

Memorandum

To: General Faculty
Date: April 8, 2008
Regarding: Agenda, Faculty Senate Meeting, April 18, 2008 at 3.00 pm in
TLC 1-303

The agenda for the, April 18th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the March 14, 2008 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)

Action Items: ([See Addendum II](#))

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) BFA in Art Education
Request: modify program
Action: approved—subject to BOR approval
 - b) ART 3903
Request: add
Action: approved—with friendly amendment
 - c) ART 4302
Request: add
Action: approved—with friendly amendment
 - d) ART 4822
Request: add
Action: approved—with friendly amendment
 - 2) Department of English and Philosophy
 - a) ENGL 2060
Request: add
Action: approved
 - b) FILM 2080
Request: add
Action: approved

3) Department of Foreign Languages and Literature

a) French BA with P-12 certification

Request: modify
Action: approved

b) Spanish BA with P-12 certification

Request: modify
Action: approved

c) Spanish Initial Certification P-12

Request: modify
Action: approved

d) SPAN 3030

Request: add
Action: approved

e) SPAN 3210

Request: delete
Action: approved

f) SPAN 3220

Request: delete
Action: approved

4) Department of Mathematics

a) B.S. Mathematics

Request: modify
Action: approved

5) Department of Music

a) BM in Music Education

Request: modify
Action: approved

6) Department of Nursing

a) BSN

Request: modify
Action: approved

b) NURS3192

Request: add
Action: approved

c) NURS4192

Request: add
Action: approved

d) NURS3182

Request: delete
Action: approved

- e) NURS3272
Request: delete
Action: approved

B) College of Education

1) Department of Curriculum and Instruction

- a) B.S.Ed. in Early Childhood Education (Newnan Campus)
Request: add
Action: approved

- b) B.S.Ed. in Early Childhood Education
Request: modify
Action: approved

- c) ECED 4284
Request: add
Action: approved

2) Department of Physical Education and Recreation

- a) B.S.Ed. in Physical Education
Request: modify
Action: approved

- b) PHED 3500
Request: add
Action: approved

- c) PHED 3501
Request: add
Action: approved

- d) PHED 3502
Request: add
Action: approved

- e) PHED 3503
Request: add
Action: approved

- f) PHED 3504
Request: add
Action: approved

- g) PHED 3670
Request: add
Action: approved

- h) PHED 4500
Request: add
Action: approved

- i) PHED 4501

Request: add
Action: approved

- j) PHED 4502
Request: add
Action: approved

Information Items:

A) College of Arts and Sciences

1) Department of Art

- a) ART 3301
Request: modify
Action: approved—with friendly amendment
- b) ART 3302
Request: modify
Action: approved-- with friendly amendment
- c) ART 3601
Request: modify
Action: approved
- d) ART 3602
Request: modify
Action: approved
- e) ART 3902
Request: modify
Action: approved –with friendly amendment
- f) ART 4303
Request: modify
Action: approved—with friendly amendment
- g) ART 4603
Request: modify
Action: approved
- h) ART 4821
Request: modify
Action: approved
- i) ART 4903
Request: modify
Action: approved—with friendly amendment
- j) ART 4904
Request: modify
Action: approved

2) Department of Mathematics

- a) MATH 4413
Request: modify
Action: approved
 - b) MATH 4803
Request: modify
Action:
 - c) MATH 4813
Request: modify
Action: approved
 - d) MATH 4823
Request: modify
Action: approved
 - e) MATH 4833
Request: modify
Action: approved
 - f) MATH 4843
Request: modify
Action: approved
- 3) Department of Music
- a) MUSC 3900
Request: modify
Action: approved
 - b) MUSC 4000
Request: modify
Action: approved
 - c) MUSC 4011
Request: modify
Action: approved
 - d) MUSC 4021
Request: modify
Action: approved
- 4) Department of Nursing
- a) NURS3245
Request: modify
Action: approved
 - b) NURS4335
Request: modify
Action: approved
 - c) NURS4345
Request: modify

Action: approved

B) College of Education

1) Department of Curriculum and Instruction

a) READ 3263

Request: modify

Action: approved

b) ECED 3214

Request: modify

Action: approved

c) ECED 3282

Request: modify

Action: approved

d) ECED 4251

Request: modify

Action: approved

e) ECED 4261

Request: modify

Action: approved

f) ECED 4262

Request: modify

Action: approved

g) ECED 4263

Request: modify

Action: approved

h) ECED 4283

Request: modify

Action: approved

2) Physical Education and Recreation

a) PHED 2602

Request: modify

Action: approved

b) PHED 2603

Request: modify

Action: approved

c) PHED 2604

Request: modify

Action: approved

d) PHED 3603

Request: modify

Action: approved

- e) PHED 3625
Request: modify
Action: approved
- f) PHED 3660
Request: modify
Action: approved
- g) PHED 3671
Request: modify
Action: approved
- h) PHED 3675
Request: modify
Action: approved
- i) PHED 4603
Request: modify
Action: approved
- j) PHED 4650
Request: modify
Action: approved
- k) PHED 4676
Request: modify
Action: approved
- l) PHED 4686
Request: modify
Action: approved
- m) PHED 4689
Request: modify
Action: approved

C) Ingram Library

- a) LIBR 1101
Request: modify
Action: approved

D) Richards College of Business

- 1) Department of Management
 - a) CISM 4355
Request: modify
Action: approved
 - b) ABED 3100
Request: modify
Action: approved

- c) ABED 3160
Request: modify
Action: approved
- d) ABED 4117
Request: modify
Action: approved
- e) ABED 4118
Request: modify
Action: approved
- f) ABED 4181
Request: modify
Action: approved
- g) ABED 4186
Request: modify
Action: approved
- h) ABED 4507
Request: modify
Action: approved
- i) ABED 4537
Request: modify
Action: approved
- j) ABED 4586
Request: modify
Action: approved
- k) ABED 4587
Request: modify
Action: approved
- l) ABED 4588
Request: modify
Action: approved
- m) ABED 4589
Request: modify
Action: approved

Committee II: Academic Policies and Procedures

Information Item:

- A) University Calendar – **Fall Semester 2009, Spring Semester 2010, Summer Semester 2010**
– (**See Addendum III**)
- B) Disruptive Student Behavior Policy (**See Addendum IV**)

Committee IV: Learning Resources

Information Item:

A) As part of the Learning Resources Committee mission for 2007-2008 to enhance faculty research objectives and funding, we have met with Dr. Andrew Leavitt, Executive Director of the UWG Foundation to explore ways to increase UWG Foundation involvement with faculty research. Dr. Leavitt expressed strong support for exploring new ways of collaborating in this mission and has invited a grant application from the Learning Resources Committee in Fall 2008 to support faculty research through the LRC FRG pool and to begin to better establish and strengthen a long-term relationship of Foundation-faculty research initiatives.

Action Item:

A) In Fall 2007 the Learning Resources Committee was charged by the VPAA to review the structure and efficiency of Sponsored Operations at UWG. The following are our recommendations.

Recommendations:

In order to strengthen our ranking as a “robust tier” University, UWG must re-design, re-structure, and enhance its initiatives for faculty research and research development. After reviewing a comparative set of university research operations that includes **Kennesaw State, Georgia Southern, Valdosta State, and University of West Georgia**, LRC has identified a number of needs that are not currently being met for faculty research. LRC recommends the following in order to address these needs:

- A significant increase of funds made available from the VPAA's office for the LRC FRGs.
- creation of a **Center for Faculty Research**
 - co-housing resources/representatives of Sponsored Operations, UWG Foundation, VPAA, and Library in a central, shared physical location which will allow faculty members an opportunity to seek a wide array of funding resources for research
- **provision of a minimum of 5 trained and available staff members** for the center. This is the average number of for universities in our “robust tier” designation.
- **expansion and diversification of services** offered through the Center for Faculty Research to include, but not limited to:
 - **staff trained and available** to support external grant services for major disciplinary areas (social sciences, natural sciences, humanities, business, education) from start to finish
 - development of **workshops for faculty** on specific external grants throughout the academic year with deadlines posted on an up-to-date and accessible website
 - **pre-award services** (assistance to faculty in identifying funding sources, ongoing lists of deadlines for major grant programs for faculty members, accessible list of and information on successful faculty proposals from UWG and other universities, staff up-to-date on grant guidelines and available to assist faculty, etc.)
 - **post-award services** (assistance in financial management of grant and contract funds, assistance in managing accounts in compliance with state and university regulations, etc.)
 - **access to and assistance with search engines** to locate available federal and foundation monies
 - **link to the IRB website** for researchers working with humans subjects

- information on **internal grants offered by UWG** with general information and deadlines
- **list/weblink of faculty serving on committees** associated with Sponsored Op, including Learning Resources Committee and Sponsored Op Committee
- review and acknowledgement of **selection criteria of individuals** currently serving on Sponsored Op Committee at UWG

Committee VI: General University Matters (Chair, Dawn McCord)

Information Item:

- A) Final report on the Campus Safety Survey Response Data and subsequent recommendations ([See Addendum V](#))

Committee IX: Graduate Studies (Chair, Skip Clark)

([See Addendum VI](#))

Action Items:

- A) College of College of Education
- 1) Special Education and Speech Language Pathology
 - a) M.Ed. Speech-Language Pathology

Request: Modify
Action: approved

Committee XI: Technology Planning (Chair, Marty Bray)

Information Item:

- A) Yearly report including plans for the development of a Campus Technology Plan ([See Addendum VII](#)).
- B) Recommendations on E-Rate policy ([See Addendum VIII](#)).

5. Old Business

6. New Business

Senate Ad-Hoc Rules Committee (Co-Chairs, Dr. Janet Donohoe and Dr. Aran MacKinnon)

A) Election of Chair Pro Tem for 2008-09

B) Ad hoc Rules Committee Final Recommendations for Faculty Senate ([See Addendum IX](#))

C) Report on AAUP Ombuds Proposal ([See Addendum X](#))

7. Announcements

8. Adjournment

Addendum 1
University of West Georgia
Faculty Senate Minutes
March 14, 2008

Date: April 11, 2008

Call to Order: The meeting was convened in room 303 of the TLC. Chair pro-tem Randy Hendricks called the meeting to order at: 3:01 p.m.

Roll Call: Aanstoos, Best, Bray, Carballo (for Snipes) Chibbaro, Elman, Fulkerson, Harkins, Hazari (for Gaytan), Hendricks, Holland, Huff, Kim (for Gunnels), Lloyd, MacKinnon, Mayer, McCord, Murphy, Packard, Penceo, Ramanathan, Shunn (for Kirk), Smith, Thomas-Fair, Webb.

Not in Attendance: Abbot, Moffeit, Mowling

Minutes: The minutes of the February 1, 2008, meeting of the Faculty Senate were approved after noting that the meeting took place in the Humanities Bldg., not the TLC.

Dr. Hendricks requested a change in the order of the agenda because of scheduling issues:

Committee IX: Graduate Studies; Chair – Charles Clark

Action Items:

A) College of Arts and Sciences:

- 1) Dept. of History – Graduate program modification of the foreign-language requirement. Question called and Motion made: Approved (with 1 “No” vote).
- 2) Dept. of Psychology – Addition of 12 courses as a result of the Psy.D. program. Question called and Motion made: Approved.

B) College of Education:

- 1) Dept. of Media and Instructional Technology – Modification of the Ed.S. in Media (Media Track) program. Question called and Motion made: Approved.
- 2) Dept. of Special Education and Speech Language Pathology:
 - a. Addition of two courses and deletion of one course in the SLPA program. Question called and Motion made: Approved.
 - b. Deletion of an SPED course.

Information Item:

COGS minutes approved and online: www.westga.edu/~cogs/minutes/

Committee I: Undergraduate Academic Programs; Chair – Diane Fulkerson

Action Items:

A) College of Arts and Sciences:

- 1) Dept. of Anthropology – Modification of the Anthropology major and the addition of two new courses. Question called and motion made: Approved.
- 2) Dept. of Biology – Deletion of 5 courses: Question called and motion made: Approved.
- 3) Dept. of English:
 - a. Modification of the English Education Track and the addition of two courses. Question called and motion made: Approved.
 - b. Program modification of the Africana Studies Minor and addition of one course. Question called and motion made: Approved.

- 4) Dept. of Foreign Languages and Literatures – Addition of a German course on Austrian culture and literature. Question called and motion made: Approved.
- 5) Dept. of Geosciences:
 - a. Program modification of the BS in Geography. Question called and motion made: Approved.
 - b. Course addition. Question called and motion made: Approved.
 - c. Course modification to add an external exam with course fee. Discussion ensued on why this came to the Faculty Senate – was it needed? Dr. Hynes said this was a program modification because the exam was now part of it. Question called and motion made: Approved.
- 6) Dept. of History – Course addition and deletion taken care of in 3) b above.
- 7) Dept. of Mathematics – Course deletion. Question called and motion made: Approved.

B) College of Education:

- 1) Dept. of Special Education and Speech Language Pathology
 - a. Program modifications and course changes due to accreditation requirements. Question called and motion made: Approved.
 - b. Course modification of SPED 3715. Question called and motion made: Approved.

C) Richards College of Business

- 1) Dept. of Economics – Course addition (ECON 3480). Question called and motion made: Approved.
- 2) Dept. of Management – Program modification of Management Information Systems program. Question called and motion made: Approved.

Information Items:

A) College of Arts and Sciences:

- 1) Depart. of Anthropology – Course modification presented
- 2) Dept. of Biology – Modification of 30 courses presented.
- 3) Dept. of Foreign Languages and Literature – Course modification presented.
- 4) Dept. of mathematics – Course modification presented.

B) College of Education:

- 1) Dept. of Physical Education and Recreation – Modification of 5 courses presented.

C) Richards College of Business:

- 1) Dept. of Accounting and Finance – Course modification presented.
- 2) Dept. of Management – Modifications of 3 courses presented.

Committee III: Faculty and Administrative Staff Personnel: Chair – Chris Huff

Information Item:

- A) Revisions to UWG policy for Promotion and Tenure to line up more with the Mission Statement and BOR changes. The BOR now has one area for Promotion and one area for Tenure. Dr. Sethna noted that this will be on the August BOR meeting agenda. Dr. Bray asked about time on this campus as it relates to tenure; Dr. Crafton responded that this had not changed.

Dr. Hynes further noted that Promotion and Tenure are separate actions; Dr. Sethna said that the BOR actually votes for these in separate months. As a clarification, Dr. Crafton said that Promotion and Tenure are no longer a BOR vote.

It was noted to the Faculty Senate that Art and Music have separate lines (2g, 2h) in the Faculty Handbook (103.0302 E. Evidentiary Sources Relevant to Promotion) yet in Section 4 (Professional Growth and Development) there is only 4e (“Successful performances...”). Dr. Hynes recommended that FASP take up continued discussions for clarity in this issue. Dr. Sethna suggested possible department clarification after review by that college’s Dean.

Committee IV: Learning Resources: Chair – Chair; Aran MacKinnon

Thanks were given to the VPAA, Dr. Hynes, for the pool of available monies for LRC. The LRC grants were noted as an information item.

Senate Ad Hoc Rules Committee – Chairs; Janet Donohoe and Aran MacKinnon

Recommendation to the Faculty Senate may include the following 10 items:

- To establish a University Ombudsperson
- To establish a Salary and Budget Committee
- To establish a faculty member as Executive Secretary to preside over Senate
- To expand Senate to represent the broader and growing membership of faculty in the campus community
- To establish Co-chambers for Staff and Students
- To establish an elected Senate Executive to replace or merge with PAC
- To establish a permanent Rules Committee
- To enhance Faculty roles in governance as direct contributors in decision-making at all levels
- To enhance direct lines of communication between faculty and all levels of administration
- To establish an online information clearing house for all senate committee reports, information, and minutes

Plans for “Town Hall” meetings and recommendations to the Faculty Senate in the April meeting. Dr. Sethna asked about communication and interactions with the President or Vice-President? (during the process or afterwards? His preference is for interactions which the process is unfolding).

Three public forums:

College of Arts and Sciences:	March 28
Richards College of Business:	March 26
College of Education:	_____

Dr. Sethna said he would attend these community meetings if an invitation was offered. Dr. MacKinnon noted that the invitation is, indeed, offered.

Old Business: none was presented

New Business: none was presented

Announcements:

- 1) Dr. Hendricks note that there was one more Faculty Senate meeting before the summer seating on new members. He also note the need to elect a new Chair Pro-tem; he is “actively seeking nominations.”

Adjournment: Motion was made and seconded by the departure of the members of the Faculty Senate at 4:04 p.m.

Respectfully submitted by Ron Reigner, Executive Secretary

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other </td> <td style="width: 33%; vertical-align: top;"> Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained </td> <td style="width: 33%; vertical-align: top;"> Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other </td> </tr> </table>				Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained	Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained	Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other				

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

Library resources are adequate Library resources need enhancement

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

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


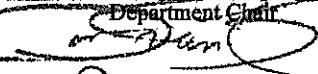

Following the Board of Regents mandate for the professional sequence in art education the Department of Art is requesting an increased in credit hours to our BFA concentrations to 127 hour. The BFA in Art Education will need to increase by 4 credit hours to accommodate the professional Ed sequence (BOR mandate). And in keeping with our national accreditation guidelines for appropriate credit hour percentage allotment we will need to add an additional 3 credit hours in art electives. All other concentrations will increase the art electives by 7 credit hour to keep the credit hours in all BFA degrees the same.

