstrate an understanding of the basic principles of assessment.
- Interpret scores from standardized tests as they relate to classroom practices.
- Communicate test results to various audiences (e.g. students, parents, other educators).

### *Instructions*

Use the provided test information to prepare a written report to include a summary and interpretation of the information. The report should demonstrate the student's ability to evaluate test results, describe the information to appropriate audiences, and use the information to plan classroom activities. The report should be thorough and informative, and should include (but is not limited to) the following information:

- Type of test (Criterion- or Norm-Referenced) and its distinguishing features,
- Identification of the type of score (e.g., raw, percentile) appropriate for different classroom purposes,
- Interpretation of the included graphs and scores (e.g., percentile scores, grade-equivalent scores),
- Implications of the test scores for classroom practices.

*\*\*\* Provide the document in a format ready for teacher use. \*\*\**

Program View Request (Read-Only)			
<b>Originator</b>			
College of Education College	Leadership and Instruction Department	Heidorn, Brent Originator	
<b>Action</b>		<b>Modifications</b>	
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input checked="" type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details             Senate Action Item             (See Procedure)	
<b>Program Selection</b>			
College of Education College	Leadership and Instruction Department	On Campus Program Location	Undergraduates Degree Level
Health and Community Wellness Program Name	B.S. in Health and Community Wellness Degree Name	Fall Effective Semester/Year	2015
<b>Modification Details</b>		<b>Rationale</b>	
<p>This is a new degree (120 hours) developed in the College of Education, established to attract a diverse group of students who are interested in a career in health and community wellness settings, different from students interested in Nursing, Speech/Language Pathology, Counseling, and K-12 education.</p> <p>The degree will capitalize on the strengths currently provided in some of the above mentioned areas, while also providing additional experience and career path options for the students.</p> <p>After completion of the UWG Core Curriculum (60 hours), the students will dedicate 45 credit hours to the program, and 15 hours to a selected minor or electives. After 24 credit hours in the foundation courses, students identify one of two specific concentration options to complete their degree. These options include Community Education and Care; or Fitness and Wellness Leadership. The concentrations consist of 21 credit hours. Combined with the 24 foundation credit hours, students earn 45 credit hours plus the 15 hours dedicated to a minor or electives.</p> <p>Students must maintain a minimum 2.0 GPA for good academic standing in this degree.</p>		<p>Many students on the UWG campus have expressed interest in working with others in a variety of health and community wellness settings. However, not all students are accepted into the School of Nursing, Speech/Language Pathology, Counseling, or Health and Physical Education programs. This new degree gives UWG students other options for graduation and careers.</p> <p>The current career path options in the fields of health and community wellness are attractive for a variety of reasons. This degree path gives students a viable option for both graduation and career placement in a variety of settings. Some potential career pathways for students completing the degree with a concentration in Community Education and Care include rehabilitation case manager, therapeutic liaison, home health services coordinator, care coordinator, social services liaison, life skills instructor, K-12 paraprofessional, after-school program coordinator, social work assistant, child advocate, vocational rehabilitation facilitator, probation officer, and juvenile court liaison.</p> <p>Some career pathways for students completing the degree with a concentration in Fitness and Wellness Leadership include personal trainer, group fitness instructor, nutritionist, health coach, human resources employee wellness coordinator, youth activity director, physical therapy aide, hospital wellness performance lab technician, fitness center manager, and director of intramurals and recreation.</p> <p>In addition to the career pathways available for degree completers, students might choose to minor in one of the following options: biology, business administration, computer science, criminology, management, management information systems, marketing, mass communication, political science, psychology, sociology, Spanish, or women studies.</p> <p>The degree is ideal for students enrolled at the UWG campus in Carrollton. However, the degree is also a viable option for students on other UWG campuses (e.g., Newnan).</p>	
(Max 4000 characters)		(Max 4000 characters)	
<b>Planning Info</b>		<b>Comments</b>	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 100		<p>The new degree program sheet is attached.</p> <p>The 11 newly developed courses include the following:</p> <p>PHED 2000 Advanced Concepts of Fitness and Wellness            Note: this course meets this need for the 2-hour personal wellness course and the 1-hour physical activity course in the College of Education</p> <p>CMWL 2100 Intro to Health and Community Wellness            CMWL 3100 Lifespan Development            CMWL 3110 Program Evaluation in Community Settings            CEPD 3200 Skills and Ethics in Human Services            CEPD 4200 Working with Diverse Populations in Human Services            READ 4201 Language &amp; Literacy for Diverse Populations            PHED 3210 Healthy Eating and Nutrition            PHED 3220 Health Promotion, Education, and Program Evaluation            PHED 3230 Exercise Leadership            PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership</p> <p>The 3 old and modified courses include the following:            CEPD 2121 Organizational Leadership            PHED 4501 Contemporary Health Issues            PHED 4631 Prevention and Care of Fitness and Sport-Related Injuries</p> <p>All new and modified course syllabi will be submitted.</p>	
(Max 4000 characters)		(Max 4000 characters)	
<b>College Approvals</b>		<b>Cross Listing Approvals</b>	

<p><b>Frank Butts</b> [APPROVED 2014-09-30] Chair, Course Department</p> <p><b>Rebecca Stanard</b> [APPROVED 2014-10-06] Associate Dean, College of Education</p>	<p><b>N/A</b> Chair, Cross Listed Department</p> <p><b>N/A</b> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><b>Julia Farmer</b> [APPROVED 2014-11-24] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><b>Myrna Gantner</b> [REQUIRED] Final Approver</p>

**B.S. in Health and Community Wellness**  
**Advising Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
<b>A. Essential Skills</b>	<b>9</b>			<b>Foundation Classes for the Degree (All Required)</b>	<b>24</b>		
1. ENGL 1101	3			SOCI 1160 Intro to Social Problems	3		
2. ENGL 1102	3			*CMWL 2100 Intro to Health and Community Wellness	3		
3. MATH 1111 (Recommended)	3			CEPD 2121 Organizational Leadership	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			*PHED 2603 Human Anatomy and Physiology 1	3		
1. COMM 1110 (Recommended)	3			*CMWL 3100 Lifespan Development	3		
2. Elective course in B.	1-2			^MEDT 3401 Technology or ^PHED 3401 Integrating Technology in Health and Physical Education	3		
<b>C. Humanities/Arts</b>	<b>6</b>			SPED 3703 Behavior Modification	3		
1. XIDS 2100 (Recommended)	3			CEPD 4101 Educational Psychology	3		
2. Elective course in C.	3			<b>Concentration: Community Education and Care (Option)</b>	<b>21</b>		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			CMWL 3110 Program Evaluation in Community Settings	3		
1. BIOL 1010-1010L (Recommended)	4			SOCI 3134 Intro to Social Work and Social Welfare	3		
2. Elective course in D.	3			CEPD 3200 Skills and Ethics in Human Services	3		
3. Elective course in D.	3			SLPA 3702 Speech and Language Acquisition	3		
<b>E. Social Sciences</b>	<b>12</b>			CEPD 4200 Working with Diverse Populations in Human Services	3		
1. HIST 1111 or 1112	3			READ 4201 Language & Literacy for Diverse Populations	3		
2. HIST 2111 or 2112	3			SPED 4712 Language, Communication, and Technology: Mild Disabilities	3		
3. POLS 1101	3			<b>Concentration: Fitness and Wellness Leadership (Option)</b>	<b>21</b>		
4. Elective course in E.	3			PHED 3210 Healthy Eating and Nutrition	3		
<b>F. Program Related Courses</b>	<b>18</b>			PHED 3220 Health Promotion, Education, and Program Evaluation	3		
1. PHED 2628 First Aid/CPR	1			PHED 3230 Exercise Leadership	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
3. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4501 Contemporary Health Issues	3		
4. SOCI 1101 Intro to Sociology	3			PHED 4603 Advanced Concepts of Personal Training	3		
5. CS 1020 Computers in Society	2			PHED 4631 Prevention and Care of Fitness and Sport-Related Injuries	3		
6. BUSA 2106 Legal & Ethical Environment of Business	3			<b>Electives Recommended</b>	<b>15</b>		
7. COMM 1154 Intro to Mass Communication	3			**Elective 1	3		
				**Elective 2	3		
				**Elective 3	3		
				**Elective 4	3		
				**Elective 5	3		
<b>Total Core Curriculum</b>	<b>60</b>			<b>Total Prof Education</b>	<b>60</b>		
				<b>Total Core</b>	<b>60</b>		
				<b>Total Program</b>	<b>120</b>		