Prerequisite(s) _____

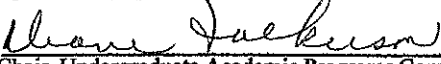
Present or Projected Enrollment: all majors (Students per year) Effective Date*: 08 / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	Date	11-2-07	
Department Chair	Date	Department Chair (if cross listed)	Date
	Date	11/9/07	
Dean of College	Date	Dean of College (if cross listed)	Date
	Date	12/10/07	
Chair of TEAC (if teacher prep. program)	Date		

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

	Date	4-4-08	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

UWG's Department of Art is preparing for the future and is developing means by which we can effectively and efficiently bring our programs in line with other Department of Art programs both in and out of the USG newly formed robust tier. Additionally we are adamant about the reorganization of our policies and procedures in regards to assisting students in our programs to meet higher standards and reach more than sufficient knowledge and skill base needed to be successful in the world of Art.

The Department of Art is submitting a request for a waiver to increase the credit hours of our BFA degrees from 120 to 132. This increase will allow the Art Education programs to meet the Georgia Board of Regents (BOR) and the National Association of Schools of Art and Design (NASAD) requirements for our students' Degrees. We are requesting this waiver increase to not only meet mandates but we view this as a first step in progressing all of UWG's BFA degree programs to above standard level in The USG's newly formed robust tier group that currently requires more credits hours than UWG. For example; Georgia Southern requires all BFA's to have 126 hrs; Kennesaw requires 123 and 131 for Art Ed; still other institutes below the newly formed robust tier require 123 to 132 credit hours for their BFA degrees in Art or Art Education.

Currently the BFA credit hours for all tracks at UWG are 120; however, the department is faced with two directives set by the BOR and NASAD that require the increase in credit hours for two areas in our Art Education program.

The BOR mandates for the professional education sequence requires the increase of credit hours from 17 to 24, to include course changes and additions as follows:

Current course offerings	Credit Hrs	BOR updated course offering	Credit Hrs	Additional credits
CEPD 2102 DEVELOPMENTAL PSYCHOLOGY	2	EDUC 2110 INVESTIGATING CRITICAL & CONTEMPORARY ISSUES IN EDUCATION	3	1
		EDUC 2120 EXPLORING SOCIO-CULTURAL PERSPECTIVES IN DIVERSITY IN EDUCATIONAL CONTEXTS	3	3
		EDUC 2130 EXPLORING LEARNING & TEACHING	3	3
CEPD 4101 EDUCATIONAL PSYCHOLOGY	3	CEPD 4101 EDUCATIONAL PSYCHOLOGY	3	0
SPED 2706 INTRO TO SPECIAL EDUCATION	3	SPED 3715 THE INCL CLASSROOM: DIFF. INST	3	0
ART 4011, 4012, 4013 STUDENT TEACHING	9	ART 4011, 4012, 4013 STUDENT TEACHING	9	0
Total Credit Hours	17	Total Credit Hours	24	7

Additionally we will need to add 5 credit hours in art course offerings to be in compliance with the standards set by NASAD which states that "Studies in art and/or design, planned in a developmental progression from foundation to major study and including twelve to fifteen hours in art history, should comprise at least 55-60% of the total program; general studies, 25-30% and professional education, 15-20%" (Section XI, A, 1) of the NASAD 2007-08 handbook.

Current and proposed course offerings are as follows:

	Current Credit allotment	Current % Of total program	Proposed credit allotment	Proposed % Of total program	NASAD required % of total program
Total Art studies	61	50.83%	66	55%	55-60%
General Studies	42	35%	42	35%	25-30%
Professional Ed	17	14.16%	24	20%	15-20%

The addition of the five credit hours in art courses will bring the department in line with the requirements set by NASAD for our BFA in Art Education degree.

Following the same requirements the Department of Art is requesting that the Initial certification in Art education credit hours be increase by 12 hours bringing this program in incompliance with BOR and NASAD requirements. The Initial Certification program follows the same guidelines as or BFA in Art Education program (minus the core requirements) there for it too requires 7 credits added to the professional education sequence and 5 credits to the art electives. To meet the requirements the total credit hours for Initial Certification will need to be raised from 78 to 90.

Finally in conjunction to the above UWG's Department of Art is requesting a waiver to permit all BFA tracks to increase credit hours from 120 to 132. This waiver will allow all BFA degree offerings within the Department of Art to stay inline with each other and provide the department with the ability to meet or exceed minimum standards set by NASAD for all specific track offerings. The department views this as a progressive step in preparing curriculums that are forward thinking and would additional assist in providing students with above minimum standard requirements. Extending course offering will provide the platform for intensive studies that match the high levels of instruction that are currently in place.

NASAD states that for the BFA in Art "Studies in studio comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 10-15%; and general studies, 25-35%." Section IX, H, 1, b) of the NASAD 2007-08 handbook
Definitions for Studies are:

- Studio courses are all courses required or electives that are in the major area of study I.E. (Ceramics, Graphic Design, Interior Design, Painting, Printmaking, Photography, and Sculpture)
- Supportive courses in art and design are courses such as foundations, required/ electives art courses outside of major.
- Arts history are courses in the history of art and /or design

Currently our BFA requires 12 credit hours in major studies which total 10% of overall degree program. By adding 18 credit hours of studies to our BFA major course offerings we would meet the minimum requirement of 25% set by NASAD. The difference needed to meet the 25% minimum requirement would be accomplish by adding 12 additional credits gained from bring the BFA to 132 credit hours, as well as switching credit hours from the departmental electives to the major electives.

Increasing the hours of electives required in each track provides the students with more opportunities to develop an even higher standard of understanding and skill base that will in effect produce an individual that not only meets, but surpasses the minimum standard of studies, which more thoroughly prepares them for the greater world of professional Art. Theses additional credits would be a key element in assisting the department to prepare a much more rigorous curriculum for future students, thus establishing the outline for providing course offerings and program changes that develop a candidate that is more comprehensively and competitively prepared for Graduate school and the professional world of Art.

The primary objective of the B.F.A. degree is to provide professional education in art and design at the undergraduate level, to enable graduates to enter graduate programs and professional careers in the fields of art or design after the award of the degree. Students concentrate on relevant technical and aesthetic studies, which are a major portion of the total program. There is a basic assumption that B.F.A. graduates shall have developed technical competence, aesthetic judgment, and a strong commitment to artistic quality.

As we are preparing to make changes and developments that place UWG Department of Art as one of the prominent Art departments within Georgia's robust tier of comprehensive universities, it's such key items as increasing all BFA credit hours that will foster students successes, while positioning our department on a level that is continuously aspiring to excellence and working to contribute to UWG's placement as an outstanding member within the newly formed robust tier.

University of West Georgia
Department of Art

Name _____
 Student ID# _____
 Phone Number _____
 UWG E-mail _____

ART –(Art Education)
Bachelor of Fine Arts

Requirements Met _____
 U.S. & GA Hist. _____ U.S. & GA Const. _____
 WAC _____ Regents' Exam _____
 GACE BSA _____ GACE I & II _____

Semester Course & Number	Credit Hrs	Hrs	Comp
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10 hrs)			
LAB SCI	4		
NON-LAB SCI (CS 1030 Recommended for Art Education)	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2D Composition	3		
ART 1102 3D Composition	3		
ART 1007 Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Hrs	Comp
MAJOR CURRICULUM			
◆ MAJOR COURSES (34 hrs)			
ART 3011 Elementary Art Methods	3		
ART 3012 Art for Pre-K and Special Populations	3		
ART 4009** Art Curriculum and Classroom Management (WAC) (Must have 6 hours of Writing Across Curriculum credits)	3		
ART 4010** Secondary Art Methods	3		
ART 3301 Ceramics	3		
ART 3601 Transparent Painting	3		
ART 3701 Introduction to Photography	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Introductory Sculpture	3		
ART 4208 Art of the 20 th and 21 st Centuries	3		
Art History Elective, above 3000 (Must have 6 hours of Writing Across Curriculum credits)	3		
ART 4985 Senior Exhibition	1		
◆ ART ELECTIVES (14 hrs)			
Art Electives 3000 level or higher	3		
(ART 4985 "Computer & Web Based Design" recommended for Art Education Majors)	3		
	3		
	3		
	2		
◆ PROFESSIONAL EDUCATION (24 hrs) Must have 2.7 G.P.A.			
EDUC 2110 Investigating Critical & Contemporary Issues in Education (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education)	3		
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education)	3		
EDUC 2130 Exploring Learning & Teaching (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education)	3		
SPED 3715 **The Incl. Classroom: Diff Inst	3		
CEPD 4101** Educational Psychology	3		
ART 4011; 4012; 4013: Student Teaching (Offered in the Spring Semester only)	9		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

University of West Georgia

Department of Art

Name _____

Student ID# _____

Phone Number _____

UWG E-mail _____

ART –(ART EDUCATION)

Initial Certification

Requirements Met _____

GACE Basic Skills Assessment _____

GACE II Content Assessment I & II _____

Semester Course & Number	Credit Hrs	Hrs	Comp
ART CORE (18 hrs)			
ART 1101 2D Composition	3		
ART 1102 3D Composition	3		
ART 1007 Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
ART EDUCATION AREA OF CONCENTRATION (48 hrs)			
ART 3301 Ceramics	3		
ART 3601 Transparent Painting	3		
ART 3701 Introduction to Photography	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Introductory Sculpture	3		
ART HISTORY 3000 or Above (WAC). (Must have 6 hours WAC credits)	3		
ART 3011 Elementary Art Methods	3		
ART 3012 Art for Pre-K and Special Populations	3		
ART 4009* Art Curriculum and Classroom Management (WAC) (Must have 6 hours WAC credits)	3		
ART 4010* Secondary Art Methods	3		
ART 4208 Art of the 20 th and 21 st Centuries	3		
ART Electives Above 3000 (ART 4985 "Computer & Web-base Design" is recommended for Art Education)	14		
ART 4985: Senior Exhibition	1		
PROFESSIONAL EDUCATION (24 hrs) Must have 2.7 GPA			
EDUC 2110 Investigating Critical & Contemporary Issues in Education (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education).	3		
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education)	3		
EDUC 2130 Exploring Learning & Teaching (Prerequisite 2.5 GPA) (Complete Area F Permission Form & submit to College of Education)	3		
SPED 3715** The Inc. Classroom: Diff Inst	3		
CEPD 4101** Educational Psychology	3		
ART 4011; 4012; 4013** Student Teaching (Offered in the Spring Semester only; except for candidates with provisional certification who are required to student teach during both Spring and Fall semesters)	9		

TOTAL PROGRAM HOURS	90
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- *Prerequisite: Admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of GACE Basic Skills Assessment Test.
- **Admission to the Teaching Internship requires the satisfactory completion of prerequisite education courses. Application must be made by May of the calendar year prior to the internship term. A \$250.00 fee will be assessed by the College of Education.
- At the culmination of studio experiences, successfully present a solo exhibition of work. This exhibition must be held in the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a maximum of fifteen credits in one area of concentration.
- No courses may be substituted for listed required courses.

University of West Georgia
Department of Art

ART – (Ceramics)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
 U.S. & GA Hist. _____ U.S. & GA Const. _____
 WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (9 hrs)			
ART 3601 Transparent Painting	3		
ART 3801 Printmaking I survey	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History 3000 level or higher	3		
	3		
◆ CERAMICS CONCENTRATION COURSES (34 hrs)			
ART 3301 Ceramic I	3		
ART 3302 Ceramic II	3		
ART 4303 Ceramic III	3		
ART 4904 Advanced Ceramics	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (23 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
 2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
 3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
 4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
 5. Students must pass the Regents' Test of the University System of Georgia.
 6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
 7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
 8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
 9. Courses of variable credit may be taken for three hours per semester, with a minimum of fifteen credits in advanced study in the area of choice.
 10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
 11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
-
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Graphic Design)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
U.S. & GA Hist. _____ U.S. & GA Const. _____
WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (12 hrs)			
ART 3301 Ceramic I	3		
ART 3601 Transparent Painting	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History	3		
3000 level or higher	3		
◆ GRAPHIC DESIGN CONCENTRATION COURSES (34 hrs)			
ART 3401 Intro to Graphic Design	3		
ART 3402 Visual Communication	3		
ART 4403 Graphic Identity	3		
ART 4404 3-D Graphic Design	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (20 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
5. Students must pass the Regents' Test of the University System of Georgia.
6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
9. Courses of variable credit may be taken for three hours per semester, with a minimum of fifteen credits in advanced study in the area of choice.
10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Interior Design)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
U.S. & GA Hist. _____ U.S. & GA Const. _____
WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (12 hrs)			
ART 3301 Ceramic I	3		
ART 3601 Transparent Painting	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
3 hrs Art History 3000 level or higher	3		
History of Interiors	3		
◆ INTERIOR DESIGN CONCENTRATION COURSES (34 hrs)			
ART 3501 Principles of residential design	3		
ART 3502 Const drawing & lighting	3		
ART 4503 Computer Aided Design	3		
ART 4504 Contract Design	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (20 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
5. Students must pass the Regents' Test of the University System of Georgia.
6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
9. Courses of variable credit may be taken for three hours per semester, with a minimum of fifteen credits in advanced study in the area of choice.
10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Painting)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
U.S. & GA Hist. _____ U.S. & GA Const. _____
WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (9 hrs)			
ART 3301 Ceramic I	3		
ART 3801 Printmaking I survey	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History 3000 level or higher	3		
	3		
◆ PAINTING CONCENTRATION COURSES (34 hrs)			
ART 3601 Transparent Painting	3		
ART 3602 Opaque Painting	3		
ART 4603 Mixed Media Painting	3		
ART 4604 Advanced Painting	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (23 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
5. Students must pass the Regents' Test of the University System of Georgia.
6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
9. Courses of variable credit may be taken for three hours per semester, with a minimum of fifteen credits in advanced study in the area of choice.
10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Photography)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
 U.S. & GA Hist. _____ U.S. & GA Const. _____
 WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (12 hrs)			
ART 3301 Ceramic I	3		
ART 3601 Transparent Painting	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History 3000 level or higher	3		
	3		
◆ PHOTOGRAPHY CONCENTRATION COURSES (34 hrs)			
ART 3701 Intro to Photography	3		
ART 3702 Adv Black and White Photo	3		
ART 4703 Color Photography	3		
ART 4704 Advanced Photography	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (20 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
 2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
 3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
 4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
 5. Students must pass the Regents' Test of the University System of Georgia.
 6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
 7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
 8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
 9. Courses of variable credit may be taken for three hours per semester, with a minimum of fifteen credits in advanced study in the area of choice.
 10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
 11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
-
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student Date

Signature of Advisor Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Printmaking)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____

U.S. & GA Hist. _____ U.S. & GA Const. _____

WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (9 hrs)			
ART 3301 Ceramic I	3		
ART 3601 Transparent Painting	3		
ART 3901 Intro Sculpture	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History 3000 level or higher	3		
	3		
◆ PRINTMAKING CONCENTRATION COURSES (34 hrs)			
ART 3801 Printmaking I: Survey	3		
ART 3602 Printmaking II: Relief	3		
ART 4603 Printmaking III: Intaglio	3		
ART 4604 Printmaking III: Lithography	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (23 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
- Courses of variable credit must be taken for three hours per semester, with a minimum of fifteen credits in the area of concentration.
- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

Policies and stipulations applicable to this degree program (these may or may not appear in the University Catalog, but are nevertheless applicable and enforceable).

1. A minimum of 132 semester hours of academic college work in an approved program. The program must include 60 semester hours in the Core Curriculum.
 2. A minimum of sixty semester hours of work in courses numbered 3000 or above. Forty-one to sixty of these hours must be in the major field. Twenty-one of these hours must be taken at West Georgia. In addition nine hours in the area of choice must be taken at West Georgia.
 3. Thirty semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
 4. Attain a minimum overall grade point average of 2.5 and a grade point average of 3.0 in all art courses.
 5. Students must pass the Regents' Test of the University System of Georgia.
 6. Exemption from core curriculum may be earned by passing appropriate tests or completion of appropriate AP courses.
 7. Not more than twenty-seven semester hours of the program may be completed by extension or correspondence. Not more than twenty-seven semester hours may be completed off-campus.
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 10. Independent studies or directed readings may be taken toward the fulfillment of any of the Art electives section of the above degree requirements. But are limited and only offered with consent of the instructor.
 11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
-
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

University of West Georgia
Department of Art

ART – (Sculpture)
Bachelor of Fine Arts
2005-2006

Name _____

Requirements Met _____
 U.S. & GA Hist. _____ U.S. & GA Const. _____
 WAC _____ Regents' Exam _____

Student ID# _____

Semester Course & Number	Credit Hrs	Comp	Sem/yr
CORE CURRICULUM			
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, 1634	3		
B. INSTITUTIONAL PRIORITIES (4-5 hrs)			
COMM 1110; ART 2000; ENGL 2000; ENGL/THEA 2050; PHIL 2110; XIDS 1004	3		
Institutional Priority Elective	2		
C. HUMANITIES & FINE ARTS (6 hrs)			
XIDS 2100; ART 1201, 2201, 2202; MUSC 1100, 1120; THEA 1100	3		
Humanities Elective	3		
D. SCIENCE, MATH, & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
Science, Math or Technology Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		
F. MAJOR SPECIFIC COURSES (18 hrs)			
ART 1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 2201 History of western art I	3		
ART 2202 History of western art II	3		
Total Core Hours	60		

Semester Course & Number	Credit Hrs	Comp	Sem/yr
MAJOR CURRICULUM			
◆ SUPPORTIVE COURSES (9 hrs)			
ART 3601 Transparent Painting	3		
ART 3301 Ceramic I	3		
ART 3801 Printmaking I survey	3		
◆ ART HISTORY COURSES (6 hrs)			
6 hrs Art History 3000 level or higher	3		
	3		
◆ SCULPTURE CONCENTRATION COURSES (34 hrs)			
ART 3901 Intro Sculpture	3		
ART 3902 Carving and Modeling	3		
ART 4903 Metal Sculpture	3		
ART 4904 Advanced Sculpture	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
Concentration Elective 3000 or 4000 level	3		
ART 4985	1		
◆ DEPARTMENTAL ART ELECTIVES (23 hrs)			
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	3		
	2		
Total Program Hours	132		

- During the senior year, successfully present a solo exhibition of work. This exhibition must be held in a space approved by the Department of Art.
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- Independent studies or directed readings may be taken toward the fulfillment of Art Electives in the above degree requirements.
- No courses may be substituted for listed required courses.
- There is no Physical Education requirement under the semester system. Physical Education classes will not count as electives

Department of Art Bachelor of Fine Arts

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 8. During the senior year, successfully present a BFA exhibition of work. The BFA exhibition must be held in spaces that are pre approved by the Department of Art.
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 11. Courses may be substituted for listed required ART courses with departmental advisor and department Chair approval.
-
12. There is no Physical Education requirement, and Physical Education classes will not count as electives.

Signature of Student

Date

Signature of Advisor

Date

Signature of Department Chair Date

To meet National accreditation standards studio space will be reserved and made available both during the day and evening in order that students have access of a minimum of three clock hours per credit hour of class per week.

Course or Program Addition, Deletion or Modification Request

Department: Art Department

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Art 3903 Sculpture III Hours: 0 / 6 / 3

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


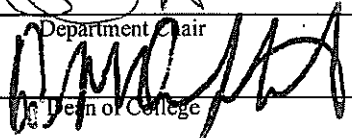
Art 3903: Sculpture III
Emphasis of this course is on acquiring technical skill and learning the safe and appropriate use of tools and an expanded view of traditional and nontraditional materials in the fabrication of sculptural objects. Students will expand individual visual vocabulary, technique, media and concepts through research, design and construction.

Prerequisite(s) Art 3901 Introductory Sculpture

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

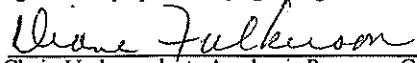
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>2-8-08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>2-8-08</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Sculpture III

ART 3903
Office: Art Annex 105
Office hours:

Professor:
Phone #:
@westga.edu

Suggested text:

Methods for modern Sculptors, Ron Young

Sculpture Technique, Form, Content Revised edition, Arthur Williams

Required text:

The Practical Handbook for the Emerging Artist, 2nd edition, Margaret R. Lazzari

Description of ART 3903:

Emphasis of this course is on acquiring technical skill and learning the safe and appropriate use of tools and an expanded view of traditional and nontraditional materials in the fabrication of sculptural objects. Students will expand individual visual vocabulary, technique, media and concepts through research, design and construction.

Developing and Demonstrating Knowledge of Various Techniques:

- Subtractive methods of a variety of materials.
- Constructive methods of a variety of materials.
- Wood working techniques where a more in-depth introduction of safe practice of both hand tools (manual and powered) and stationary powered equipment utilized in the construction of finished sculptures.
- Advanced mold making techniques with plaster, rubber or latex molds as they pertain to the lost wax casting process, and the casting of non-metal based materials.
- Welding and fabrication techniques where the introduction of safe practice of ARC, MIG, TIG and Oxy-Acetylene welding and cutting, riveting, utilized in the construction of finished fabricated sculptures.
- More in-depth applications of the safe practices and use of less traditional materials and processes that are utilize in contemporary works of sculpture and installation art are demonstrated and encouraged.
- Individual research in to concepts and materials in reinforced and encouraged

Emphasis in this course will be on preliminary designing and construction of mass/volume, space, textures and concepts/ideas in an increased emphasis on the individual's content.

Course Objective:

Continue to gain an understanding of the structural component in the world through utilizing the design principles and elements of art with an emphasis on three-dimensional design.

- To understand and implement the development of solutions to aesthetic and design problems through the safe and proper use of equipment, tools, techniques, materials, and concepts needed in the creations of objects and/or work that have an emphasis on form and content.
- To utilize drawing as a basis for the creative process that leads into the development three-dimensional objects.
- To develop and implement solutions to aesthetic and design problems that will continue throughout the sculpture program.
- To understand the various possibilities and limitations of materials and processes used in traditional and contemporary sculpture.
- To demonstrate skill in the use of basic tools, techniques, and processes needed in the work to go from concept to finished product.
- To display the ability to make judgments concerning your own work as well as the work of others based on a functional knowledge of the history of sculpture and an understanding of how your work fits into the historical or cultural context of a world society.
- To express in critiques the proper use of the vocabulary of art to formally analyze composition, design and other qualities of the three-dimensional world and to find value in its many forms.
- To prepare sculptures using the broadest possible range of techniques and concepts to achieve a complete and comprehensive finished sculpture.
- To seek opportunities to exhibit your original works both on and off campus to assist you in the development of your own visual language, this will culminate in the development of a portfolio and a senior exhibition.

*friendly
amendment
to change
wording of
objectives one
and four.*

General Topics and Course Requirements:

Attendance is mandatory. Because of the participatory nature of this class, make-up work is unlikely or impossible. After three (3) unexcused absences, you will be subject to a lowering of your final grade.

- You will have **6- 8 pieces** that will be due at the beginning of class on assigned critique dates. *Active participation* in these critiques is an absolute must.
- There will be **2 written assignments**: one on any contemporary sculptor in mixed media and one on any exhibition that you have attended. Each paper will be 1-2 pages in length.
- Continue to develop the beginnings of a portfolio that will consist of a resume and proper documentation of your work in the version of slides or jpeg images on a CD turned in at the end of the semester as part of your final.
- Individual consultation with the instructor to discuss your drawings and the best plan for the sculpture you intend to create. For this reason, everyone will be required to keep a sketchbook to explore different ideas.
- In class, you will be working on either the piece or drawings of ideas you wish to pursue, and you are required to stay for the full class period.
- Return all tools and equipment used at the end of each class to their proper place in the tool room in the same or better condition than you checked them out.
- Clean all work area(s) accordingly. **THIS IS MANDATORY!**

Grading:

Grading scale

90 pts - 100 pts = A

80 pts - 89 pts = B

70 pts - 79 pts = C

60 pts - 69 pts = D

0 pts - 59 pts = F

Paper on a contemporary sculptor	100 points
Paper on exhibition	100 points
Portfolio	100 points
Progress reports	200 points
Casting	50 points
Wood carving/fabrication	50 points
Metal	50 points
Non-traditional materials	50 points
Mixed media sculpture	50 points
Installation type work	50 points
1-2 sculpture of your preference	50 points
Final project	50 points

Student Evaluations:

Complete all assignments by:

- Attending/ working in all classes.
- Participating in class discussions.
- Textbook reading
- Writing assigned papers
- Completing the safety test at an 85% or better
- Participating in all critiques. Have finished work ready for presentation.
- Clean up!

Your final grade is based on satisfactorily completing the above.

Please refrain from missing class or not completing your work on time. A gallery or a museum that is working with you will not be lenient with you and neither will I. You will have missed your chance.

Studio Fees:

There is a studio fee that assists in covering the replacement of Plaster, saw blades, drill bits, and other miscellaneous and equipment. The fee you pay is a studio fee and not a supplies fee. Everyone must purchase his or her own supplies (see below).

Required Supplies:

Students will be responsible for buying various supplies, most of which can be purchased from sculpture, the bookstore, local lumberyards and scrap yards.

Students are responsible for:

- Payment of supplies and materials
- One (1) small propane tank
- Everyone will receive 10 lbs. of plaster free, additional plaster can be purchased from sculpture
- Material for all sculptures.
- Repair or replacement of tools and equipment lost or broken while in your possession
- Free materials supplied, as they come available.

Expect to spend a minimum of \$50-100 for supplies.

General Topics:

Week 1	Safety, tools and equipment usage and Modern to Contemporary sculpture
Week 2	Demonstration on Wood studio
Week 3	Demonstration on metals studio Contemporary sculpture
Week 4	Critique
Week 5	Subtractive work and additive work with plaster, wood and stone woodworking/wood fabrication
Week 6	Contemporary sculpture
Week 7	Modeling, mold making and mold methods
Week 8	Critique, found object sculpture and welding techniques
Week 9	Casting processes, chasing castings and Cupola operations
Week 10	Found object sculpture works
Week 11	Contemporary sculpture
Week 12	Critique and outdoor sculpture mixed media
Week 13	Contemporary sculpture
Week 14	Portfolios
Week 14	Contemporary sculpture
Week 15	Finishing and installing work
Week 16	Critique
Week 17	Final / Portfolio due

If at any time you have problems or concerns about your work or something we covered in class, feel free to contact me so that we will be able to work out a solution.

Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

0 / 6 / 3

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

ART 4302 Intermediate Ceramics: 20th Century Studio 0 / 6 / 3

Prefix Course Title Hours: Lecture/Lab/Total

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

Prerequisite(s) ART 3301



Present or Projected Enrollment: 20 (Students per year)

Effective Date*: fall /2008
Term/Year

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

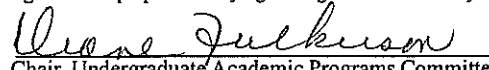
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>1/31/08</u>	Department Chair (if cross listed)	Date
	<u>2/8/08</u>	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>	Chair, Committee on Graduate Studies	Date
--	---------------	--------------------------------------	------

Vice President for Academic Affairs Date

ART 4302

Intermediate Ceramics – 20th Century Studio

David T. Collins
University of West Georgia
Time: Day:
Semester:

Office: 114 Art Annex
Phone: 4958
email: dcollins

Course Description / Objectives

Intermediate Ceramics – 20th Century Studio – expands the development of ceramic techniques/ aesthetics specific to the 20th century art movements; Futurism, Abstract Expressionism, Minimalism, Pop/Funk, and Photorealism. Students will progress through each movement with assigned research and technical instruction that will foster an understanding of the role of 'Ceramics' in each of these "Fine Art" movements. Ceramic Tromp l'oeil techniques, Abstract Expressionist firing techniques including wood firing, and large outdoor construction techniques will be employed during the completion of a series of period influenced projects.

At this level students learn a variety of kiln firing methods and kiln maintenance. Students are responsible for the firing of their own work. Additional emphasis will be placed on studio maintenance and operations. Students will also continue to extend their ceramic/ art history and theory research to fuel the development of content in their own artwork.

to separate objectives from course description

Instruction Methods

The primary method of instruction will be class demonstrations, lectures, individual input, readings and research. A very significant portion of instruction will also come from your fellow students in the form of critiques and collaborations. Building a safe, effective, and comfortable studio practice will also be expanded.

Assignments

A series of five (5) projects (not necessarily five pieces) will be completed that develop the items covered above. Knowledge and techniques acquired in each successive project will inform each successive project. All assignments require research and sketches. Assignments are due on the critique day. A final Exam will cover vocabulary, terminology, and technical info. *Take notes during technical lectures.*

The following list highlights the general areas of focus:

Advanced Handbuilding
Claybody formation
Tromp l'oeil techniques
Wood firing
Sectional building
Abstract Expressionist 'mark-making' techniques

Critiques

Critiques will be in-progress and occasionally coincide with Ceramics II, III, & Adv. critiques. Participation in group critiques is mandatory. **Do not miss any critiques.** Missing a critique will lower your semester grade by one letter grade. Specific dates will be announced.

Grades

Project Grades will be based upon the fulfillment of the assignment objectives; craftsmanship, conceptual and physical investment of time, and aesthetic (form and surface) and conceptual potency (inventiveness) of work.

In addition to each project grade, the level of effort, the willingness to experiment and overall dedication will be evaluated. In this course there may be more than one "right answer" to each problem or project. This situation will require you to invest time, take risks, and potentially start over repeatedly in order to find the "best" or most effective answer possible. An open, inquisitive, and flexible mind is essential. *See Project Evaluation sheet*

A Glaze/Surface grade will be based on the effort, emphasis, and quality of results of all assignments. The glaze/surface grade is equivalent in terms of weight as that of a typical assignment.

A Final Exam, which covers vocabulary and terminology and techniques, will be given at during finals week.

Final Semester grades for the course will be based upon an average of project grades, glaze/surface grade, oral presentations, written final exam, participation in critiques and discussions, your willingness to explore and take risks with your work, participation in maintaining a clean and efficient working studio environment, and attendance.

◀ *for more on grades please refer to the grade qualification sheet.*

Effort, Attitude, and Time

This class requires a serious commitment of time and both a physical and mental investment as well. (i.e. hard work) Dedication, a serious attitude, and an open mind are necessary. A minimum of 6 hours of out-of-class time is required per week. Some projects may require a slightly longer, undetermined amount of time to complete. An attitude of, "What is the least amount of time that I can invest to get my project done" will not serve you well in this class. A "NO FEAR/NO EXCUSES" attitude will serve you well in this class. Aside from specific times to use special equipment, the studio will be open at all times for you to work at your own leisure.

Attendance

This class requires 100% attendance. Attendance and punctuality are not only required but are absolutely essential for your success in this class. Missing lectures and demonstrations will seriously jeopardize your ability to produce work of the caliber required by this class. You (or your parents) are paying for this course; please use it to its full potential. In the event of an extreme emergency, please inform me immediately so that we can make arrangements to keep you on track..

◀ *for more on attitude and attendance please refer to the grade qualification sheet.*

Participation

You are expected to participate fully in all planned group activities and studio maintenance/ management. This includes field trips, gallery openings/ lectures, clay mixing, and kiln loading / unloading. Studio maintenance/ management - keeping your workplace clean and organized. Ten percent of your semester grade is based on maintaining a clean workplace.

Conduct and Professionalism

Repeat: Ten percent of your grade is based on maintaining a clean and safe workplace. All materials and supplies must be stored, arranged, and kept in an organized and consolidated fashion. All spills, splatters and scatters must be dealt with immediately. It is essential to develop, practice, and maintain a respectful and accommodating approach to others in a studio environment where work and storage space are limited. All students will be evaluated on the above mentioned practices on a weekly basis.

Studio Environment

In a Ceramics class there is an extremely high probability that you will get dirty. Please wear comfortable clothing that you can justify getting dirty. An apron can also be useful. Keeping the classroom clean and orderly is important to foster a safe and stimulating environment. Each student is responsible for maintaining a clean work environment on a daily basis. Your performance regarding 'studio environment' is percentage of your overall semester grade.

Extra Credit

I will accept extra-credit projects provided they reflect the material covered in class. Extra credit projects cannot replace required projects. All assigned projects must be completed by the due date before extra credit will be *considered*. All extra credit projects must be accompanied by a ½ page proposal highlighting how the extra credit project will surpass the original project based on the assignment's objectives. You will NEVER be penalized for doing more than what is required. With this in mind, there is no reason to receive a grade lower than an 'A'. The grade you receive is the grade you earn.

Research

The Library has a substantial collection of books on Ceramics including the magazines Ceramics Monthly and American Ceramics. Aside from being necessary for your research project, I strongly urge you to become familiar with these materials. They can make your life much easier in this class in many ways.

Sketchbook

You are expected to use a sketchbook for notes, sketches, research, and writings. A sketchbook can serve as an invaluable multi-purpose tool in the development of an artist and his/her artwork. The significance of the role of a sketchbook is often underestimated. Your sketchbook is for your private use only. On occasion you may be called upon to share items of your own choice from your sketchbook to share in group discussions. Sketchbooks should be at least 9" x 12" in size. (Suggestion: Get a nice one.)

Supplies

The following list represents the basic tools for the course. They may be purchased at Michaels, Rome St. Gallery, Hobby Lobby, etc. Feel free to acquire as many additional tools as you feel necessary at any point throughout the semester.

- Dust masks (2-3)
- Fettling knife
- Wooden tool (any size)
- Needle tool
- Loop tool (any size)
- Serrated Metal Rib
- Metal Rib and Rubber Rib
- Metal Cutting Wire
- Sponge
- Bamboo Brushes (one or two)
- Metal fork (silverware drawer...Goodwill?)

Combination lock (lockers are available in the hallway)

2- 3 Brushes 1", 2", 3" (Must be natural bristle) Can be found in most hardware stores.