\* Required before concentration begins

Minimum 2.0 GPA required for graduation

\*\* Students can enroll in an elective course within the degree in a separate concentration, or in another degree program as a minor

^ Requires basic computer proficiency by completing MEDT 2401 or equivalent

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# College of Education

## UNIVERSITY OF WEST GEORGIA

1101 Maple Street • Carrollton, Georgia • 30119

*Dr. Dianne Hoff, Dean*

11/21/2014

Dear Dr. Farmer and Ms. Haley,

Thank you for your supportive suggestions for small revisions to the degree proposal from the College of Education. I am approving the following changes and will incorporate these into all future documents:

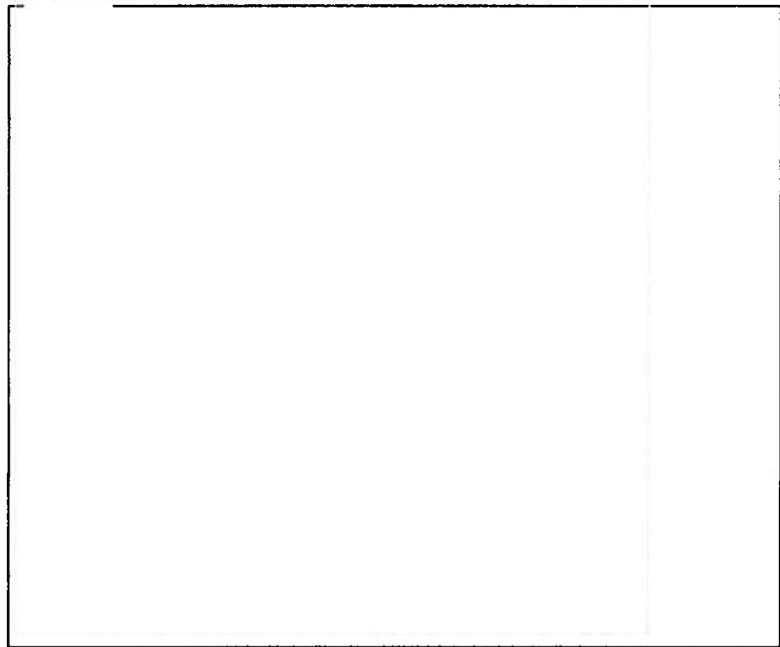
- Change in wording from B.S. in Health and Community Wellness to:  
**B.S. with a Major in Health and Community Wellness**
- Authorizing an establishment of a new course prefix: **CMWL (Community Wellness)**
- This degree and prefix will attach to the **Department of Leadership and Instruction** in the College of Education.

Thank you so much for this consideration,



Dianne L. Hoff, Ed.D.

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Geosciences Department <small>Department</small>		College of Science and Mathematics <small>College</small>		Gerhardt, Hannes <small>Originator</small>		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
GEOG	2202	Environmental Science				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.						
<b>Course Catalog Description</b>						
3		3	Fall - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
The rationale for this addition is to offer a course in environmental science with an optional lab that will count in the core as an area D, option I science. Environmental science is a STEM field that deals with the intersections of the natural and human world - a concern that has long been a focus of geography (hence the geography prefix). We are particularly interested in attracting non-science students into this lab science course, which is why we are asking for the option I designation. We believe that many students in non-science disciplines have an interest in and will benefit from a course that tackles the scientific processes that underlie human-environmental interactions. It should be noted that there already exists an XIDS 2202 course at UWG entitled "Environmental Studies", but this course is distinct from what we are proposing here as the XIDS course is intended to be a more collaborative interdisciplinary course. In the XIDS description, it is stated that there will be a "focus on specified environmental issues approached from selected disciplines in the natural and social sciences. Topics and disciplines vary from semester to semester." XIDS is thus more of a special topics course geared towards the now deactivated environmental studies program. GEOG 2202 will have a lab compatible natural science approach that is accessible to non-science majors. The environmental science focus will remain the same from semester to semester. If this course is approved the geography program plans to make it a requirement in the area F of the BS in Geography. Doing this is compatible with the Academic and Student Affairs Handbook, section 2.4.7 (exception 2). Lastly, the Geoscience department will seek to make GEOG 2202 and equivalent to ENVS 2202 (Environmental Science) which is taught within core.						
<b>Planning info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? YES <input type="checkbox"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 40						



**College Approvals**

James R. Mayer [APPROVED 2014-09-26]  
Chair, Course Department

Scott Gordon [APPROVED 2014-09-29]  
Coordinator, COSM Curriculum Committee

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

## **SAMPLE**

### **GEOG 2202: Environmental Science**

#### **Course Description:**

This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.

#### **Learning Objectives:**

- 1) Define the term environment and identify important environmental concerns we face today.
- 2) Gain a foundational understanding of the earth's environmental systems
- 3) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
- 4) Expressing scientifically informed opinions about current environmental policy debates

#### **Text:**

Principles of Environmental Science: Inquiry and Applications [Paperback]  
William Cunningham (Author), Mary Cunningham (Author).

There will also be additional readings, mostly media articles, that can be accessed via D2L.

#### **Assessment:**

Students will be assessed by means of Exams, Assignments and a Project. There is no extra credit.

Midterm Exam	30 points
Final Exam	30 points
Assignments	40 points

Exams will be multiple choice and short answer. Assignments will be typed responses to readings, films, and discussions. These will be generally be about 2 pages long and must be submitted into a dropbox in D2L.

## **CLASS SCHEDULE**

- | Week                | TOPIC                                       |
|---------------------|---|
| 1. Aug. 23, 25      | Syllabus; Introduction                      |
| 2. Aug. 30, Sept. 1 | Science and the Environment                 |
| 3. Sept. 6, 8       | Environment and the Economy                 |
| 4. Sept. 13, 15     | Earth as a Changing Planet                  |
| 5. Sept. 20, 22     | Principles of Ecology                       |
| 6. Sept. 27, 29     | Biological Communities; Exam 1              |
| 7. Oct. 4, 6        | Project Work                                |
| 8. Oct. 11, 13      | Biodiversity                                |
| 9. Oct. 18, 20      | Human Populations and Ecological Footprints |
| 10. Oct. 25, 27     | The Science of Sustainable Agriculture      |
| 11. Nov. 1, 3       | Water Resources                             |
| 12. Nov. 8, 10      | Climate and Air Pollution                   |
| 13. Nov. 15, 17     | Energy,                                     |
| 14. Nov. 22, 24     | Thanksgiving Recess                         |
| 15. Nov. 29, Dec. 1 | Sustainable Futures                         |

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department      College of Science and Mathematics      Gerhard, Hannes  
Department      College      Originator

Action

Add  Modify  Delete

Modifications

Prerequisites  Description  Title  Credit  See Comments  (See Procedure)

Course Details

GEOG      2202L      Environmental Science Lab  
Prefix      Number      Course Title  
  
This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

Course Catalog Description

Lec Hrs      2      1      Fall - 2015      Yearly      Letter Grade  
Lab Hrs      Lab Hrs      Credit Hrs      Effective Term      Frequency      Grading