Hand Towel (to cut down on paper waste)

Textbook

HANDS IN CLAY, Speight/Toki, 5th Edition

Lab Fee

A _____ lab fee will be billed directly by the University. This covers clay, glaze materials, and firing costs.

Materials Fee

An additional fee of \$40, to be collected by the course professor, will be due one week from the first day of class. Receipts will be provided one week after the fee collection date.

Cellular telephone and mp3 player policy

All c-phones and mp3 players must be turned off (including vibration) prior to the beginning of class. The use of cellular phones during class is strictly forbidden.

Email Policy

In the interest of privacy and confidentiality please use only the myUWG email system when contacting me via email.

Special Needs

Please inform me of any special needs (allergies, conditions, etc.) that you think may affect your ability to participate in this class. With a little bit of dialogue, hopefully we will be able to avoid as many potential pitfalls as possible.

Note from the Professor

I am committed to making my classroom a community which promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential.

Course or Program Addition, Deletion or Modification Request

Department: ART College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix ART Course ⁴⁸²²~~48XX~~ Title The Art of Letterpress Printing and the Book Hours: 0 / 6 / 3
0 / 6 / 3

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

ART ~~48XX~~ ⁴⁸²² Title The Art of Letterpress Printing and the Book Hours: 0 / 6 / 3
0 / 6 / 3

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

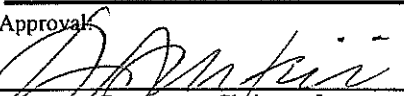
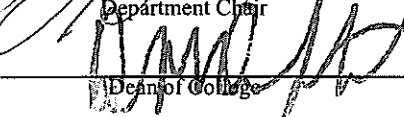
LETTERPRESS PRINTING & BOOK ARTS will continue with advanced problems where Printmaking Survey (3801) ended. The utilization of moveable type (typesetting) will compare aesthetics, history and vocabulary with those of current computer based typesetting. A variety of two and three dimensional book forms will be considered for letterpress application.

Prerequisite(s) ART 1101, 1007, 1008, 3801

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Spring / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year


Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>1/31/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>2-8-08</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

THE ART of LETTERPRESS PRINTING & the BOOK, ART 48XX

Instructor: Debrah Santini

Text: T.B.A.

Public Safety Emergency:

678-83[9-6600]

Recommended readings (as needed):

PRINTMAKING, Saff & Sacilotto

Cover to Cover, Shereen La Plantz

The Complete Printmaker, Ross & Romano

Office: Cobb Studio & Humanities #307

Office phone: 678-839-4963

Printshop Studio phone: 678-839-4964

Office Hours: T.B.A. & by appointment

COURSE DESCRIPTION

LETTERPRESS PRINTING & BOOK ARTS will continue with advanced problems where Printmaking Survey (3801) ended. The utilization of moveable type (typesetting) will compare aesthetics, history and vocabulary with those of current computer based typesetting. Letterpress will explore fine letterpress printing and expressive typography while learning to operate the Vandercook SP20 Test Press. A variety of two and three dimensional formats will be considered for letterpress application, with an emphasis on the role of the book from its inception to current trends in the book arts.

The utilitarian side of printmaking once dealt mainly with communication to the masses, first with images and later to include the progressive 14th C. invention of *moveable-type*. Students will be introduced to the art of typography as well as exploring word/image concepts. The natural progression of letterpress printing will include the art of the broadside, conventional and alternative book forms. The introduction of basic book structures will be the catalyst for the investigation of non-traditional structures as templates for further inquiry.

Emphasis will be on technical experimentation and expression. Students will be encouraged to create a sophisticated and personal series of images as they develop a formal competency of the medium.

RISK MANAGEMENT

Students will be made aware of safe studio practices in the handling and use of tools and materials, both active and inert. They will be appraised of the text: *Artist Beware*, by Michael McCann, (Watson-Guptil, New York), which details the hazards of various art materials and outlines precautions for their use.

- Compliance with State and Federal Laws: *Hazardous Waste Awareness Training*, www.usg.edu/ehs/training.

- Access to print shop materials and equipment is available to each student once introduced to the safety hazards and precautions required for safe operation of the above.
- Off hours access to the print shop is available by calling public safety or renting a key, from the Department of Art, for \$10.

RELATIONSHIP OF COURSE GOALS TO PROGRAM GOALS:

- Students will continue research and experimentation with all printmaking methods covered in ART 3801.
- Students will develop printing skills while learning to operate the Vandercook SP 20 Test Press.
- Students will develop, proof and execute images using type.
- Students will learn, understand become familiar with relevant vocabulary.
- A history of the book as art will be explored throughout the semester.
- Students will execute prints from proof stage through editioning.
- Students will critique their work and the work of others formally and informally at each stage of product development.

friendly amendment to label as course objectives

ATTENDANCE & GRADING

Attendance is mandatory. In excess of 3, unexcused absences may result in the loss of one letter grade; additional absences may result in withdrawal from the class. *IF you are out for 2 or more consecutive classes contact me ASAP to let me know you have not withdrawn from class.* It is your responsibility to get notes from a class mate in the event you cannot attend the class. All work is due on the due date and for critiques. Late work will not be accepted NO later than 24 hours after the due date. Missed critiques cannot be made up.

GRADING SCALE:

A = 90 - 100

Credit for superior work that shows a fine degree of individual insight, application, and originality beyond mere absorption of the assigned work. Documented growth as an artist as well as understanding of the subject. Effective participation in class critique and discussion including excellent Attendance. Significant time spent out of class on sketchbook and assignments. Embraces change, growth & experimentation.

B = 80 - 89

Credit for very good work done with intelligence, understanding, thoroughness, and industry. Appropriate time spent outside of class on sketchbook and weekly assignments. Good participation in class discussion; good attendance and completion of all assignments; accepts change, growth and experimentation.

C = 70 - 79

Credit for work of average or irregular quality. All of the assignments completed. Poor time management resulting in substandard sketchbook and/or weekly assignments. Resistance to change, experimentation and growth.

D = 60 - 69 Credit for poor work of barely passing quality. Exhibits very little growth as an artist as well as little understanding of the subject. Not all of the assignments completed, and/or poor attendance. Resistance to change, experimentation and growth.

F = 0

No credit; failure to produce work of passing quality, no growth in skills or understanding; missed assignments; poor attendance.

FINAL GRADES will be based on:

- Letterpress exercises & assignments: 25%
- Word/Image exercises & assignments: 25%
- Book projects, including maquettes: 25%
- Final Portfolio: 25%

Final portfolio will consist of your choice:

- A series of broadsides (no smaller than 11" x 17")
- An edition of 5 books (word & image)
- or A personal proposal

Any printmaking method from Art 3801 may be used for image making.

Also adhere to the following expectations:

2. Completion of the required work on time.
3. Demonstrate competence with skills and techniques covered.
4. Use of those skills to make imaginative and personal images free from blemish (i.e. ink outside image area, consistent and obvious USE of the B.A.T., etc.)
5. All assigned prints will be due in a minimum edition of 5 plus the B.A.T. (unless otherwise noted.) Each print must be separated by an equal size sheet of glassine (barrier paper).
6. **Participation** (attendance, additional time spent in studio, outside of class (*equal or more than hours in class*), participation in discussions and critiques, etc.)
7. Maintaining a "Creative/Technical" journal.

And Studio expectations:

Paramount in using a printmaking studio is respect for others work and cultivating work habits conducive to creating an efficient, cooperative, and clean

environment. Duties will be assigned for each student to encourage discipline in organization and leaving the space, as one would like to find it. All persons working in the print shop are responsible for these standards of conduct.

(This syllabus is open to additions and deletions at the discretion of the instructor.)

COURSE CATALOG DESCRIPTION

LETTERPRESS PRINTING & BOOK ARTS will continue with advanced problems where Printmaking Survey (3801) ended. The utilization of moveable type (typesetting) will compare aesthetics, history and vocabulary with those of current computer based typesetting. A variety of two and three dimensional book forms will be considered for letterpress application.

Course or Program Addition, Deletion or Modification Request

Department: English

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Engl 2060 The Creative Voice 3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

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

Requesting the addition of Engl 2060 to Core Area B.1. See attached documents.

Prerequisite(s) None.


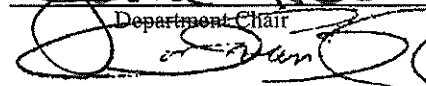
Present or Projected Enrollment: 150 (Students per year)

Effective Date*: Fall /2008
Term/Year

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


Grading System: Letter Grade Pass/Fail Other

Approval:

	10/30/07		
Department Chair	Date	Department Chair (if cross listed)	Date
	11/9/07		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	4-4-08	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
		Date

Vice President for Academic Affairs Date

Inclusion of ENGL 2060 into Core Area B.1

Proposal: The Department of English seeks include ENGL 2060 (The Creative Voice) in Core Area B. 1 (Institutional Priorities), an area devoted to both the structure and delivery of oral presentations. ENGL 2060 would serve as an introduction to the various methods of defining voice, including one's distinctive voice on the written page, and one's critical voice as a close reader of, and commentator on, peer-produced texts.

Justification: Currently, Core Area B.1 offers ART 2000 (Oral Communication and the Visual Arts), COMM 1110 (Public Speaking), ENGL 2000 (American Speech); ENGL 2050/THEA 2050 (Self-Staging: Oral Communication in Daily Life), PHIL 2110 (Critical Thinking); and XIDS 1004 (Communication). The inclusion of ENGL 2060 (The Creative Voice) into this area affords students the opportunity to work on written and oral communication skills in close collaboration with peers and professor. Since the course is designed as a workshop—meaning much of the class time is devoted to the analysis of student writing—both written and oral communication skills are highlighted each day. Moreover, since a successful workshop challenges students to work on their writing prior to presenting it orally in class, it reinforces the notion that strong oral skills are intrinsically tied to strong writing skills, regardless of chosen field or major, and that those skills are a crucial tool for future success. Such a symbiotic understanding of the connections between writing and speaking, then, embody in spirit and letter the outcomes for Core Area B. 1.

ENGLISH 2060: The Creative Voice Sample Syllabus

COURSE DESCRIPTION:

This course serves as an introduction to the various methods of defining voice, including one's distinctive voice on the written page, and one's critical voice as a close reader of, and commentator on, peer-produced texts. We will focus on the intersections of creativity and critical practice by studying their diverse articulations within both historical and contemporary contexts. We will also become familiar with workshop methodologies, which emphasize close peer interaction and foreground appropriate communication and critiquing skills among writers and thinkers. Finally, we will gain an appreciation and understanding of the structures of public readings and recitations of creative and critical work.

REQUIRED TEXTS:

Creative Writer's Handbook. Jason, Philip K. and Allan Lefcowitz, eds.
Immigrant Voices: Twenty-Four Voices on Becoming an American. Hutner, James, ed.
Novel Voices. Rabalais, Kevin and Jennifer Levasseur, eds.
A sturdy, hardback journal

COURSE GOALS:

- Students will learn how to define voice from a variety of creative and critical perspectives
- Students will understand how conceptions of one's individual voice necessarily arise in dialog with other voices both creative and critical
- Students will learn to communicate ideas and values effectively through creative writing and critical peer critique
- Students will learn to communicate with an audience by reading their own work aloud and discussing issues of reception within specific cultural contexts
- Students will become conversant with issues of technique in multiple literary genres and in multiple schools of critical reception
- Students will practice computer-based editing and critiquing skills through the collaborative construction of a course anthology

PROGRAM GOALS:

- This course fulfills one of the departmental requirements for the completion of the creative writing minor
- This course broadens students' desire and ability to take pleasure in their encounters with literature

WAC DESIGNATION:

Writing Across the Curriculum (WAC) is based on the premise that students learn most effectively and thoroughly about a subject through writing about it. WAC accepts as a guiding principle the idea that writing is a valuable tool for learning and communication. Therefore, the writing components of this course are designed to help students learn the material and communicate what they have learned. This class will employ various methods of integrating writing as a tool for both learning and communication. (Students are required to take two "W" courses for an undergraduate degree in the College of Arts and Sciences.)

ATTENDANCE:

I require regular and punctual attendance. In a class designed in semi-workshop fashion, your daily contributions and participation is absolutely critical. Failure to actively participate in workshop on a daily basis will affect your overall grade according to the grade determination below.

ACADEMIC DISHONESTY:

The Department of English defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. Any form of plagiarism or academic dishonesty in ENGL 2060—no matter the source, the assignment, or the value of the assignment—will result in an automatic course grade of F.

DETERMINATION OF SEMESTER GRADE:

Journal	20%
Voicing Calisthenics	20%
Workshop	20%
Recitations	5%
Attendance at Literary Event	5%
Final Portfolio	30%

JOURNAL:

To aid you in what we will call “predatorial reading”—that is, reading aside from mere comprehension, reading with an eye for craft, unique structures, ideas, settings, characters, analogies, syntax, formal devices, ambiguities, ironies, and/or anything else you might borrow and incorporate into your own writing—you will keep a journal. Your journal will be intimately linked to your reading, and I require strict reading habits (translate that to roughly 50 pages per week out of your course texts). While that may not seem like much, the type of reading in which you will engage will be much more interactive than you are probably used to. As such, your reading time will increase. Please keep about 1-2 hours per day open for reading and journal writing, with special emphasis on the weekends, when you should be reading and writing much more.

VOICING CALISTHENICS:

Based on readings and discussions, I will be giving you all sorts of calisthenics aimed at stretching your voice. They may be in-class or at-home assignments. You must be present in order to receive credit for in-class calisthenics. No late work accepted. Period. If you are not in class when we do a calisthenic, there is no making it up. I will accept no e-mailed work. To calculate your percentage for calisthenics, I will simply add up the number assigned and match your figure to it. Calisthenics are ungraded. You will get credit for being there and doing it.

WORKSHOP:

Your grade in the workshop involves the following elements: daily attendance, daily written responses to the workshop pieces, fair and thoughtful verbal criticism, and at least one contribution of your own writing to the workshop. Typically, we will workshop one piece of student work per class meeting. You will begin choosing workshop dates soon and will then bring class copies (however many classmates you have plus one for me) one class meeting prior to your date. Failure to do so negates your workshop day and your grade for it.

In responding to a workshop piece, you must engage the literary work on as many levels as possible. Mere praise does very little for a writer, as does continual scorn. We will be interested in helping other writers as a means of improving our own production. Subsequently, we will be modeling “meaningful responses” each day in class discussions. I will also be willing to show you a few student examples, in case you are still uneasy. Responses are due the day on which the piece is to be workshopped. No late or emailed work accepted.

Because of the inherent nature of the workshop and the writer’s vulnerability, I ask that we all remind ourselves of the function of “writerly” criticism. It may help to think of the workshop not in terms of one person’s being put on the spot but as that person offering a forum in which the entire class may then hone their critical/creative skills. Ultimately, you may not receive the help you desire on a certain piece of writing. The class, however, may benefit greatly from having read and discussed it. Also, the criticism you receive may not be wholly relevant to the piece you turned in, but that criticism, if “meaningful,” will be with you when you sit down to write next time. Finally, try and think of the workshop more in terms of the group of people GIVING the criticism rather than the one person RECEIVING it. The workshop is neither an ego stroke nor a bashing session. We will take the workshop seriously as a critical/creative laboratory.

RECITATIONS:

Since this class is devoted to enlarging your sense of writing as a process of discovery, you will also be required to read aloud in class on a daily basis. Competent recitations require prior close reading. Each student will read at least two times beyond the chosen workshop day: one piece from course text and one from original work. This a pass/fail grade: you receive credit for reading the selected pieces competently and energetically.

ATTENDANCE AT LITERARY EVENT:

Since this class requires an immersion in reading and writing, you will also attend at least one literary event throughout the semester. The department of English, the *Eclectic* (West Georgia's literary magazine), as well as various venues in town all offer an array of readings. Plus, Atlanta houses Poetry@Tech, the Emory University Reading Series, and many events around the other colleges and museums. Check with me to make sure your event will count. Once you attend, you must show proof of attendance either by admission ticket, signed book, or by other means. You will also write a one-page typed response to the event, including a discussion of a particularly poignant piece (poem or story, for example) that was performed and why you feel it was poignant.

FINAL PORTFOLIO:

Your final portfolio will include the following items: 1) a table of contents; 2) three rigorously revised poems and/or one lengthy prose piece, or a combination thereof (see me for details); 3) at least three revisions of each piece of writing apart from the final version; and 4) an 5-8 page critical preface (including a statement of your aesthetics, either implicitly or explicitly) in strict MLA format.

What constitutes a piece of writing? To paraphrase Robert Frost, no writing is ever finished, only abandoned. I will expect rigorous revisions leading up to any writing you include in your portfolio. Actually, there should be no surprises, as I should know each piece you are including already from workshops and individual conferencing.

You will learn revision strategies—ways of distancing yourself from your own writing—throughout the semester, especially during the workshop sessions. If you still feel uneasy about what constitutes a piece of writing, come see me often and early. Waiting until the last week to tell me you don't understand how to revise will not work. Revisions will be my sole criterion in assessing your creative work: the distance you've traveled from first to last draft.

What is a critical preface? Students often feel puzzled by the critical preface. Yet, I have found that it accounts for some of the best writing students do throughout the semester. This is your chance to contextualize your semester, what you've learned, how you've learned to approach writing and reading, where you began, where you ended, and where you intend to go. Of course, many of you are merely fulfilling an elective credit with no intention of ever being a "serious" writer. That's fine. I started the same way. The writing and the craft-oriented type of reading you do in this class, however, may still prove important to you. Careful use of language coupled with unquenchable curiosity can never hurt you. Plus, for the next semester at least, you WILL be serious writers.

COURSE READING SCHEDULE (Subject to change at professor's discretion):

Since the amount of reading for class time is considerably light, the assignments are to be read thoroughly and thoughtfully multiple times *before* the day on which they're listed. These pieces will also serve as springboards into various craft-oriented discussions and exercises, so be prepared to discuss them in detail.

- | | |
|------|---|
| 1/8 | Trained vs. untrained voice; expectations; introductions; etc. |
| 1/10 | Bring journals to class; Hugo, from <i>The Triggering Town</i> (handout)
Emanuel, "Frying Trout While Drunk"; and Levine, "Animals Are Escaping from Our Lives" (both handouts) |
| 1/15 | Reading from Aristotle's <i>Poetics</i>
Expecting the unexpected in voice |
| 1/17 | Robison, "I Am 21" (handout); Davis, "Mildred and the Oboe" (handout); problems vs. story problems |

- 1/22 Chapters on voice from *Writing Poetry: Creative and Critical Approaches*
diastolic/systolic imagination
- 1/24 "Poems," Gary Gildner; and Ai poems, True voice vs. ventriloquism; sample workshop pieces (handout)
- 1/29 Reading from *Novel Voices*
Dialogue and what's NOT said
Sample workshop
- 1/31 Walcott, "Sabbath's, W. I." and "Blues" (handouts)
Explicit versus implicit critical voices in creative contexts
- 2/5 Berry, "The Vacation" (handout)
Workshop _____
- 2/7 Reading from Abrams' *The Mirror and the Lamp*
Four theories of artistic reception
- 2/12 Atwood, "Happy Endings" (handout); Boyle, "The Hit Man" (*Sudden Fiction*)
The anti-aesthetic voice
Workshop _____
- 2/14 **Journals due in class**; Meitner, "Rubber" (handout); Williams, "The Gas Station" (*Vintage Book*)
The discursive voice
Workshop _____
- 2/19 Carlson, "Bigfoot Stole My Wife" (handout)
The sensational voice
Workshop _____
- 2/21 Reading from *Novel Voices*
The theatrical voice
Workshop _____
- 2/26 Coleridge's conversation poems (handouts)
Workshop _____
- 2/28 Reading from *Immigrant Voices*
The meditative voice
Workshop _____
- 3/5 Davis, "Story" and "The Mother" (handouts)
The minimalist voice
Workshop _____
- 3/7 Zagajewski, "Watching *Shoah* in a Hotel Room in America"
The historical voice
Workshop _____
- 3/12 Forché, "The Colonel" (handout)
The political voice
Workshop _____
- 3/14 Edson, "Erasing Amyloo" and "The Big Thing" (handouts); Davis, essay in back of *Sudden Fiction*;
excerpts from Aesop's Fables (handouts)
The absurdist voice
Workshop _____
- 3/19 Reading from *Immigrant Voices*
- 3/21 Reading from *Creative Writer's Handbook*
Workshop _____

- 3/26 **Journals due in class; Reading from *Immigrant Voices***
Workshop _____
- 3/28 Reading from *Creative Writer's Handbook*
Workshop _____
- 4/2 Calvino, from *Invisible Cities* (handout)
Workshop _____
- 4/4 Reading from *Novel Voices*
Workshop _____
- 4/9 Workshop _____
- 4/11 Workshop _____
- 4/16 Workshop _____
- 4/18 Workshop _____
- 4/23 Workshop _____
- 4/25 **Journals due in class; Final reading (one original piece or excerpt)**

Final Portfolios due no later than 5:00pm, Monday, April 30th

Course or Program Addition, Deletion or Modification Request

Department: English

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix FILM Course 2080 Title Introduction to the Art of Film

3 / 0 / 3
Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

FILM 2080 Introduction to the Art of Film

3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

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

Request to include FILM 2080 in Core Area C-1. Please see attached rationale.

Prerequisite(s) currently, ENGL 1101 and ENGL1102

Present or Projected Enrollment: 60 (Students per year)

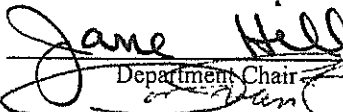
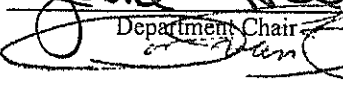
Effective Date*: Fall /2008

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

Term/Year

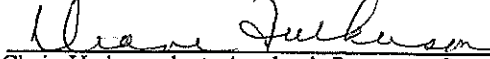
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>10/30/07</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>11/9/07</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

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

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

	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Core Rationale for FILM 2080

Although it does not now count toward Core Area C-1, FILM 2080 already lists the learning outcomes for that area along with the more specific learning outcomes and goals for the course. The goal, here, was to allow students to see how the course, which presently counts only toward the Film Studies Minor, fits within the larger picture of their overall core education.

Simply put, FILM 2080 teaches students an appreciation of film as an art form. While it can never escape its ties to entertainment and industrial origins, film has emerged as possible *the* major art form of the twentieth century. In this course, students are asked to recognize the art form's formal components, the major types of film (narrative, experimental, and documentary), and the significant artistic movements in the short history of the art form (from classical Hollywood cinema to the French New Wave). In the first half of the semester, students learn to break the art form down into key components in order to understand the medium's basic formal elements: mise-en-scene, cinematography, editing, sound, etc. The second half of the semester uses a more "macro" approach, looking at larger types of films and other traditions within the United States and globally that mark alternatives to mainstream Hollywood cinema.

Moreover, in specifically addressing other national traditions in the art of filmmaking with at least one unit devoted to "global cinema," FILM 2080 again fulfills the goals of Core Area C, in asking students to evaluate the art form from various cultural positions. In the first half of the semester, students are asked to consider issues surrounding the global context for film in their examination of films from the French New Wave and Soviet silent tradition. In the second half of the semester, the students must engage in depth with at least one other global tradition, in their comprehension of the concepts and historical information in the "Global Cinema" chapter of the textbook. Finally, they also must consider "alternative" traditions in U.S. cinema that often give voice to underrepresented populations in mainstream film, such as racial minorities.

The impact of film on the students' lived experience can never be underestimated. In a significant way, the goal of this course is to encourage students to examine critically and seek to understand the impact of film on their lives and even their thinking. If left unexamined, film has the potential to unconsciously persuade or emotionally affect its viewers, sometimes with negative consequences. The hope of this course is that students will leave with an understanding of how film can persuade, educate, charm, and disturb, and they can, thereafter, approach film's messages with a skeptical or enlightened eye.

Introduction to the Art of Film



Instructor: *Dr. Barbara Brickman*
E-mail: *bbrickma@westga.edu*
Class Meeting Time: *M W 12:30 - 1:45*
Office: *TLC 2243*
Office Hours: *M W 9:00-12:00*
On-line Office Hours: *T 9:00-12:00*

Description:

In this course students will consider the primary visual, aural, and narrative conventions by which motion pictures create and comment upon significant social experience. We will watch a wide range of films from a variety of countries and historical moments in film history. Students will have the chance to explore issues such as framing, photographic space, film shot, editing, sound, genre, narrative form, acting style, and lighting in the context of wider discussions of the weekly films. This is an introductory course, and assumes no prior knowledge of film. Students will be evaluated primarily on the basis of quizzes, short writing exercises and response papers, in-class writing, and exams.

Syllabus

Required Texts:

Corrigan, Timothy and Patricia White. *The Film Experience: An Introduction*

Electronic Reserve Readings on the course WebCT site (a handout for first-time users is available on-line)

Policies:

Learning Outcomes:

- Students will demonstrate an ability to analyze films as texts.
- Students will gain an enhanced knowledge of the medium's distinctive qualities.
- Students will demonstrate in both oral and written work a discipline-specific critical facility through thesis-driven analysis of related material.
- Students will demonstrate a basic understanding of the history of developments in motion pictures.
- Students will develop the ability to discuss critically key concepts in film studies relating to distribution, exhibition, production, mise-en-scene, cinematography, editing, sound, and narrative conventions.
- Students will gain a familiarity with alternatives to classical Hollywood cinema, for instance documentary, experimental, independent, or global cinema.
- Students will develop an introductory understanding of basic concepts in film theory.

Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)
- Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. (Core Curriculum learning outcomes III)
- Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression (Core Curriculum

learning outcomes V)

• Humanities/Arts Learning Outcomes:

1. To develop the ability to recognize and identify achievements in literary, fine and performing arts;
2. To have an appreciation of the nature and achievements of the arts and humanities; and
3. To develop the ability to apply, understand, and appreciate the application of aesthetics criteria to "real world circumstances."

- This course contributes to the program goal of equipping students with a foundation in the issues surrounding literary study in contemporary culture.

Assignments:

There are four types of assignments for this class: readings/screenings, quizzes, writing exercises, and two exams. You must complete the reading assignments before each class and be prepared to be called on about the content of the readings. Also, Thursday's class will involve some group work and class discussion related to the readings for that day and the weekly screening. Your involvement in this group work and discussion (along with attendance in class) will make up a large part of your participation grade.

Note: Readings and assignments are due on the day they are listed on the syllabus. Many readings are marked by "WebCT" and can be found on the course's WebCT page. Changes or additions to the readings may occur during the semester. I will announce these in class and post them on WebCT.

Screenings:

Film screenings act as perhaps the most essential 'reading' assignment for each week and should be regarded with the utmost scholarly attention. This is a film class and these texts are your primary sources so they should be treated as such. With this in mind, I recommend you take notes during screenings or just after--your participation and written responses will depend on it. You can find many of the films in the usual places (for rent in your local video store, for rent on an on-line video store, or for purchase in stores), but I have also put two copies of every film on four-hour reserve in the library. You may take the film out of the library during that four hours to watch in a computer lab or on a laptop or you can use the library's viewers. Additionally, I am working on securing a room for group screenings, but I will say more about that in class.

Writing Exercises:

In the first half of the semester, students will perform a shot-by-shot analysis of one scene of a film. This 2-page paper will be an analysis of a visual motif in the scene which students must first break down into shot-by-shot annotations. The analysis of the motif will comprise the 2 pages and the shot-by-shot documentation must be attached at the end (as an appendix). The essay must follow MLA formatting and citation practices (which we will cover in class). In the second half of the semester, you will be asked to write a segmentation of a narrative section of a film. This 2-page paper will ask students to provide an overview of the narrative structure and analyze the significance of the ordering of events. Next, **Please note:** The syllabus indicates that there will be a writing workshop day on which a draft of your essay will be due. If you do not come to class on these days and present a draft to me, your paper will not be eligible to receive a grade. **In other words, if you do not go through the workshop process and fail to turn in a draft for shorter and longer essays, you cannot turn in the final version of the paper for a grade.**

Quizzes and Exams:

There will be two exams, one at the midterm and one at the end of the semester, and a number of quizzes. The quizzes and exams will test students' understanding of key film terminology and historical developments. The shorter quizzes will be simple reading/viewing comprehension tests and the long quizzes are meant to prepare students for the more difficult task of the examination. The total for all the quizzes will comprise 30% of the student's final grade, after the lowest quiz grade is dropped. The midterm exam will test, in a more comprehensive way, the students' growing understanding of concepts and film movements and will comprise 15% of a student's final grade. Furthermore, the final exam will include the midterm-type questions and an essay portion challenging students to articulate increasing critical sophistication in relation to the cinematic text (20% of final grade).

Class Participation:

You will be expected to participate as much as possible in this class. Active participation involves, of course, attending class, but you are also expected to have done all the reading before class and screened the films (well enough for pop quizzes), to listen attentively to the instructor and your other classmates, and to offer provocative and interesting questions or contributions to class discussion. Your participation accounts for a significant portion of your final grade (10%), so I highly recommend that you come to class with your own discussion questions in mind and that you stay on top of any and all absences or tardiness problems.

Grades:

The percentage breakdown is as follows:

Quizzes = 30%

Midterm Exam = 15%

Segmentation = 10%

Shot-by-shot = 10%

Final Exam = 20%

In-class writing/Participation = 15%

Policies:

Attendance:

Class attendance is **mandatory**. There is too much material to cover in the short time allowed in two meetings a week to be able to afford an absence. I understand, however, that emergencies occur. Do your best to keep me aware of when and why you will miss a class. Be advised, though, that every absence after your **2rd absence** will lower your participation grade by 1/2, and **five or more absences will result in an administrative withdrawal from the course with an F**. Although, again, I understand that emergencies occasionally arise, consistent tardiness will not be tolerated. If this becomes a problem (i.e. I have to speak to you about it), you can expect to lose **half and absence**.

Please turn off all cell phones and pagers before class begins.

Deadlines and Late Papers:

Papers are due at the beginning of class and late papers (even 15 minutes into class) will be penalized. We are often starting new material on the days papers are due, so a late-comer will miss course material and disrupt discussion. More seriously, late papers will lose **1/2 of a letter grade for each day they are late**. After a week (seven days late including weekends), the paper will automatically receive a failing grade (**F**). If a student has a verifiable medical excuse or family emergency and requests an extension (by e-mail, phone, or in person) before the paper deadline, then an extension can be granted. Excuses such as having papers or exams for other classes, discovering a schedule conflict with work or other responsibilities, or simply feeling overwhelmed occur too commonly to be considered "serious" and will not result in an extension.

Academic Honesty:

Plagiarism is the act of claiming the ideas or actual words of another as one's own. This act can take several forms: copying an essay from a printed source or the internet, taking answers from another student's paper, or using the language and/or ideas from any source without proper citation. The work you turn in should be your own. The penalties for academic dishonesty are severe, and ignorance is not an acceptable defense. Flagrant violations of this policy (e.g. copying papers from the internet or cheating on exams) are grounds for failing the course. I will pursue (and have pursued in the past) any irregularities I detect, and, if necessary, I will begin formal proceedings according to university policy.

Paper Formatting:

Papers should be typed, double-spaced, in 12-point font (preferably Times New Roman or another standard serif font) with 1" top and bottom margins and 1-1.25" right and left margins, and without title pages. Using large margins and enormous fonts (i.e. Courier New) to fulfill the page requirement fools no one, least of all me (I used to work in desktop publishing and I know all the tricks), so follow these guidelines and come for extra help or use the writing workshops to learn how to present a full, well-supported argument that meets the page requirements.

Extra Help:

If you feel you need help or if you have any questions regarding the class, come by my office. **Room 2243** in the TLC. I will always be in my office and prepared to offer assistance during my office hours, which will be from **9:30-12:00 on Mondays and Wednesdays**, and **3:30-5:00 on Tuesdays and Thursdays**. If for some reason you are unable to see me during my office hours, I can arrange an alternative meeting time. Always bring your notes and past assignments with you when you come to see me so that I can better determine how your preparation is affecting your overall performance. In the worst case scenario (i.e. you can't find me or have to ask me a question immediately), you can always e-mail me. Also, do not forget about the Writing Center where the instructors and staff work to assist writers at any point in the writing process. For more information or to make an appointment, e-mail the Writing Center at writing@westga.edu.

E-mail:

If you need to reach me for any reason, you will have the best luck via e-mail at bbrickma@westga.edu. For all official correspondence with me, you **must** e-mail me from your university (MyUWG) account or WebCT account in order to make it easier to identify the sender of the e-mail and to avoid unnecessary security or virus risks.

Special Needs:

The University of West Georgia adheres to the Americans for Disabilities Act, known as ADA, which requires that all programs at the university be accessible to people with disabilities. If you have a registered disability that will require accommodation, please see me in my office at the beginning of the semester. If you have a disability that you have not yet registered through the Disabled Student Services Office, please contact Dr. Ann Phillips in 272 Parker Hall at (678) 839-6428.

Introduction to the Art of Film - Fall 2007

Course Policies

Introduction

August

- 15 Course Introduction – The Audience That Knew Too Much
Working Definitions of "Critical Reading" and "Text"
- 20 The Business - Distribution, Promotion, Exhibition
Film Experience – Chapter 1
Screening: *Sunset Boulevard* (Wilder, 1950)
- 22 Star System
Recommended Reading: "Béla Balázs on the Face of Greta Garbo," *Film Experience*, p.72-74

Composition

- 27 Mise-en-scene
Film Experience – Chapter 2
Screening: *Nosferatu* (Murnau, 1922)
- 29 German Expressionism
Quiz #1

September

- 3 LABOR DAY - No Classes
- 5 Cinematography
Film Experience – Chapter 3
- 10 Cinematography
Film Experience – Chapter 3 (cont.)
Screening: *Raising Arizona* (Coens, 1987)
Begin exercises for Shot-by-shot
- 12 *Recommended*: Place, J.A. and L.S. Peterson. "Some Visual Motifs of Film Noir" (*M&M*)
Cinematography Quiz
- 17 Editing - Introduction to Continuity
Film Experience – Chapter 4 (p.110-36)
Screening: *The Big Sleep* (Hawks, 1946)
- 19 **Shot-by-shot Exercise**
Recommended: Bellour, Raymond. "The Obvious and the Code" (WebCT)
- 24 Editing - Alternatives to Continuity
Film Experience – Chapter 4 (p.136-65)
Screening: *À bout de souffle* [*Breathless*] (Godard, 1960)
Typed Shot-by-shot Due
- 26 **Editing Quiz**
Writing Exercise for Shot Analysis

October

- 1 Review for Midterm
Shot Analysis Due, attach graded shot-by-shot

- 3 **Midterm Exam**
- 8 Introduction to Film Sound
Film Experience – Chapter 5
Screening: *The Conversation* (Coppola, 1974)
Last day to withdraw with grade of "W"

- 10 Introduction to Film Sound (cont.)