Prerequisites

Corequisites

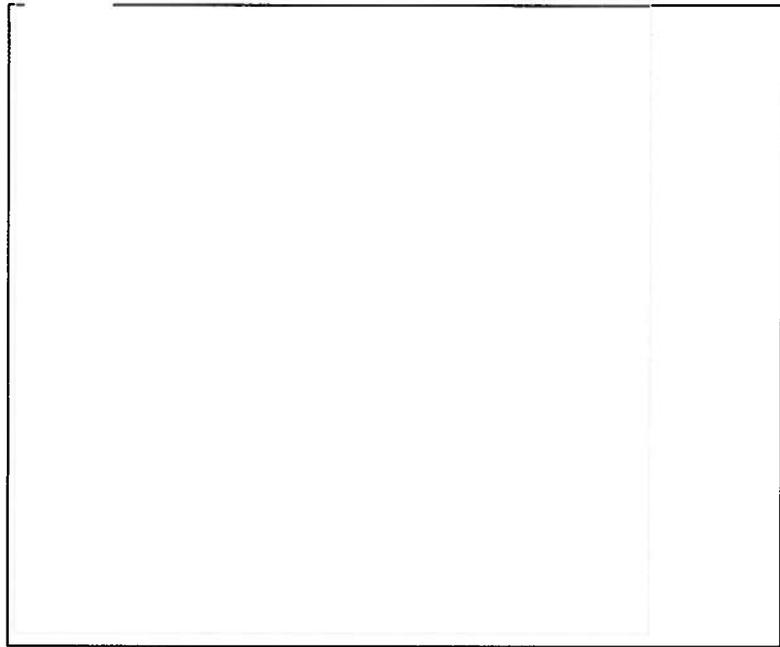
Rationale

This is the optional lab that goes with the proposed Geog 2202 course. Please see the rationale for Geog 2202 for a full explanation. Essentially, we are looking to create a core area D, option 1 with lab for non-hard science students interested in environmental science.

Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement  
  
Is this a SACS substantive change? YES   
Present or Projected Annual Enrollment: 20

Comments



College Approvals

James R. Mayer [APPROVED 2014-09-26]  
Chair, Course Department

Scott Gordon [APPROVED 2014-09-29]  
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

## **SAMPLE**

### **GEOGRAPHY 2202: ENVIRONMENTAL SCIENCE LAB**

**COURSE DESCRIPTION:** This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

#### **LEARNING OBJECTIVE:**

- 1) Gain a foundational understanding of the earth's environmental systems through hands on, scientific activities.
- 2) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.

**INSTRUCTOR: TBA**

**LABS:** Once a week, for 50 minutes. Attendance is required. You are allowed 2 absences. After the first unexcused absence, each absence will result in your final grade being lowered by 1 letter grade.

**LAB MANUAL:** Can be purchased in the bookstore

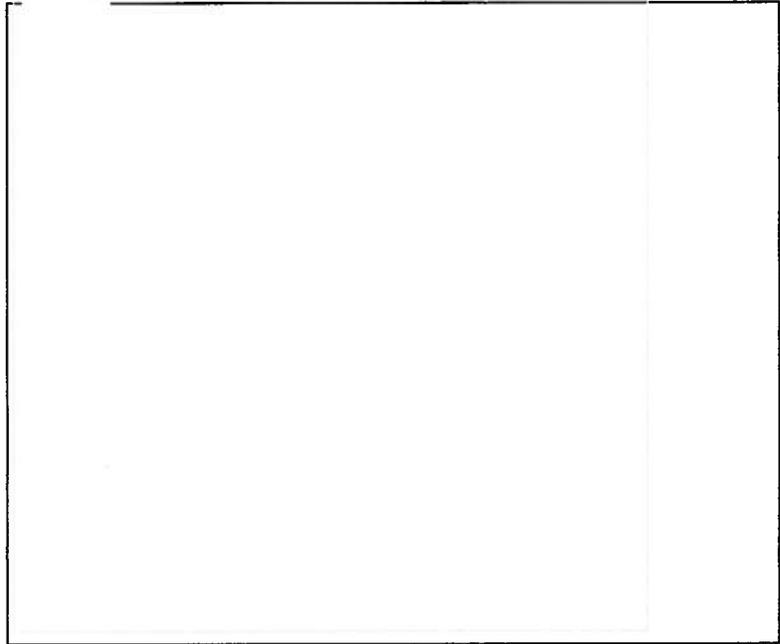
**LAB EXERCISE:** For each lab, there will be an exercise sheet and/or experiment log to be turned in. These exercises will make up your grade for the course.

#### **Schedule**

<b>Wed, Jan 8</b>	Introduction and Course Mechanics Pre-test
<b>Wed, Jan 15</b>	<u>Experimental Analysis</u>
<b>Wed, Jan 22</b>	<u>The Atmosphere</u>
<b>Wed, Jan 29</b>	<u>Ecological Footprint Calculator</u>
<b>Wed, Feb 5</b>	<u>Ground-Level Ozone: Smog City</u>
<b>Wed, Feb 12</b>	<u>Ground-Level Ozone: Your Vehicle</u>
<b>Wed, Feb 19</b>	<u>Acid Rain</u>

<b>Wed, Feb 26</b>	<u>Drinking Water Treatment</u>
<b>Wed, March 5</b>	<u>Food Calories and Land</u>
<b>Wed, March 12</b>	<u>Ballistic Pendulum</u>
<b>Wed, March 19</b>	<u>Greenhouse Effect, Climate Change, Global Warming</u>
<b>Wed, March 26</b>	<u>Fossil Fuels: Coal</u>
<b>Wed, Apr 2</b>	<u>Home Energy Audit</u>
<b>Wed, Apr 9</b>	<u>Home Energy Analysis</u>
<b>Wed, Apr 16</b>	<u>Carbon Emission Capstone</u>

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Physics Department		College of Science and Mathematics		Talbot, Julie	
Department		College		Originator	
<b>Action</b>		<b>Modifications</b>			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
PHYS	4103	Astrophysics			
Prefix	Number	Course Title			
An advanced overview of modern astrophysics, covering interactions between light and matter, stellar atmospheres and interiors, the Milky Way Galaxy, the interstellar medium, and galaxies and cosmology. (At the level of Carroll & Ostlie)					
Course Catalog Description					
3	0	3	Fall - 2015	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
<b>Prerequisites</b>			<b>Corequisites</b>		
PHYS 2212 and MATH 2644					
<b>Rationale</b>					
We have recently hired an astrophysicist, who is currently teaching this course as a special topics course. We would like to be able to offer this course on a regular basis, now that we have someone who can teach this course well. This course will count as an upper-level physics elective that our majors could take, and fills an area that many of physics majors are interested in learning more about.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? <b>NO</b> <input type="button" value="(See Policy)"/>					
Present or Projected Annual Enrollment: <input type="text" value="10"/>					



**College Approvals**

Julie Talbot [APPROVED 2014-09-03]  
Chair, Course Department

Scott Gordon [APPROVED 2014-10-10]  
Coordinator, COSM Curriculum Committee

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

# PHYS 4103W: Astrophysics

## Syllabus

### Instructor

Prof. Nick Sterling  
Office: 105 Boyd Hall  
Phone: 678-839-5139  
Email: [nsterlin@westga.edu](mailto:nsterlin@westga.edu)

### Course Description

Welcome to Astrophysics! In this course, you will learn how we study the Universe, from a physical perspective. We have never traveled beyond our Solar System, but nevertheless have acquired an astonishing amount of information about extremely distant objects. The light emitted by stars, galaxies, and even the early Universe itself has been studied in detail by astronomers to piece together our current knowledge of astrophysics. But as happens so many times in the sciences, new discoveries inevitably lead to new questions of how the Universe works.