Organizational Structures

- 15 Narrative Form
Film Experience – Chapter 6
Screening: *Adaptation* (Jonze, 2002)

- 17 **Segmentation Exercise**

- 22 Genre Film
Film Experience – Chapter 8

- 24 **Quiz #4**
Writing Exercise for Segmentation Analysis

Alternatives to the Mainstream

- 29 Experimental Film
Film Experience – Chapter 7
In-class: *Meshes in the Afternoon* (Deren, 1943); *Un Chien Andalou* (Buñuel, 1929)

- 31 Documentary
Film Experience – Chapter 7 (cont.)

November

- 5 Documentary (cont.)
Screening: *Grizzly Man* (Herzog, 2005)
Recommended: Arthur, Paul. "Extreme Makeover: The Changing Face of Documentary"
(WebCT)

- 7 **Segment Analysis Due**, attach graded segmentation

- 12 Global Cinema
Film Experience – Chapter 10 (p.365-83)
Screening: *Monsoon Wedding* (Nair, 2001)

- 14 Global Cinema Cont.

- 19 **Quiz #5**

- 21-25 **THANKSGIVING RECESS - No classes**

- 26 American Alternatives
Film Experience – Chapter 10 (p.383-415)
Screening: *4 Little Girls* (Lee, 1997)

- 28 Defining Independence?

December

3

Final Review for Exam

12

Final Exam - 11am-1 pm

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title French BA with p-12 certification Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

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


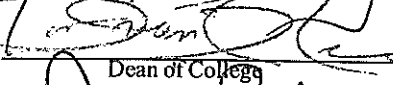
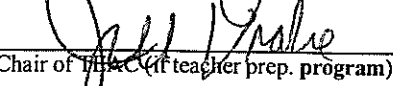
The changes made are designed to bring our program into conformity with the changes mandated by the Board of Regents. Specifically we have dropped the courses MBED 2271, CEPD 2102 and SPED 2706 from Area F and added EDUC 2110, 2120, 2130. We have added SPED 3715 and MEDT 3401 to Professional Education.

Prerequisite(s) _____

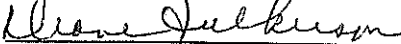
Present or Projected Enrollment: (Students per year) _____ Effective Date*: _____ / _____ / _____
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	10-24-07		
Department Chair	Date	Department Chair (if cross listed)	Date
	11/9/07		
Dean of College	Date	Dean of College (if cross listed)	Date
	12/10/07		
Chair of French (if teacher prep. program)	Date		

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

	4-4-08		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

University of West Georgia
 Department of Foreign Languages & Literature
 Bachelor of Arts Major: FRENCH with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	28		
ENGL 1101	3			FREN 3100	3		
ENGL 1102	3			FREN 3220	3		
MATH 1101 OR 1111	3			FREN 3221	3		
				FREN 4150	3		
Area B. Institutional Priorities	5			FREN 4310 or 4320	3		
PHIL2110*8	3						
Approved Elective: Music 1110 or XIDS 2002	2			FREN electives 3000 level or above	6		
				FREN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100*8	3			HIST 1111 or 1112	3		
Humanities Elective	3						
Area D. Natural Science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	21		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301*8	3			FORL 4586* 2	9		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18						
MGED 2271	3			Other Requirements			
CEPD 2102* 1,3	2						
SPED 2706* 1	3			Foreign Language (2001) other than French(1002, Elective	6		
2FREN 2001, 2002	6				5		
GRMN or SPAN 1001	3						
Elective	1			Subtotal	60		
Subtotal	60			TOTAL	120		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*5 Writing Across the Curriculum Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

*8 Recommended for the major

100

University of West Georgia
Department of Foreign Languages & Literature

Bachelor of Arts

Major: FOREIGN LANGUAGES AND LITERATURES FRENCH TRACK with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	28		
ENGL 1101	3			FREN 3100	3		
ENGL 1102	3			FREN 3220	3		
MATH 1101 OR 1111	3			FREN 3221	3		
				FREN 4150	3		
Area B. Institutional Priorities	5			FREN 4310 or 4320	3		
PHIL2110*8	3						
Approved Elective: Music 1110 or XIDS 2002	2			FREN electives 3000 level or above	6		
				FREN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100*8	3			HIST 1111 or 1112	3		
GERM/SPAN 1001	3						
Area D. Natural Science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301*8	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
				Other Requirements			
EDUC 2110, 2120, 2130	9						
FREN 2001, 2002	6			Foreign Language (2001) other than French	3		
GRMN or SPAN 1002	3						
Elective	3						
Subtotal	63			Subtotal	58		
				TOTAL	121		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*5 Writing Across the Curriculum Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

*8 Recommended for the major

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title Spanish BA with p-12 certification Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
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<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

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Prefix _____ Course _____ Title _____ Hours: / / Lecture/Lab/Total

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

The changes made are designed to bring our program into conformity with the changes mandated by the Board of Regents. Specifically we have dropped the courses MBED 2271, CEPD 2102 and SPED 2706 from Area F and added EDUC 2110, 2120, 2130. We have added SPED 3715 and MEDT 3401 to Professional Education.

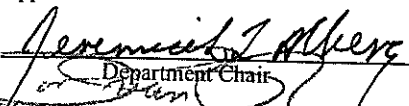
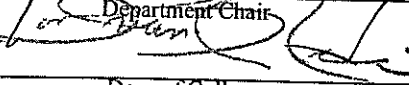
Prerequisite(s) _____

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

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

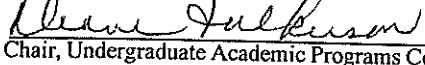
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date <u>10-24-07</u>	Department Chair (if cross listed)	Date
	Date <u>11/9/07</u>	Dean of College (if cross listed)	Date

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

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

	Date <u>4-4-08</u>	Chair, Committee on Graduate Studies	Date
--	--------------------	--------------------------------------	------

Vice President for Academic Affairs _____ Date _____

Present

University of West Georgia
Department of Foreign Languages & Literature
Bachelor of Arts Major: SPANISH with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3			SPAN 3101	3		
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3210 or 3220	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	6		
				SPAN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100**	3			HIST 1111 or 1112	3		
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	21		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401			
EDUC 2110, 2120, 2130	9			Other Requirements			
	3			Foreign Language other than SPAN (1002, 2001)	6		
SPAN 2001, 2002	6			Elective	2		
GRMN or FREN 1001	3						
Elective	1			Subtotal	60		
Subtotal	60						
				TOTAL	120		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts

Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3			SPAN 3101	3		
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3210 or 3220	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	6		
				SPAN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100**	3			HIST 1111 or 1112	3		
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
EDUC 2110, 2120, 2130	9						
SPAN 2001, 2002	6			Other Requirements			
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
Subtotal	60			Subtotal	61		
				TOTAL	121		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*5 Writing Across the Curriculum Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

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

To reflect course deletions and additions

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) **Effective Date*:** Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>2-25-08</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	<u>3-14-08</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>
	<u>3/25/2008</u>		
<small>Chair of TEAC (if teacher prep. program)</small>	<small>Date</small>		

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

	<u>4-4-08</u>		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs _____ Date _____

Initial Certification (Revised)
University of West Georgia
P-12 Spanish

Name: _____ UWG ID #: _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 _____ yes _____ no _____ GPA
 2. Passing scores on GACE (or SAT/ACT exemption) R _____ W _____ M _____

B. State Requirements

	Hrs Required	Hrs Completed (Trf/Sub)		Hrs Remaining
a. SPED 3715 or SPED 6706	3	_____		_____
b. MEDT 3401 ¹		3		_____
¹ Student must take prerequisite (MEDT 2401) or test out. Assess Online is no longer accepted as fulfillment of the technology requirement.				

TOTAL: **6** _____ _____

Students can not enroll in professional program until all prerequisites are met.

B. Professional Education Courses

a. FORL 4501 FL in Elem. School *2	3	_____		_____
b. FORL 4502 Methods of FL Teaching *2	3	_____		_____
c. CEPD 4103 Educational Psychology *3	3	_____		_____
d. SEED 4271 Curriculum *3	3	_____		_____

TOTAL: **12** _____ _____

C. Internship

FORL 4586 [^]	3-9	_____		_____
TOTAL:	3-9	_____		_____

*1 GPA of 2.5 required for enrollment

*2 GPA of 2.7 required for enrollment plus one 4XXX level language class.

*3 Admission to TEP is required before enrolling in these courses.

[^]Field Placement application must be submitted by posted deadline.

Content Field and Related Areas:

BA in Spanish is required. If the student does not have a BA in Spanish s/he must take the following courses:

SPAN 3101 Conversation	3	_____		_____
SPAN 3102 Composition	3	_____		_____
SPAN 3210 or 3220 Intro to Spanish/Span-Amer Writers	3	_____		_____
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3	_____		_____
SPAN 4040 Spanish Linguistics	3	_____		_____
SPAN 4170 Advanced Language Skills	3	_____		_____
6 elective hours in courses above 3000 level	6	_____		_____

TOTAL **24** _____ _____
TOTAL PROGRAM **51** _____ _____

Note: ¹ Students must earn grades of C or better on all undergraduate courses and a B or better on all graduate courses indicated on this sheet.

² This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate School.

 Student Date

 Evaluator/Advisor Date

**Initial Certification (Revised)
University of West Georgia
P-12 Spanish**

Name: _____ UWG ID #: _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 _____ yes _____ no _____ GPA
 2. Passing scores on GACE (or SAT/ACT exemption) R _____ W _____ M _____

B. State Requirements

	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
a. SPED 3715 or SPED 6706	3	_____	_____
b. MEDT 3401 ¹	3	_____	_____
¹ Student must take prerequisite (MEDT 2401) or test out. Assess Online is no longer accepted as fulfillment of the technology requirement.			
TOTAL:	6	_____	_____

Students can not enroll in professional program until all prerequisites are met.

B. Professional Education Courses

a. FORL 4501 FL in Elem. School *2	3	_____	_____
b. FORL 4502 Methods of FL Teaching *2	3	_____	_____
c. CEPD 4103 Educational Psychology *3	3	_____	_____
d. SEED 4271 Curriculum *3	3	_____	_____

TOTAL: **12** _____

C. Internship

FORL 4586[^] 3-9 _____

TOTAL: **3-9** _____

*1 GPA of 2.5 required for enrollment

*2 GPA of 2.7 required for enrollment plus one 4XXX level language class.

*3 Admission to TEP is required before enrolling in these courses.

[^]Field Placement application must be submitted by posted deadline.

Content Field and Related Areas:

BA in Spanish id required. If the student does not have a BA in Spanish s/he must take the following courses:

SPAN 3101 Conversation	3	_____	_____
SPAN 3102 Composition	3	_____	_____
SPAN 3030 Intro to Hispanic Literature	3	_____	_____
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3	_____	_____
SPAN 4040 Spanish Linguistics	3	_____	_____
SPAN 4170 Advanced Language Skills	3	_____	_____
6 elective hours in courses above 3000 level	6	_____	_____

TOTAL **24** _____

TOTAL PROGRAM **51** _____

Note: ¹ Students must earn grades of C or better on all undergraduate courses and a B or better on all graduate courses indicated on this sheet.

² This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate School.

Student Date

Evaluator/Advisor Date

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts

Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3			SPAN 3101	3		
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3210 or 3220	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	6		
				SPAN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100**	3			HIST 1111 or 1112	3		
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
EDUC 2110, 2120, 2130	9						
SPAN 2001, 2002	6			Other Requirements			
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
Subtotal	60			Subtotal	61		
				TOTAL	121		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*5 Writing Across the Curriculum Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

Revised 9/2007

** recommended course

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts

Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with Certification

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3			SPAN 3101	3		
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	6		
				SPAN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100**	3			HIST 1111 or 1112	3		
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 6,7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
EDUC 2110, 2120, 2130	9			Other Requirements			
SPAN 2001, 2002	6						
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
Subtotal	60			Subtotal	61		
				TOTAL	121		

*1 Students must earn a grade of C or better in these courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in these courses.

*5 Writing Across the Curriculum Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better.

** recommended course

Revised 1/2008

Course or Program Addition, Deletion or Modification Request

Department: Mathematics College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other </td> <td style="width: 33%; vertical-align: top;"> Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small> </td> <td style="width: 34%; vertical-align: top;"> Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other </td> </tr> </table>				Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other				

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

Library resources are adequate Library resources need enhancement

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

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

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

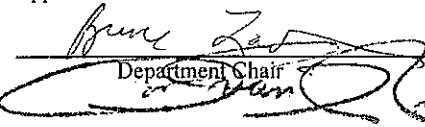
- Two courses in the Math-Traditional track program are being replaced:
- 1) CS 1302 Computer Science II (4) is being replaced by CS 1301 Computer Science (3)
 - 2) MATH 3413 Survey of Modern Algebra (3) is being replaced by MATH 4413 Abstract Algebra I (3)

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

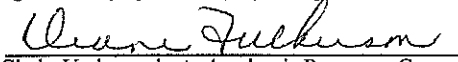
Grading System: Letter Grade Pass/Fail Other

Approval:

	2/20/08	Department Chair (if cross listed)	Date
Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date

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

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

	4-4-08	Chair, Committee on Graduate Studies	Date
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Rationale

Two courses in the Math-Traditional track program are being replaced:

1) CS 1302 Computer Science II (4) is being replaced by CS 1301 Computer Science (3)
The change has been initiated by the Computer Science department (CS 1300 is now prerequisite for CS 1301-CS 1302).

2) MATH 3413 Survey of Modern Algebra (3) is being replaced by MATH 4413 Abstract Algebra I (3)

Math 3413: Survey of Modern Algebra has been geared towards secondary education students and would not benefit students in other tracks. This is why it has been kept in the secondary education track but is being replaced by Math 4413 Abstract Algebra which is more appropriate for the traditional track (more depth and proofs),

**Course Requirements for the B.S. Degree In Mathematics
Plan A (Traditional Option)
2007-2008**

Course	Hours	Grade
ENGL 1101	3	
ENGL 1102	3	
Core Area B I (See Catalog)	3	
Core Area B elective (See Catalog)	1	
XIDS 2100 or equivalent	3	
Core Area C elective (See Catalog)	3	
POLS 1101	3	
HIST 1111, 1112	3	
HIST 2111 or 2112	3	
Core Area E elective	4	
2 Science Classes	4	
	4	
CS 1300	4	
CS 1301	3	
MATH 1113	4	
MATH 1634	4	
MATH 2009	1	
MATH 2644	4	
MATH 2654	4	
MATH 2853	3	
MATH 3003	3	
MATH 3243	3	
MATH 4253 or MATH 4353	3	
MATH 4413	3	
MATH 4513 or MATH 4043	3	
MATH 4233 or MATH 4613	3	
MATH elective *	3	
MATH elective *	3	
MATH elective *	3	
MATH 4983	1	
Electives **	28	

* Must complete a sequence from:

**MATH 4203-4213, MATH 4233-4613, MATH 4413-4423
MATH 4253-4353, MATH 4513-4523, MATH 4473-4483**

**Must complete 39 hours at or above the 3000-level

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

SPAN 3030 Introduction to Hispanic Literature 3 / / 3
 Prefix Course Title Hours: Lecture/Lab/Total

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


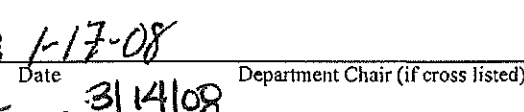
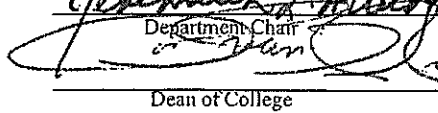
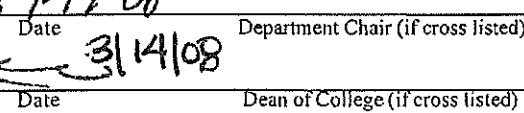
Please see attached

Prerequisite(s) SPAN 3101, 3102

Present or Projected Enrollment: 25 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

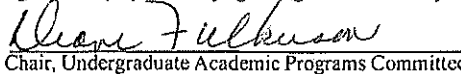
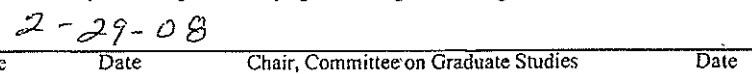
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date		Date
Department Chair	1-17-08	Department Chair (if cross listed)	3/14/08
	Date		Date
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	Date		Date
Chair, Undergraduate Academic Programs Committee	2-29-08	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

FLL COURSE ADDITION – SPAN 3030 – Introduction to Hispanic Literature
RATIONALE:

The proposal is for a new course which combines the materials in SPAN 3220- Latin American and SPAN 3210 - Spanish writers courses into one course (SPAN 3030) that reflects a more global understanding of these concepts: literary movements and characteristics in the context of Hispanic letters, introduction to analysis and identification of literary genres, and finally a combined understanding of historical ramifications on both sides of the Atlantic. What the Spanish section envisions is that the new course replace the other intro to lit courses as the *only* intro to lit requirement, and then the students can choose either/or from the Culture and Civilization courses, thereby making our scheduling jobs much easier as well as streamlining the process for the majors to proceed without delay.

Español 3030: Introducción a la literatura hispana
FALL Semester, 2008

Profesora: Dr. Bridgette W. Gunnels

Please note: the BEST way to reach me and get a response quickly is email, not the telephone

Oficina: Cobb 114; Teléfono: x5957

Horas de consulta: lunes, miércoles, viernes 9:00-9:45, jueves 10:30-11:30, y por cita

Required materials:

- *Aproximaciones al estudio de la literatura hispana*. Quinta edición.
- Un diccionario bueno de español-inglés. A good dictionary is an important investment in this class. Please see me if you already own one but aren't sure of its quality!

COURSE CONTRACT

(please read carefully – this is a binding agreement)

Grade distribution / assignments

10% = attendance and active participation in class

Attendance is an integral and required part of this course. You are allowed three absences without penalty. It is in your best interest to use these “free” absences very wisely. After three, your final grade will be reduced by 1% for each subsequent absence. Participation is evaluated daily. To receive an A in participation, you must do all of the following: read assigned pages carefully and thoroughly before coming to class; complete written assignments with care and bring them to class on time; speak and write *in Spanish*; work actively in groups during in-class activities; and take an active role in class discussion, through volunteering and being prepared to contribute when asked to do so.

30% (3 at 10% each) = papers (3)

You will write 2-3 page papers of literary analysis for narrative and poetry. For the drama unit, you will work in groups to write and perform a short play based on a short story we have read in class. Due dates are on the syllabus; information/suggestions for both papers and creative projects will be provided on WebCT.

15% = scheduled quizzes (pruebas), pop quizzes, homework

Some quizzes are scheduled; other quizzes will be given with or without prior notice to verify that you are reading. It is therefore extremely important that you read all assigned pages carefully and actively before coming to class. Some written assignments may also be collected and graded. **I may or may not announce that work will be taken up**, so come to class each day prepared to turn in assigned work, just in case. In addition to what is listed on the syllabus, I may assign short written *comentarios* from time to time (1-2 paragraphs) to practice writing before the large papers are due. These are NOT on the syllabus and will be announced IN CLASS and ON BLACKBOARD. *Check with someone if you are absent!* After 5:00 p.m. on the due date, **No late work will be taken**, regardless of your reason. Your lowest pop quiz grade/homework grade will be dropped. Therefore, **there will be no makeup pop quizzes**, regardless of the reason for your absence.

45% = exams (3 at 15% each) Dates are indicated on the syllabus; more information will be provided on WebCT.

Participation/attendance	10%
Written response papers	30%
Tareas, quizzes	15%
Exams	30%
Final	15%

Español 3030: Introducción a la literatura hispana (Dra. Sandlin)

Course objectives:

This course is a panoramic introduction to the literature of Spain and Latin America from its origins to today in 4 major genres: short story, drama, film and poetry. Through active reading and the discussion of various literary works, students will develop the ability to analyze literature in Spanish (orally and in writing), applying literary terms/concepts and demonstrating an understanding of the cultural contexts in which the texts were written. In addition, students will have ample opportunities to practice and improve skills in the language (speaking, reading, writing, and listening).

Learning outcomes:

- Recognize and describe the characteristics of 4 major genres: short story/narrative, drama, film and poetry
- Demonstrate competence in the characteristics of the major literary movements from both Peninsular literature as well as Latin American
- Students will be able to situate the history of the target cultures within a broad historical framework
- Students will demonstrate written competence in the form of short response papers and a final essay
- Students will further perfect listening, speaking, reading and writing skills at the advanced level

PROGRAMA

NOTE: ALL DUE DATES ON THE SYLLABUS ARE NON-NEGOTIABLE. ALL ASSIGNMENTS MUST BE HANDED IN BY 5:00 P.M. ON THE DUE DATE IN ORDER TO RECEIVE CREDIT. AFTER THAT TIME, NO LATE WORK WILL BE ACCEPTED FOR ANY REASON. PLAN AHEAD IF YOU KNOW YOU WILL BE ABSENT.

Fecha tema, páginas, tareas* (para leer antes de venir a clase)

** Additional written assignments (take home quizzes, etc.) may be given. It is best to check with a classmate if you are absent.*

AGOSTO

17	Intro. al curso; intro. a la literatura
19	Intro. a la narrativa: leer p. 10-19; contestar p. 19-22 # 1-4 (may be taken up)
22	Repasar p. 10-19; contestar p. 19-22 #5, 6a, 7; Leer p. 40 (make sure you understand the terms used in the questions)
24	"La camisa de Margarita," Ricardo Palma (p. 45-49)
26	"La camisa de Margarita"
29	"El etnógrafo," Jorge Luis Borges (p. 66-68)
31	"El dios de las moscas," Marco Denevi (p. 77-79); PRUEBA (términos de análisis)

SEPTIEMBRE

2	"La noche boca arriba," Julio Cortázar (p. 59-65)
5	"La noche boca arriba"
7	"No oyes ladrar los perros," Juan Rulfo (p. 68-72)
9	NO HAY CLASE HOY. Use today to work on your papers
12	"No oyes ladrar los perros"
14	"La mujer del Juez," Isabel Allende (p. 88-95)
16	"La mujer del Juez"; PAPER 1 DUE (narrativa)

- 19 Repaso
 21 **EXAMEN I - NARRATIVA**
 23 Intro. al drama (leer p. 238-51 y p. 273)
- 26 Repasar p. 238-51; contestar p. 251-52 A #1-5; taller (workshop) sobre los proyectos
 28 leer "La vida y obra" (García Lorca), p. 212-13 y "La casa de Bernarda Alba" Acto primero, García Lorca (p. 324-36)

OCTUBRE

- 2 "La casa de Bernarda Alba" Acto segundo, García Lorca (p. 337-49)
- 5 "La casa de Bernarda Alba," Acto tercero (p. 349-60); **drafts of scripts due**
 7 **PRUEBA**, Drama terms and "La casa de BA"
 9 El hombre se convirtió en perro," Osvaldo Dragún (p. 282-89)
- 12 "Resguardo personal," Paloma Pedrero (p. 316-23)
 14 Repaso de drama; taller sobre los proyectos
- 26 Repaso de drama; taller sobre los proyectos
 28 **EXAMEN II - DRAMA**
 30 **performances today; final copy of your script due**

NOVIEMBRE

- 2 Intro. a la poesía: leer p. 124-37; Contestar p. 137-38 Práctica (all or parts may be taken up)
- 4 Leer p. 138-44; Contestar p. 144 A; leer p. 158-59 (all or parts may be taken up)
 6 "El romance..." y "El enamorado y la muerte" (p. 160-61)
- 9 **Prueba – cómputo silábico, rima**
 11 Garcilaso de la Vega, "Soneto I" y "Soneto XXIII," (p. 162-64)
 13 Santa Teresa de Jesús y sus poemas (p. 165-67) y San Juan "Noche oscura" (p. 168; 170)
- 16 Sor Juana Inés de la Cruz, "A una rosa" (p. 178-80) + handout
 18 José de Espronceda, "Canción del pirata" (p. 180-82)
 20 Gustavo Adolfo Bécquer y sus rimas (p. 186-88); **Prueba – figuras retóricas**
- 23 José Martí, "Si ves un monte de espumas" (p. 188-90) y Rubén Darío, "El cisne" (p. 195-96)
 25 Vicente Huidobro, "Arte poética" (p. 208-09); Neruda (handout)
 27 Luis Palés Matos, "Danza negra" (p. 216-17) Y Nicolás Guillén, "Sensemayá" (p. 218-20)
- 30 Nancy Morejón, "Mujer negra" (p. 233-36); Dalton (handout)

DICIEMBRE

- 2 Repaso; **PAPER 3 DUE**

EXAMEN III (POESÍA): lunes, el 7 de mayo, 9:00 a.m.

* PLEASE NOTE this day/time and make travel plans accordingly.

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix SPAN Course 3210 Title Introduction to Spanish Writers Hours: 3 / / 3 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

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

Prerequisite(s) SPAN 1001-2002, SPAN 3101, SPAN 3102

Present or Projected Enrollment: 25 (Students per year)

Effective Date*: Summer / 2008
Term/Year

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

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Josephine J. Allred</u>	<u>1-17-08</u>	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3/14/08</u>	Dean of College (if cross listed)	Date

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

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

<u>[Signature]</u>	<u>2-29-08</u>	Chair, Undergraduate Academic Programs Committee	Date
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

**FLL COURSE DELETION – SPAN 3220, 3210
RATIONALE:**

These two course offerings for Spanish majors- SPAN 3210 and 3220- are separate introductions to literature that reflect a geographical orientation. SPAN 3210 is an introduction to the major writers of Spain and SPAN 3220 is an introduction to the writers of Latin America. Both courses include in their learning outcomes an introduction to major literary movements, genres, and historical contexts which are common to both courses (the historical contexts are different although the histories are connected after a certain timeframe).

The program seeks to streamline its offerings by deleting these two courses and combining them into one, fluid course that reflects a more global understanding of these concepts: literary movements and characteristics in the context of Hispanic letters, introduction to analysis and identification of literary genres, and finally a combined understanding of historical ramifications on both sides of the Atlantic (see course addition request for complete information regarding this new course).

An **additional rationale** is found in the effort to streamline the major requirements to allow for more timely completion of degrees. Currently, our degree requirements are extremely difficult to manage in that at the 3000 level the majors have a choice: either take the Latin American Writers Course or the Peninsular Writers course, but then the second half of this requirement lies in the culture/civilization course that also is required. The students have to alternate the courses taken. In other words, if person A takes the Latin American intro to lit course, then they must take the Peninsular culture/civilization course and vice versa. This requirement has created a difficult situation for the Spanish TT faculty in the last 4 years because we're finding it hard to fit all 4 courses in during the 2 semesters to allow the growing number of majors to advance in a timely fashion, along with being able to offer other upper-level courses also required.

Course or Program Addition, Deletion or Modification Request

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

Current course catalog listing: (for modifications or deletions)

Prefix SPAN Course 3220 Title Introduction to Latin American Writers Hours: 3 / 3 / 3
Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
Lecture/Lab/Total

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


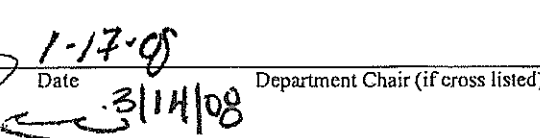
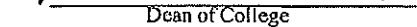
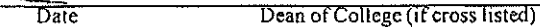
Prerequisite(s) SPAN 1001-2002, SPAN 3101, SPAN 3102

Present or Projected Enrollment: 25 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2008
Term/Year

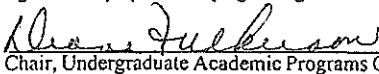
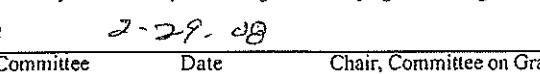
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>1-17-08</u> Date		<u>3/14/08</u> Date
<small>Department Chair</small>		<small>Department Chair (if cross listed)</small>	
	<u>3/14/08</u> Date		<u>3/14/08</u> Date
<small>Dean of College</small>		<small>Dean of College (if cross listed)</small>	

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

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

	<u>2-29-08</u> Date		Date
<small>Chair, Undergraduate Academic Programs Committee</small>		<small>Chair, Committee on Graduate Studies</small>	

Vice President for Academic Affairs _____ Date _____

**FLL COURSE DELETION – SPAN 3220, 3210
RATIONALE:**

These two course offerings for Spanish majors- SPAN 3210 and 3220- are separate introductions to literature that reflect a geographical orientation. SPAN 3210 is an introduction to the major writers of Spain and SPAN 3220 is an introduction to the writers of Latin America. Both courses include in their learning outcomes an introduction to major literary movements, genres, and historical contexts which are common to both courses (the historical contexts are different although the histories are connected after a certain timeframe).

The program seeks to streamline its offerings by deleting these two courses and combining them into one, fluid course that reflects a more global understanding of these concepts: literary movements and characteristics in the context of Hispanic letters, introduction to analysis and identification of literary genres, and finally a combined understanding of historical ramifications on both sides of the Atlantic (see course addition request for complete information regarding this new course).

An **additional rationale** is found in the effort to streamline the major requirements to allow for more timely completion of degrees. Currently, our degree requirements are extremely difficult to manage in that at the 3000 level the majors have a choice: either take the Latin American Writers Course or the Peninsular Writers course, but then the second half of this requirement lies in the culture/civilization course that also is required. The students have to alternate the courses taken. In other words, if person A takes the Latin American intro to lit course, then they must take the Peninsular culture/civilization course and vice versa. This requirement has created a difficult situation for the Spanish TT faculty in the last 4 years because we're finding it hard to fit all 4 courses in during the 2 semesters to allow the growing number of majors to advance in a timely fashion, along with being able to offer other upper-level courses also required.

Course or Program Addition, Deletion or Modification Request

Department: Music

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Action</p> <p><input type="checkbox"/> Course <input checked="" type="checkbox"/> Program: BM in Music Ed.</p> <hr/> <p><input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete</p> <p><input checked="" type="checkbox"/> Credit</p> <p><input type="checkbox"/> Number</p> <p><input type="checkbox"/> Title</p> <p><input type="checkbox"/> Description</p> <p><input checked="" type="checkbox"/> Other: Add new EDUC courses</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Credit</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Graduate</p> <p><input type="checkbox"/> Other*</p> <p><small>*Variable credit must be explained</small></p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Frequency</p> <p><input checked="" type="checkbox"/> Every Term</p> <p><input type="checkbox"/> Yearly</p> <p><input type="checkbox"/> Other</p> </div> </div>			

Rationale: Programs leading to Georgia teacher certification must incorporate new and modified classes in their curricula.

Library resources are adequate Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
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This modification eliminates CEPD 2102 & SPED 2706, and adds SPED 3715, EDUC 2110, EDUC 2120, & EDUC 2130. To offset credit hours, we are eliminating observation credits for four Music Education courses (MUSC 3900, 4000, 4011 and 4021). This modification increases program hours from 128 to 132. Per mandate by our accrediting body (NASM), we are adding MUSC 28XX Small Ensemble as a check-off item to the Instrumental Option.

Prerequisite(s) _____

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	3/5/08	Department Chair (if cross listed)	Date
	3/14/08	Dean of College (if cross listed)	Date
	3/25/08	Chair of TEAC (if teacher prep. program)	Date

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

	4-4-08	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs _____ Date _____

Proposed Program Modification
University of West Georgia
B.M. in Music Education

Name: _____

Student ID #: _____

CORE CURRICULUM	HRS	MUSIC CONTENT AREA	HRS
A. Essential Skills (9 Hrs.)		Courses Common to all Options	
ENGL 1101	3	MUSC 1000 Comprehensive Music Lab. ¹	0
ENGL 1102	3	MUSC 2301 Music Theory III	3
MATH 1001, 1111, 1113, or 1634	3-4	MUSC 2302 Music Theory IV	3
B. Institutional Priorities (4-5 Hrs.)		MUSC 2401 Aural Skills III	1
Oral Communication	3-4	MUSC 2402 Aural Skills IV	1
Institutional Elective	1-2	MUSC 2501 Keyboard Skills III	1
C. Humanities and Fine Arts (6 Hrs.)		MUSC 2502 Keyboard Skills IV ²	1
Fine Arts	3	MUSC 2600 Principal Applied	2
Humanities	3	MUSC 3230 Tech. in Comp. & Improv.	2
D. Science, Math, Tech. (10-11 Hrs.)		MUSC 3601 Woodwind Tech. & Mat.	1
Lab Science elective	4	MUSC 3602 Brass Tech. & Materials	1
Science elective without lab	3	MUSC 3603 Percussion Tech. & Mat.	1
Math/Sci./Tech. elective	3	MUSC 3604 String Tech. & Materials	1
E. Social Sciences (12 Hrs.)		MUSC 3701 Western Music before 1825	3
HIST 111X Surv. of World History	3	MUSC 3702 W. Music . . . & World Music	3
HIST 211X U. S. History	3	MUSC 3850 Conducting	3
POLS 1101 American Government	3	MUSC 4200 Orchestration & Arranging	2
Social Science Elective	3	MUSC 4600 Principal Applied ³	6
F. Program Related Courses (18 Hrs.)		Common Course Subtotal	
MUSC 1301 Music Theory I	3	Students select one 7-hour Option:	
MUSC 1302 Music Theory II	3	Option: Woodwind, Brass, Percussion:	
MUSC 1401 Aural Skills I	1	MUSC 28XX Small Ensemble ³	0
MUSC 1402 Aural Skills II	1	MUSC 3605 Voice Tech. & Mat.	1
MUSC 1501 Keyboard Skills I	1	MUSC 4021 Instrumental Methods & Mat. ⁴	3
MUSC 1502 Keyboard Skills II	1	MUSC 4710 Symphony Band	1
MUSC 2600 Principal Applied	4	MUSC 4720 Marching Band	2
MUSC 2710 Symphony Band	2	Option: Voice	
MUSC 2720 Marching Band	2	MUSC 3606 Principles of Diction	1
Subtotal	60	MUSC 4011 Choral Methods & Materials ⁴	3
PROFESSIONAL EDUCATION		MUSC 4750 Concert Choir	3
EDUC 2110 Investigating . . . Issues in Ed.	3	Option: Keyboard, String, Guitar	
EDUC 2120 Exploring . . . Diversity	3	MUSC 3605 Voice Tech. & Mat.	1
EDUC 2130 Explor. Teaching & Learning	3	MUSC 4011 Choral Methods & Materials ⁴	3
SPED 3715 Inclusive Classrooms ⁴	3	or MUSC 4021 Instr. Methods & Mat. ⁴	
MUSC 3900 Music in the Elem. Schools	3	MUSC 47XX Symphony Band, Marching Band, or Concert Choir	3
MUSC 4000 Music in the Second. Schools ⁴	3	Option Subtotal	
CEPD 4101 Educational Psychology ⁴	3	Content Subtotal	
MUSC 4186-4188 Teaching Internship ⁴	9	42	
Subtotal	30	Total Program Hours	
		132	

¹Six terms must be completed with a grade of "S."