This is a very exciting time in astronomy, as ground-based telescopic surveys and the Kepler satellite have revealed more than a thousand planets orbiting distant stars, including Earth-mass planets. The Hubble Space Telescope has peered back in time to view galaxies that existed in the infancy of the Universe, and the forthcoming James Webb Space Telescope will provide even more information about the early Universe. In the last couple of decades, astronomers have found that extremely massive black holes - millions or even billions of times the Sun's mass - lurk in the center of nearly all galaxies.

Of course not all of astrophysics can be covered in one semester. For that reason, we will focus on the physics of stars and galaxies, and if time permits we'll touch on cosmology. The physics of light, atoms, and gases all play a role in the material, and we will review these topics as necessary. In addition, you will research a topic in astrophysics that I don't cover in class, and present your findings in a term paper (this will also give you a discipline-specific writing credit).

### Student Learning Goals

In this course, you will:

- Learn how radiation emitted by stars and galaxies can be used to infer their physical characteristics, stellar atmospheres and structure, nucleosynthesis and the evolution of stars, and galaxy structures and dynamics.
- Write a researched term paper based on modern astrophysics literature
- Utilize telescopes at the campus observatory, and analyze the resulting data with research-grade software used by professional astronomers.

## Pre-Requisites

MATH 2644

PHYS 2212

## Textbook

Foundations of Astrophysics, by Ryden and Peterson

(NOTE: If you are looking to save money, you can purchase an electronic version of the textbook at <http://www.pearsonhighered.com/educator/product/Foundations-of-Astrophysics/9780321595584.page>)

### Other texts (optional):

An Introduction to Astrophysics, 2nd edition, by Carroll & Ostlie is on reserve at the library.

If you have not taken ASTR 2313 or PHYS 4313 (modern physics), you might consider picking up an old edition of one of those textbooks for cheap (no older than 2005 for astronomy texts though). I recommend:

The Essential Cosmic Perspective, Bennett et al.

Astronomy: A Beginner's Guide to the Universe, Chaisson & McMillan

Modern Physics, Serway et al.

## Other Resources

### *CourseDen*

I will post assignments, grades, and (when used) Powerpoint slides on CourseDen.

### *Email*

As a UWG student, you are required to check your UWG email account on a regular basis. Email announcements should be treated with the same regard as announcements given in class.

The best way to contact me is through my UWG email, not CourseDen.

### *Office hours*

My office hours at the beginning of the semester are 10:00am-11:00am M-R, 1:00pm-3:00pm TR, 10:00am-12:00pm F, or by appointment. I am covering a class for another faculty member at the beginning of the semester, and will adjust my office hours when he returns.

## Lectures and Participation

**Please be prepared for lecture by reading the textbook *before class*.** This allows you to come in with questions and gives us more time to focus on the

difficult concepts. I will announce reading assignments at least one lecture ahead of time.

You are expected to attend every class. Excessive unexcused absences will lower your participation grade. In-class problem solving and/or group activities also count toward your participation grade.

To be exempted from an in-class activity, you must provide documented evidence (e.g., a doctor's note) of medical, family, or university-related reasons for your absence.

## Homework Assignments

As with any physics class, you don't learn by just going to class - you have to practice. To help facilitate this, I'll give homework assignments typically every 1-2 weeks.

**Late policy:** HW assignments can be turned in late, at a penalty of 25% for each day late. Modest extensions will be given if you notify me at least 24 hours in advance.

## Term Paper

The term paper is your chance to research and learn about a subject in astrophysics that interests you. The only caveat is that it should be on a topic that I do not cover extensively in class. To satisfy the discipline-specific writing requirement, you must hand in a first draft of your paper and revise it as recommended.

Further information is given on a separate handout (also on CourseDen).

## Observing Project

The material covered in this course will primarily be theoretical. But observations are clearly an important aspect of astrophysics! And it just so happens that we have a campus observatory that ain't too shabby. To give you a taste of observational astronomy and data reduction, you will perform an observational project at the campus observatory, and analyze the data using IRAF (installed on three computers in Boyd 202). The results should be written up as a formal lab report. Your observations should be coordinated with Mr. Ben Jenkins ( [bjenkins@westga.edu](mailto:bjenkins@westga.edu) ). Further information and ideas for suitable observing projects are given on a separate handout (also on CourseDen).

## Tests

Two in-class exams will be given, one shortly before the withdrawal deadline, and one on the last day of class. You are allowed to bring one 5×8 note card with equations and formulas to the exams, which must be turned in with your exam. There will be no final exam.

## Grades

Your final grade will be calculated as follows:

Participation	7.5%
Homework	22.5%
Exams (2×20%)	40%
Term Paper	15%
Observing Project	15%
Total	100%

The grading scale will not be any more difficult than the one shown below. I may move the boundaries down so that it is easier to attain a higher grade.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

## Withdrawal

Oct. 17: Last day to withdraw with a grade of W

## Academic Honesty Policy

I have a zero-tolerance academic honesty policy. Copied or similar work, plagiarism, or other forms of cheating will be treated as follows:

**First offense:** No credit on the assignment. Incident reported to the Office of Academic Affairs.

**Second offense:** F in the course. Reported to the Office of Academic Affairs.

**Acceptable aid on HW assignments:** you may use the textbook (or Carroll & Ostlie, on reserve at the library) and consult math and physics textbooks if you are stuck on a problem. You may discuss the problems (but not the answers) with other students, and you can ask me for help. **There is no reason to cheat - just come to my office hours and I'll give you all the help you need!**

The official University policy on academic honesty can be found at [http://www.westga.edu/vpaa/index\\_1965.php](http://www.westga.edu/vpaa/index_1965.php)

### **Incompletes**

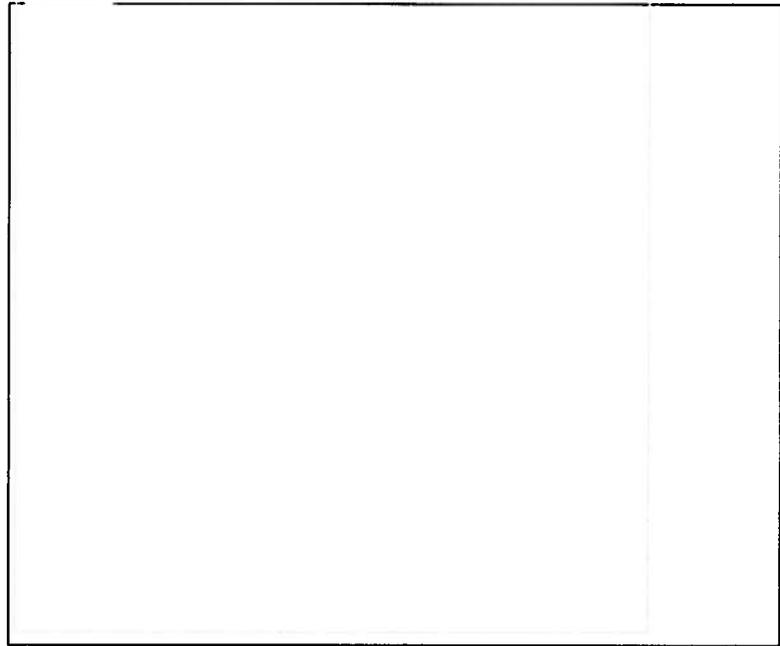
A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

### **Disability or Special Needs Registration:**

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf) . It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Anthropology Department <small>Department</small>		College of Social Sciences <small>College</small>		Steere, Benjamin <small>Originator</small>		
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b>				
		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
ANTH	4205	Cherokee Archaeology				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course is about the long-term history of cultural continuity and change in the Cherokee heartland. We will learn about the Cherokee and their ancestors from an anthropological perspective by examining the archaeological and historic record, beginning 13,000 years ago.						
<b>Course Catalog Description</b>						
3		3	Fall - 2014	Other	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
This course has been taught once and will be a required upper level Archaeology course.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 30						



**College Approvals**

Lisa Gezon [APPROVED 2014-10-22]  
Chair, Course Department

Amber Smallwood [APPROVED 2014-10-27]  
Coordinator, COSS Executive Committee

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2014-11-24]  
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

The University of West Georgia  
Department of Anthropology  
ANTH 4205  
Cherokee Archaeology  
Mondays and Wednesdays 3:30 – 4:50 p.m.  
Anthropology Building Room 2

Instructor: Dr. Ben Steere  
Email: [bsteere@westga.edu](mailto:bsteere@westga.edu)  
Office: Anthropology Building Room 3  
Office phone: 678-839-6456

Office hours: M-W 9:30 – 11:30 a.m.  
T-TR 1:00 – 4:00 p.m.  
Additional office hours by appointment

### **I. COURSE DESCRIPTION**

This course is about the long-term history of cultural continuity and change in the Cherokee heartland. We will learn about the Cherokee and their ancestors from an anthropological perspective by examining the archaeological record, beginning 13,000 years ago.

We will begin by learning about the physical geography of the Cherokee heartland in the Appalachian Summit region. Next, we will use archaeological and historical data to understand the major social and cultural developments in Cherokee country from the Paleoindian period to the historic period. We will discuss the major questions in the study of Cherokee origins, and learn about what Cherokee are doing to understand their past and protect their cultural heritage on their own terms. There will be opportunities for optional field trips to western North Carolina throughout the semester.

### **II. LEARNING OUTCOMES**

By the end of this course, students will:

1. Appreciate the cultural diversity (past and present) of indigenous societies in the Appalachian Summit region.
2. Identify current theories, topics, and approaches in Cherokee archaeology.
3. Be able to apply anthropological knowledge through critical reviews of case studies in Cherokee archaeology.
4. Develop critical thinking skills by debunking myths and stereotypes about indigenous peoples.

Students will be evaluated on their ability:

1. To demonstrate knowledge of current topics and themes in Cherokee archaeology, including: collaborative and community-based archaeological research, cultural revitalization and preservation, ethics, controversies and conflicts, and future research directions.
2. To outline the development of archaeological theory and practice as it relates to native peoples and broader social and historical trends.
3. To compare different approaches to archaeological research and evaluate their outcomes for scientific archaeology and indigenous groups.
4. To critically evaluate anthropological literature and effectively communicate complex ideas in writing.

### **III. ASSESSMENTS AND EXPECTATIONS**

The assessment of your learning serves two purposes. First, it lets you track how well you are learning, remembering, and applying the ideas, facts, and concepts we learn in class. Second, it helps me evaluate how well I am teaching the subject material. In this class I will use short essays and two exams to evaluate your learning. You will also complete a research paper. Students who come to class will have a

better learning experience, and therefore attendance counts toward your final grade. Here is a table that provides a breakdown of how I will assess your learning. Throughout the semester you can use this table to keep track of how you are doing:

Assessment	Total Points	Your Grades
Attendance and participation	100	
Exam 1	250	
Exam 2	250	
Short reflective essays (10 x 10 points each)	100	
Research paper	300	
Total points	1000	(points/1000 x 100)

**Grade scale:**

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

*Additional requirements for graduate students*

Graduate students are expected to complete all the requirements for the undergraduate course. Graduate students will also carry out an independent research project and present their results to the class using professional standards in the field. Results of the research project are reported in a publishable paper (20 - 25 pages). The presentation to the class will be about 30 minutes long, and should be treated as a paper presented at a professional conference. When appropriate, graduate students may be expected to take a leadership role in the class and facilitate discussions and other group activities.

*Attendance and participation*

There is no substitute for coming to class. Class time will not only be devoted to lectures, but also to short group activities, video screenings, and discussions. It is also the best time to ask questions. Participation and attendance count toward 10% of your grade. I will evaluate your contribution based on your attendance, how well you work with others in small groups, and other things like asking questions and being alert and attentive in class (i.e. not falling asleep or surreptitiously texting during class).

If you have to be absent, it is your responsibility to find out all pertinent information (including schedule changes) given during class. Please get notes from a fellow student, and then see me during office hours for clarification, if necessary. Everyone is allowed one “free” absence. For each additional absence, you will lose 10 points from your attendance grade, up to a loss of 50 points. Absences will only be excused if you provide appropriate documentation from a doctor or university official. You are only allowed three excused absences before your grade begins to go down. Three late arrivals will count as an unexcused absence. Please feel free to speak with me if you are having problems with attendance. Students who come to class but do not participate will be identified as “non-engaged” during the roster verification period, and will be contacted by student services to work on strategies for improving their performance in class.

*A note on credit hours and time management*

One credit is equal to 50 minutes "seat/instructional" time and 2 hours of student work outside of class per week. For a three hour class (such as this one), you are expected to engage in at least 6 hours of work per week outside of class, or 4500 minutes over the course of the semester. For this class, the following is a general guideline of what is expected:

About 3 hours per week (2250 minutes) on required readings.

About 1 hour per assignment (600 minutes) composing reading responses.

About 1 hour per week (900 minutes) reviewing notes and readings and researching your paper topic (regular studying).

About 9 hours (540 minutes) composing your research paper.

About 5 hours (300 minutes) of additional studying for the midterm and final exam.

### *Exams*

Twice during the semester I will give you an exam that will take the entire class period. The exams will include questions which assess your understanding of material previously covered in class and your ability to apply anthropological concepts in a thoughtful and creative way. The dates for the exams are listed on the course schedule, and each will count 250 points, or 25% of your final grade. Exams will be a mix of identification and essay questions. If there is an emergency and you cannot make an exam, you must let me know before the exam begins. Missed exams will be rescheduled on a case-by-case basis.

### *Reading response writing assignments*

Throughout the semester you will complete ten short writing assignments. I assign these essays to help you think critically about our readings and lectures before and after each class. In each paper you will use information from our readings to answer discussion questions. These essays will be 300-500 words long (between one and two pages, double spaced). You will lose points if your essay is under or over the word limit. I will assess these papers based on their demonstration of effort and depth of thought, and will provide a rubric prior to the first assignment. Each writing assignment will be worth 10 points. You will post your essays to a dropbox on D2L. **Please bring a hard copy of your reading response to class.** Late work will not be accepted without a documented excuse from a doctor or university official.

### *Research paper*

Throughout the semester, you will write a 7-8 page research paper. This paper will be written in stages. I will provide instruction, feedback, and assessment for each stage of the paper. The paper counts for 300 points, or 30% of your grade in the course. The due dates for each stage of the paper are written on your syllabus. A detailed handout and rubric regarding the paper will be provided. Here is a brief breakdown for the stages:

Part 1. Topic. 25 points.

Part 2. Annotated bibliography. 75 points.

Part 3. Final draft. 200 points.

Part 4. Optional rewrite (Replace up to 200 points).

## **IV. CLASS ETIQUETTE**

Please be on time for class and turn off your cell phone. Electronic devices including laptops, tablets, and smartphones will not be permitted for use during class unless you have a documented need for such a device. If you use one of these devices during class without permission you will be asked to leave it at the front of the room until class is over. Please arrive to class on time and stay for the entire class.

## **V. OFFICE HOURS AND COMMUNICATION WITH THE INSTRUCTOR**

I will be available in my office during my posted office hours, and by appointment. I am always happy to answer questions about the material you are learning in class, and I strongly encourage you to drop my office during office hours if you have questions. I will answer questions about class via e-mail, but please follow some guidelines when composing e-mails. First, if you have a logistical question, please make sure that it is not something I have already addressed in writing on the syllabus or elsewhere on a handout. Second, I will read and answer class-related e-mail between the hours of 8:00 a.m. and 5:00 p.m., and will

respond to questions within two working days. Please keep this schedule in mind when writing. Third, please write to my @westga.edu account using your @westga.edu account, or write to me via D2L.

## **VI. ACADEMIC HONESTY**

As in any class, you are expected to follow the honor code of the University of West Georgia. From your handbook:

University of West Georgia Academic Integrity and Honor Code Pledge

Having read the Honor Code for 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 West Georgia 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 guilty of violations through processes due 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.

## **VII. STUDENTS WITH DISABILITIES AND SPECIAL NEEDS**

Please do not hesitate to let me know if you have a documented disability or any other special need that will affect your performance in this course. Please discuss these issues with me and provide me with your documentation from Disabled Student Services during the first weeks of class so that we can plan ahead for the semester. My goal is to help you succeed.

## **VIII. DISCLAIMER**

This syllabus is a general plan for the course. Modifications may be made, and will be announced by the instructor during class. Missing a deadline because you missed a class does not excuse late work.

## **IX. Additional University Policies**

Please follow this link to learn more about university policies that apply to this class:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

## **X. REQUIRED READINGS**

Duncan, Barbara, and Brett H. Riggs

2003 *Cherokee Heritage Trails Guidebook*. University of North Carolina Press, Chapel Hill.

Additional readings are listed on CourseDen, and will be made available as .pdf files. Please note that all readings are required, and should be completed prior to class each week.

## **X. CLASS SCHEDULE AND LIST OF TOPICS**

### **Module 1: An Introduction to the Cherokee Heartland (8/26-9/11)**

*Week 1, 8/26-8/28*

*General introduction and course policies; what is Cherokee archaeology?*

**RR 1 due: 8/28**

*Week 2, 9/2-9/4*

*The physical environment of the Appalachian Summit region*

**Paper topic due: 9/4**

*Week 3, 9/9-9/11*

*Human-environmental interactions in Cherokee country*

**RR 2 due: 9/9**

### **Module 2: The Paleoindian and Archaic Periods (9/16-9/18)**

*Week 4, 9/16-9/18*

*The earliest evidence for human occupation in the Appalachian Summit region*

**RR 3 due: 9/16**

### **Module 3: The Woodland Period (9/23-10/9)**

*Week 5, 9/23-9/25*

*Woodland period basics; the Woodland period in the Appalachian Summit*

**Bibliography due: 9/25**

*Week 6, 9/30-10/2*

*Case studies of archaeological sites*

**RR 4 due: 9/30**

*Week 7, 10/7-10/9*

*New ideas about the Woodland period in the Cherokee heartland; ceremonialism and regional interaction*

**Midterm exam: 10/9**

### **Module 4: The Mississippian Period (10/14-10/30)**

*Week 8, 10/14-10/16*

*Mississippian period basics; the Mississippian period in the Appalachian Summit*

**RR 5 due: 10/14**

*Week 9, 10/21-10/23*

*Case studies of archaeological sites*

**RR 6 due: 10/21**

*Week 10, 10/28-10/30*

*New ideas about the Mississippian period in the Cherokee heartland; regional settlement dynamics, political complexity, and cultural continuity*

**RR 7 due: 10/28**

**Module 5: The Historic Cherokee Period (11/4-11/20)**

*Week 11, 11/4-11/6*

*The eighteenth century Cherokee; history and archaeology*

**RR 8 due: 11/4**

*Week 12, 11/11-11/13*

*Historic accounts of Cherokee culture*

**Final draft of research paper due: 11/3**

*Week 13, 11/18-11/20*

*Removal period archaeology*

**RR 9 due: 11/18**

**Module 6: Cherokee Archaeology Today (12/2-12/4)**

*Week 14: 12/2-12/4*

*Indigenous archaeology in the Cherokee heartland: recent developments in collaborative archaeological research*

**Optional rewrite of paper due: 12/4**

**Final Exam: Wed, 12/11, 2:00 – 4:30 p.m.**

Program View Request (Read-Only)			
<b>Originator</b>			
College of Social Sciences <small>College</small>	Political Science Department <small>Department</small>	Peralta, Jesus <small>Originator</small>	
<b>Action</b>		<b>Modifications</b>	
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input checked="" type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>	
<b>Program Selection</b>			
College of Social Sciences <small>College</small>		Political Science Department <small>Department</small>	
Data Analytics Certificate <small>Program Name</small>		On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Political Science <small>Degree Name</small>		Spring <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>
<b>Modification Details</b>		<b>Rationale</b>	
(Max 4000 characters)		The Undergraduate Data Analytics Certificate (DAC) is a collaborative, cross-disciplinary program. The certificate is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors as data scientists. The demand for data scientists has grown significantly as both private and public organizations generate and collect increasingly larger amounts of data, but the need to collect, analyze, and interpret such data requires a broad set of analytical skills. Through the Data Analytics Certificate, students will receive training in data management, quantitative analysis, and visualization techniques that will allow them to properly collect, contextualize, and communicate findings based on quantitative data. Currently, no other institution in the University System of Georgia has an undergraduate degree or certificate program in data analytics. Thus, this certificate will fill a unique void for our students, and potentially attract students from other universities.	
<b>Planning Info</b>		<b>Comments</b>	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <b>NO</b> <small>(See Policy)</small> Present or Projected Annual Enrollment: <input type="text" value="20"/>		(Max 4000 characters)	
<b>College Approvals</b>		<b>Cross Listing Approvals</b>	

<p><b>Jesus Peralta</b> [APPROVED 2014-10-13]          Chair, Course Department</p> <p><b>Amber Smallwood</b> [APPROVED 2014-10-27]          Coordinator, COSS Executive Committee</p>	<p>N/A          Chair, Cross Listed Department</p> <p>N/A          Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><b>Julia Farmer</b> [APPROVED 2014-11-24]          Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><b>Myrna Gantner</b> [REQUIRED]          Final Approver</p>

## **Data Analytics Certificate (DAC)**

### **Rationale**

The Undergraduate Data Analytics Certificate (DAC) is a collaborative, cross-disciplinary program. The certificate is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors as data scientists.

The demand for data scientists has grown significantly as both private and public organizations generate and collect increasingly larger amounts of data; but the need to collect, analyze, and interpret such data requires a broad set of analytical skills.

Through the Data Analytics Certificate, students will receive training in data management, quantitative analysis, and visualization techniques that will allow them to properly collect, contextualize, and communicate findings based on quantitative data.

Currently, no other institution in the University System of Georgia has an undergraduate degree or certificate program in data analytics. Thus, this certificate will fill a unique void for our students, and potentially attract students from other universities.

### **Program of Study**

The certificate requires 12 credit hours (4 courses). No more than three courses per discipline will count toward the certificate. Course substitutions or exceptions can be made with the approval of the certificate faculty adviser within each respective college.

Courses in the program will usually be offered as part of existing majors. Also, departments may occasionally offer the courses online (fully or hybrid), and in the summer (but not in the Maymester). The Data Analytics will be an embedded certificate.

### **Learning Outcomes**

1. Demonstrate proficiency in data collection, management, analysis, and visualization.
2. Demonstrate proficiency in quantitative analysis techniques for effective data-driven decision-making.
3. Demonstrate proficiency in various data management and analysis software programs such as: R, SAS, SPSS, and STATA.

### **Eligibility**

1. Applicants to the Data Analytics Certificate must meet the requirements for their major.
2. Students may pursue this certificate in conjunction with their major program.

3. Students can apply to enroll in the DAC program in the Department of Political Science and Planning Department or the Department of Economics.
4. To fulfill the certificate requirements students must successfully complete 12 credit hours from the courses listed below, and make a public presentation of a data driven research project. Presentations can take place at UWG (Research and Big Night), at student or professional conferences (NCUR), etc. **It is highly recommended that students complete courses from areas 1 and 2 first, and then select courses from areas 3 and 4 below.**

**Total Course Requirements: 12 Credits**

1. One core course in Statistics: 3 credits
  - ECON 3402 – Business Statistics I
  - POLS 3601 – Political Science Methods II
  - MATH 2063 – Introductory Statistics
  - MATH 3063 – Applied Statistics
  - CRIM/SOCI 4003 – Statistics in the Social Sciences
2. One course in Research Methods: 3 credits
  - ECON 3406 – Business Statistics II
  - ECON 3460 – Forecasting
  - GEOG 2083 – Introduction to Geographical Analysis
  - MATH 4153 – Applied Mathematical Modeling
  - MATH 4803 – Analysis of Variance
  - MATH 4813 – Regression Analysis
  - MKTG 3808 – Business Research
  - POLS 2601 – Political Science Methods I
  - CRIM/SOCI 4000 – Research Methodology
  - PSYC 4220 – Research Explorations
  - PSYC 4150 – Tests and Measurements
3. One course in Data Management, Analysis, and/or Visualization: 3 credits
  - CISM 3340 – Data Resource Management and Design
  - CRIM/SOCI – 4015 Analyzing and Visualizing Data
  - ECON 4475 – Introduction to Econometrics and Analytics
  - GEOG 2553 – Introduction to GIS and Mapping Science
  - MKTG 4868 – Marketing Metrics
4. One elective in an area of interest or expertise, including an approved internship: 3 credits.

# **Addendum III**

**Program View Request (Read-Only)**

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<b>Originator</b>	<b>Educational Technology and Foundations</b>	<b>Cooper, O.P.</b>
College of Education <small>College</small>	Department <small>Department</small>	Originator <small>Originator</small>

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<b>Action</b>	<b>Modifications</b>
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details                   Senate Action Item <a href="#">(See Procedure)</a>

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<b>Program Selection</b>	<b>Post-Baccalaureate Non-Degree Certification In Media (Instructional Technology)</b>
College of Education <small>College</small>	Program <small>Program</small>
Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology) <small>Program Name</small>	On Line    Graduate <small>Program Location    Degree Level</small>
Non-degree Initial Certification <small>Degree Name</small>	Spring    2015 <small>Effective Semester/Year</small>

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**Modification Details**

MEDT 7461 Instructional Design is moved into the Instructional Technology certification section  
 MEDT 7464 Designing Technology Enhanced instruction is moved into the Instructional Technology core  
 MEDT 6463 Cataloging is deleted so that students can take a course toward the Instructional Technology certification - content is merged into MEDT 7478  
 MEDT 6466 Media Program is deleted so that students can take a course toward the Instructional Technology certification  
 MEDT 7478 Automating the School Media Center - title changed to Cataloging and Automating, objectives changed, references updated, content updated  
 EDLE 6322 Curriculum for Educational Leaders is replaced with CURR 6575 Curriculum Trends and Issues - currently going through the approval process  
 The word Track is replaced with the word Concentration to match the wording in Banner

(Max 4000 characters)

**Rationale**

Course requirements have been updated to reflect more current content.

(Max 4000 characters)

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**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Is this a SACS substantive change? **NO** [\(See Policy\)](#)

Present or Projected Annual Enrollment: **40**

**Comments**

Post Baccalaureate Non-Degree Certification in Media [School Library Media] AND Post Baccalaureate Non-Degree Certification in Media [Instructional Technology] are on the same program sheet; modifications will impact both concentrations.

(Max 4000 characters)

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**College Approvals**

**Cross Listing Approvals**

Stephen Bronack [APPROVED 2014-06-26]  
Chair, Course Department

Rebecca Stanard [APPROVED 2014-09-09]  
Associate Dean, College of Education

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-11-21]  
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]  
Final Approver

Current

**Program of Study for Certification Program in Media  
Instructional Technology (IT) or School Library Media (SLM) Track  
Department of Educational Innovation**

Name \_\_\_\_\_ ID# \_\_\_\_\_  
Student Signature \_\_\_\_\_ Date Completed \_\_\_\_\_

**Admission Requirements**

Entry Degree: Masters      Entry Certification: IT: T, S, L, PL or Life      SLM Add-On: T-5      SLM Initial: None  
Exit Degree: None

**GACE Basic Skills Assessment requirement must be met through one of the following:**

\_\_\_ Clear Renewable Teaching Certificate    \_\_\_ GACE Basic Skills    \_\_\_ ACT Score    \_\_\_ SAT Score    \_\_\_ GRE Score    \_\_\_ Praxis I Score

**Prerequisite/Co-Requisite Courses**

	IT Track	SLM Track	Meeting Requirements by	Grade
SPED 6706 Special Education in the Regular Education Classroom <i>A graduate or undergraduate course or equivalent that meets the House Bill 671 requirements.</i>		Required		
EDLE 6322 Curriculum for Educational Leaders		Required		
CEPD 6101 Psychology of Classroom Learning	Required	Required		
EDRS 6301 Research in Education	Required	Required		
MEDT 6401 Instructional Technology		Required		

**Core Courses**

	IT Track	SLM Track	Semester/Year	Grade
MEDT 6461 Administration of School Media Center		Required		
MEDT 6463 Cataloging		Required		
MEDT 6465 Selection and Materials		Required		
MEDT 6466 Media Program		Required		
MEDT 7461 Instructional Design		Required		
MEDT 7474 Reference Sources & Services		Required		
MEDT 7477 Technology for Media Services		Required		
MEDT 7478 Automating the School Library Media Center		Required		
MEDT 7487 Practicum		Required		
MEDT 7464 Designing Technology-Enhanced Instruction	Required			
MEDT 7468 Instructional Multimedia Design & Development	Required			
MEDT 7476 Assessing Learning In Technology-Enhanced Instruction	Required			
MEDT 7490 Visual & Media Literacy for Teaching & Learning	Required			

Students must pass the appropriate GACE Content Assessment in order to be certified.

Student Mailing Address \_\_\_\_\_

Email \_\_\_\_\_ Day/Cell Phone \_\_\_\_\_

APPROVALS: Academic Adviser \_\_\_\_\_ Date \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Revised 01/31/12

**Proposed**

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_

University of West Georgia – Non-Degree in Media

Concentration(s): \_\_\_\_\_ School Library Media \_\_\_\_\_ Instructional Technology

Entry Degree: Master's degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

**Education Core Pre/Co-Requisites**

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
EDRS 6301	Research in Education	3		
CEPD 6101 or CURR 6575	Psychology of Classroom Learning and/or Curriculum Trends and Issues	3-6		
SPED 6706	Special Education in the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

**Certification in School Library Media - SLM Focused Core**

**Students seeking SLM certification (21 hrs)**

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 6461	Administration of School Media Centers (first semester)	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design	3		
MEDT 7478	Cataloging and Automating	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 7477	Technology for Media Services	3		
MEDT 7487	Practicum (last semester)	3		

**Certification in Instructional Technology - IT Focused Core**

**Students Seeking Instructional Technology certification (12 hrs)**

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		

- Georgia Technology requirement components embedded in the program.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature \_\_\_\_\_ e-mail address \_\_\_\_\_

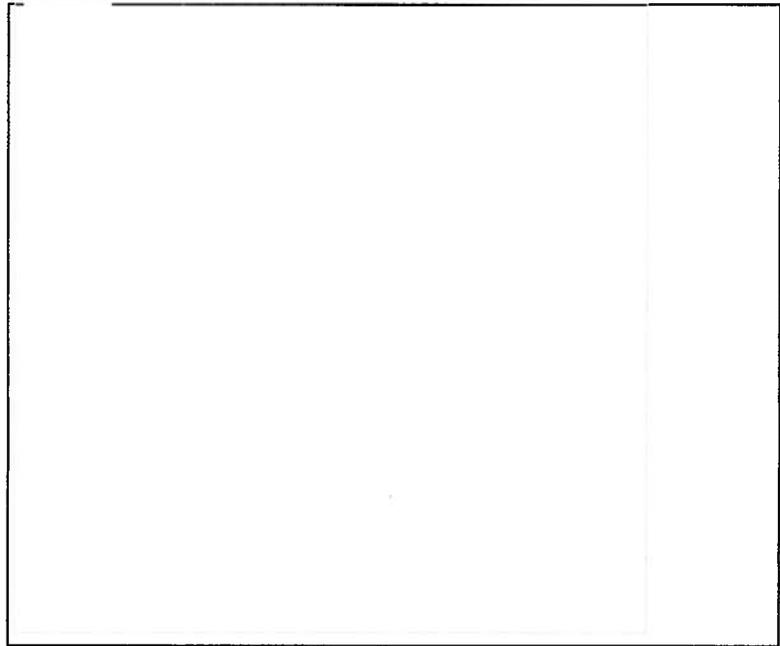
Student Mailing Address \_\_\_\_\_

Phones \_\_\_\_\_

Approved (Advisor Signature) \_\_\_\_\_ Date \_\_\_\_\_

(Departmental Signature) \_\_\_\_\_ Date \_\_\_\_\_

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Music Department	College of Arts and Humanities			Byrd, Josh		
Department	College			Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
MUSC	5230	Technology in Music Education				
Prefix	Number	Course Title				
This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.						
Course Catalog Description						
03		3	Summer - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>				<b>Corequisites</b>		
MUSC 3230 or a baccalaureate degree in Music						
<b>Rationale</b>						
Integrating technology in Music Education is becoming increasingly more important each year. It is now essential for both delivery and assessment. This course will familiarize the students with current technology applications, websites, software, and hardware available within the music classroom and require them to detail and compare current options, create technology-based lesson plans, produce music through electronic means, and research current technology trends. It is also intended to create lifelong learners as technology is changing yearly.						
<b>Planning Info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="button" value="(See Policy)"/>						
Present or Projected Annual Enrollment: 10						



**College Approvals**

Kevin R. Hibbard [APPROVED 2014-11-13]  
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-11-14]  
Dean, College of Arts and Humanities

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2014-11-21]  
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]  
Final Approver

MUSC 4230, 5230  
TECHNOLOGY IN MUSIC EDUCATION  
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF MUSIC

COURSE SYLLABUS

**Instructor:** Dr. Josh Byrd  
**Office:** HUM 340  
**Phone:** 678-839-6267  
**Email:** jbyrd@westga.edu

**Term:** Summer Session TBD  
**Class Times:** Online  
**Location:** Online  
**Office Hours:** By Appointment

**Course Description:**

This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.

*Please note that the information contained in this syllabus may be altered by the instructor at any point during the semester in order to adapt to the pace or needs specific to the current class.*

**Course Prerequisite:**

MUSC 3230 or a baccalaureate degree in Music

**Class Objectives:**

The primary objective of this class is to develop a thorough understanding of music technology and its uses within the classroom setting. Upon completion of the class students will be able to:

- Research and/or use web-based applications, notation/composition/recording/production software, interactive mobile devices (Promethean, iPad, AppleTV, etc.), and necessary hardware/equipment
- Integrate technology into lesson plans/curricula
- Research and describe current technology requirements/trends in the music classroom as well as the student's current state of residence
- Produce music (both written and electronic examples)

**Required Materials:**

- Computer
  - Mac: *Garageband*
  - PC: *Mixcraft*, *Sony Acid*, or similar software (if approved by the instructor)
  - *Firefox* web browser
- Watson, S. (2011) *Using Technology to Unlock Musical Creativity*. New York: Oxford University Press.
  - An access code to a companion website (included with purchase) will come with the purchased text.
- Notation software
  - Free software (Finale Notepad, Noteflight, etc.)
  - Finale or Sibelius (up to student as to whether-or-not to purchase)
- Downloads/applications/website usage (Classical MIDI Archive, IMSLP, etc.)

**Student Expectations:**

Because this is a hands-on course, participation is vital for student success. All assignments must be completed and turned in on time. Late work will rarely be accepted. Please use UWG email for all electronic communication.

**Evaluation:**

Students are graded on the quality of work done on assignments, exams, projects, and their ability to articulate concepts and philosophies both verbally and in writing. The following formula will be used to determine your semester grade:

<b>Module 1:</b> Welcome!	5%
<b>Module 2:</b> Class Expectations	5%
<b>Module 3:</b> Current Web-based Resources	15%
<b>Module 4:</b> Music Notation and Production Software	15%
<b>Midterm Project</b>	10%
<b>Module 5:</b> Current technology requirements/trends	15%
<b>Module 6:</b> Current research trends and <i>Using Technology to Unlock Musical Creativity</i> .	15%
<b>Research Journal</b> (5230 only)	5%
<b>Final Project</b>	20% for 4230, 15% for 5230

The **Midterm Project** asks the student to produce a series of lesson plans that include materials produced with notation software, music production software, and web-based resources. MUSC 4230 students will be required to submit 2 (two) lesson plans; MUSC 5230 students will be required to submit 4 (four).

The **Final Project** asks the student to produce a proposal to alter a course through technology. Funds must be requested from either a national grant or a grant currently run through the student's state of residence. If students are not currently teaching a demo course/situation will be provided for them upon request. All materials, cost, and setup must be detailed along with a lesson plan and class materials produced from software and applications discussed in class. While MUSC 5230 students must submit a completed grant template, MUSC 4230 students only need to detail which grant they would use and why.

The **Research Journal** is only for those students in MUSC 5230. Students will be expected to write a reaction paper to 10 (ten) of the (18) eighteen chapters found within the text, *Using Technology to Unlock Musical Creativity*. At least 5 (five) of the entries must be completed and submitted by the Midterm Project deadline for full credit.

**Grade Scale:**

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

**Late policy:**

Late assignments will receive feedback, but a grade of 0 (zero) will be recorded for all late assignments. Assignments are due by 11:59 pm on their respective due dates. Late work will rarely be accepted; it is the student's responsibility to contact the professor when extenuating circumstances occur.

**Technical Requirements/Assistance:**

To be successful in this fully online course, you need to know how to use D2L (Desire 2 Learn), our Learning Management System. UWG Online offers a variety of tutorials that can help: you can access them at: <http://uwgonline.westga.edu/students.php>.

If you need help with tutorials or any technical issues, you can also reach UWG Online via email ([online@westga.edu](mailto:online@westga.edu) ) or by phone: M-F 8am-5pm 678-839-6248 or 1-855-933-UWGO (8946) Assistance is offered 24 hours a day, 7 days a week through the state of Georgia. Access this assistance here: <https://d2lhelp.view.usg.edu>.

**Accessibility:**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). You can also reach the office by phone at 678-839-6428 or via email ([counseling@westga.edu](mailto:counseling@westga.edu)). The office is housed in Row Hall and is open Monday-Friday from 8:00 am – 5:00 pm (EST). *Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.* In addition, certain accommodations (which will be discussed in class) are available to all students within constraints of time and space.

**UWG Common Language Syllabi Information:**

It is important that you review and understand the statements that are common to all courses at UWG. These items address the Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the University of West Georgia Honor Code and Academic Honesty statements.

These statements may be viewed at:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

Software may be used in this course to check for plagiarism and students found to have not adhered to the Honor Code will have the violation reported as prescribed and receive a failing grade on the assignment or course.