²Passing MUSC 2502 constitutes piano proficiency.

³Passage of the Level-Change Exam is a prerequisite.

⁴Admission to Teacher Education is a prerequisite.

Half Recital or Hearing in lieu of Recital is required for all Music Education majors.

One semester of Small Ensemble is required for Instrumental Option.

Course or Program Addition, Deletion or Modification Request

Department: Nursing

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

See attached rationale and plans of study for program change.

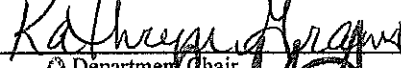

Prerequisite(s) _____

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

Effective Date*: Fall /2008
Term/Year

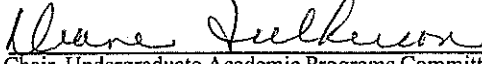
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>3/16/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>3/14/08</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

**University of West Georgia
Generic BSN Program
Newnan Program**

**Plan of Study for
Students Admitted in Summer 2006
2/11/08**

Newnan (no changes)

Summer 2006 (6 hours)	Fall 2006 (5 hours)	Spring 2007 (10 hours)
NURS 3122 – Professional Concepts (3-0-3) NURS 2023 – Applied Pharmacology (3-0-3)	NURS 3182 – Skills I (3-0-3) NURS 3172 – Health Assessment (1-2-2)	NURS 3135 – Professional Practice (4-8-8) NURS 3272 – Skills II (2-0-2)
Summer 2007 (7 hours)	Fall 2007 (7 hours)	Spring 2008 (9 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session NURS 3245 – Family Health Nursing (3-4-5)	NURS 3212 – Nursing Research (2-0-2) NURS 3235 – Mental Health Nursing (3-4-5)	NURS 4335 – Adult Health Nursing (3-8-7) NURS 4382 – Skills III (2-0-2)
Summer 2008 (7 hours)	Fall 2008 (12 hours)	
Full Session NURS 4345 – Community Health (2-6-5) NURS 4433 – Leadership (2-0-2)	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NCLEX Preparation (1-0-1)	

**University of West Georgia
Generic BSN Program**

**Plans of Study for
Students Admitted in Summer 2007
2/11/08**

Carrollton (no changes)

Summer 2007 (3 hours)	Fall 2007 (16 hours)	Spring 2008 (14 hours)
NURS 2023 – Applied Pharmacology (3-0-3)	NURS 3122 – Professional Concepts (3-0-3) NURS 3135 – Professional Practice (4-8-8) NURS 3172 – Health Assessment (1-2-2) NURS 3182 – Skills I (3-0-3)	NURS 3222 – Nursing Research (2-0-2) NURS 3235 – Mental Health Nursing (3-4-5) NURS 3245 – Family Health Nursing (3-4-5) NURS 3182 – Skills II (2-0-2)
Summer 2008 (2-4 hours)	Fall 2008 (12-14 hours)	Spring 2009 (14 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session NURS 4382 – Skills III (2-0-2) - optional	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> <u>NURS 4345 – Community Health (2-4-4)</u> NURS 4383 – Skills III (2-0-2) - optional	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NURS 4433 – Leadership (2-0-2) NCLEX Preparation (1-0-1)

Newnan (new adult and community health courses)

Summer 2007 (6 hours)	Fall 2007 (5 hours)	Spring 2008 (10 hours)
NURS 3122 – Professional Concepts (3-0-3) NURS 2023 – Applied Pharmacology (3-0-3)	NURS 3182 – Skills I (3-0-3) NURS 3172 – Health Assessment (1-2-2)	NURS 3135 – Professional Practice (4-8-8) NURS 3272 – Skills II (2-0-2)
Summer 2008 (7 hours)	Fall 2008 (7 hours)	Spring 2009 (10 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session NURS 3245 – Family Health Nursing (3-4-5)	NURS 3222 – Nursing Research (2-0-2) NURS 3235 – Mental Health Nursing (3-4-5)	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> NURS 4382 – Skills III (2-0-2)
Summer 2009 (6 hours)	Fall 2009 (12 hours)	
Full Session <u>NURS 4345 – Community Health (2-4-4)</u> NURS 4433 – Leadership (2-0-2)	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NCLEX Preparation (1-0-1)	

**University of West Georgia
Generic BSN Program**

**Plans of Study for
Students Admitted in Summer 2008
2/11/08**

Carrollton (all new curriculum)

Summer 2008 (3 hours)	Fall 2008 (15 hours)	Spring 2009 (15 hours)
NURS 2023 – Applied Pharmacology (3-0-3)	NURS 3122 – Professional Concepts (3-0-3) NURS 3135 – Professional Practice (4-8-8) NURS 3172 – Health Assessment (1-2-2) <u>NURS 3192 – Clinical Skills I (1-2-2)</u>	NURS 3222 – Nursing Research (2-0-2) NURS 3235 – Mental Health Nursing (3-4-5) <u>NURS 3245 – Family Health Nursing (4-8-8)</u>
Summer 2009 (4 hours)	Fall 2009 (12 hours)	Spring 2010 (14 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session <u>NURS 4192 – Clinical Skills II (1-2-2)</u>	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> <u>NURS 4345 – Community Health (2-4-4)</u>	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NURS 4433 – Leadership (2-0-2) NCLEX Preparation (1-0-1)

Newnan (all new curriculum)

Summer 2008 (6 hours)	Fall 2008 (4 hours)	Spring 2009 (8 hours)
NURS 3122 – Professional Concepts (3-0-3) NURS 2023 – Applied Pharmacology (3-0-3)	<u>NURS 3192 – Clinical Skills I (1-2-2)</u> NURS 3172 – Health Assessment (1-2-2)	NURS 3135 – Professional Practice (4-8-8)
Summer 2009 (7 hours)	Fall 2009 (10 hours)	Spring 2010 (10 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session NURS 3235 – Mental Health Nursing (3-4-5)	<u>NURS 3245 – Family Health Nursing (4-8-8)</u> NURS 3222 – Nursing Research (2-0-2)	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> <u>NURS 4192 – Clinical Skills II (1-2-2)</u>
Summer 2010 (6 hours)	Fall 2010 (12 hours)	
Full Session <u>NURS 4345 – Community Health (2-4-4)</u> NURS 4433 – Leadership (2-0-2)	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NCLEX Preparation (1-0-1)	

**University of West Georgia
Generic BSN Program**

Revised Plan of Study (Effective Summer 2009)

Approved 1/28/08

Carrollton

Summer 1 (5 hours)	Fall 1 (13 hours)	Spring 1 (15 hours)
<u>NURS 3122 – Professional Concepts (3-0-3)</u> <u>NURS 3192 – Clinical Skills I (1-2-2)</u>	NURS 3172 – Health Assessment(1-2-2) <u>NURS 2023 – Applied Pharmacology (3-0-3)</u> NURS 3135 – Professional Practice (4-8-8)	NURS 3222 – Nursing Research (2-0-2) NURS 3235 – Mental Health Nursing (3-4-5) <u>NURS 3245 – Family Health Nursing (4-8-8)</u>
Summer 2 (4 hours)	Fall 2 (12 hours)	Spring 2 (14 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session <u>NURS 4192 – Clinical Skills II (1-2-2)</u>	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> <u>NURS 4345 – Community Health (2-4-4)</u>	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NURS 4433 – Leadership (2-0-2) NCLEX Preparation (1-0-1)

Newnan

Summer 1 (3 hours)	Fall 1 (7 hours)	Spring 1 (8 hours)
NURS 3122 – Professional Concepts (3-0-3)	<u>NURS 3192 – Clinical Skills I (1-2-2)</u> NURS 3172 – Health Assessment(1-2-2) <u>NURS 2023 – Applied Pharmacology (3-0-3)</u>	NURS 3135 – Professional Practice (4-8-8)
Summer 2 (7 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
Maymester NURS 3355 – Junior Practicum (0-4-2) Full Session <u>NURS 3235 – Mental Health Nursing (3-4-5)</u>	<u>NURS 3245 – Family Health Nursing (4-8-8)</u> NURS 3222 – Nursing Research (2-0-2)	<u>NURS 4335 – Adult Health Nursing (4-8-8)</u> <u>NURS 4192 – Clinical Skills II (1-2-2)</u>
Summer 3 (6 hours)	Fall 3 (12 hours)	
Full Session <u>NURS 4345 – Community Health (2-4-4)</u> NURS 4433 – Leadership (2-0-2)	NURS 4468 – Senior Practicum (1-16-9) NURS 4422 – Senior Seminar (2-0-2) NCLEX Preparation (1-0-1)	

Proposed changes suggested as a result of student/faculty/GBON concerns

Skills

Reduced 3 skills courses to 2 – 1st skills before N3135 & 2nd skills class before/with N4335
Reduced the total credit hours of skills courses from 7 to 4 and the contact hours from 7 to 6

Family Health

Increased credit hours from 6 to 8 (added 1 classroom hour and 4 clinical hours per week)
Moved it from summer to fall in Newnan

Mental Health – Moved if from fall to summer in Newnan

Adult Health – Increased Adult Health credit hours from 7 to 8 (added 1 classroom hour)

Pharmacology – Moved it to second semester (both campuses)

Community Health – Reduced credit hours from 5 to 4 (cut clinical hours by 2)

Professional Concepts – Moved to summer for both campuses

**Generic BSN Program
Summary of Course Additions/Deletions
(2/11/08)**

Last Semester Old Course	First Semester New Course	Action
		Will need to submit new plans of study for Carrollton and Newman Generic BSN Program
N3182 – Skills I Fall 07 (Carrollton/Newman)	N3192 – Clinical Skills I Fall 08 (Carrollton/Newman)	Delete N3182 (3-0-3) Add N3192 (1-2-2)
N3272 – Skills II Spring 08 (Carrollton/Newman)	N4192 – Clinical Skills II Summer 09 (Carrollton) Spring 2010 (Newman)	Delete N3272 (2-0-2) Add N4192 (1-2-2)
N4382 – Skills III Fall 08 (Carrollton) Spring 09 (Newman)	No New Course	Delete N4382 effective fall 09
N3245 – Family Health Spring 2008 (Carrollton) Summer 2008 (Newman)	N3245 – New Family Health Spring 2009 (Carrollton) Fall 2009 (Newman)	Change distribution of hours from 3-4-5 to 4-8-8
N4335 – Adult Health Fall 2007 (Carrollton) Spring 2008 (Newman)	N4335 – New Adult Health Fall 2008 (Carrollton) Spring 2009 (Newman)	Change distribution of hours from 3-8-7 to 4-8-8
N4345 – Community Health Fall 2007 (Carrollton) Summer 2008 (Newman)	N4345 – New Community Health Fall 2008 (Carrollton) Summer 2009 (Newman)	Change distribution of hours from 2-6-5 to 2-4-4

University of West Georgia
Department of Nursing
Rationale for Program Modification Request:
Bachelor of Science in Nursing

Program Modification:

After curricular review by the Department of Nursing's Sustaining a Caring Curriculum Committee (SCCC), it was recommended that additional credit hours were needed to meet course objectives in NURS 4335, Adult Health Nursing Practice and NURS 3245, Family Health Nursing Practice. These hours are needed in order to more clearly align with the recommendations of the national accreditation body, the American Association of Colleges of Nursing's Council on Collegiate Nursing Education (AACN/CCNE) as well as the NCLEX-RN test plan which guides educational preparation for licensure. The integrity of the curriculum in the BSN Program will be strengthened with these changes.

Course Modifications:

In order to increase the credit hours in the courses listed above and maintain the 60 hours of upper division credit required for the Bachelor of Science in Nursing (BSN) degree, the Department of Nursing is requesting course modifications, deletions and additions as outlined below:

Course Deletions:

Deletion of the current three Skills courses:

NURS 3182, Skills I; NURS 3272, Skills II; NURS 4382, Skills III.

This recommendation was made based on a review of the entire curriculum and a revision of these courses to eliminate some repetition of content that was present. The content in these three courses will be combined into two courses (see Course Additions).

Course Additions:

The addition of two Skills courses: NURS 3192, Clinical Skills I and NURS 4192, Clinical Skills II.

Content previously found in Skills I, II and III will be incorporated into these two courses. The new courses will organize clinical skills, didactic content and laboratory practice more effectively for students.

Course Modifications – Credit :

NURS 3245, Family Health Nursing Practice: increase in credit hours from 3-4-5 to 4-8-8.

The hours in this course will be increased to provide an additional hour of classroom instruction and will double the hours for clinical instruction. The need for an increase in clinical instruction is based on a recommendation by the Georgia Board of Nursing, the approval body for nursing at the state level, during an on-site visit.

NURS 4335, Adult Health Nursing Practice: increase in credit hours from 3-8-7 to 4-8-8.

The increase in classroom and clinical hours will provide the opportunity to address critical content essential for student success on NCLEX-RN, the national licensure examination.

NURS 4345, Community Health Nursing Practice: decrease in credit hours from 2-6-5 to 2-4-4

The clinical hours for this course are being decreased from 6 hours to 4 per week.

This change is being made based on curricular review which indicates that course objectives can be achieved with the reduction in hours. This reduction will allow for the increase of hours in NURS 4335, Adult Health Nursing Practice and NURS 3245, Family Health Nursing Practice.

Course or Program Addition, Deletion or Modification Request

Department: Nursing College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix NURSC Course 3182 Title Skills I Hours: 3 / 0 / 3 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

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

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

Prerequisite(s) _____

Present or Projected Enrollment: _____ (Students per year) Effective Date*: Spring / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Kathryn Grady</u>	<u>3/16/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3/14/08</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

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

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

<u>[Signature]</u>	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Course or Program Addition, Deletion or Modification Request

Department: Nursing College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
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Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

NURS	3192	Clinical Skills I	1 / 2 / 2
Prefix	Course	Title	Hours: Lecture/Lab/Total

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

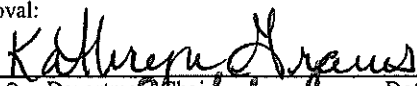
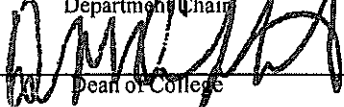
This course focuses on basic to intermediate skills necessary for the role of the nursing care provider. Students will learn skills applicable to the administering and monitoring therapeutic interventions and regimens, and the diagnostic and monitoring function. Opportunity for student practice will be provided in both the campus and clinical laboratory settings.

Prerequisite(s) Admission to the BSN Program

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

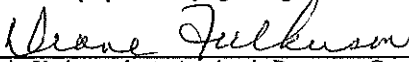
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/6/08		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	3/18/08		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) Date

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

	4-4-08		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs Date

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF NURSING
BSN PROGRAM
NURSING 3192
CLINICAL SKILLS I

Credit: 1-2-2

Prerequisites: 3100 Level Nursing Courses

Faculty: Tammy McClenny, R.N., MSN
Office (678)-839-5422, Located in Skills Lab
E-mail: tmcclenn@westga.edu & WebCT

Office Hours: TBA

Course Description: This course focuses on basic to intermediate skills necessary for the role of the nursing care provider. Students will learn skills applicable to the administering and monitoring therapeutic interventions and regimens, and the diagnostic and monitoring function. Opportunity for student practice will be provided in both the campus and clinical laboratory settings.

Learning Goals:

1. Demonstrate knowledge of essential components and scientific principles for each learned skill. (1)
2. Apply scientific and humanistic concepts, nursing theory, and research in evidence based practice to facilitate critical thinking and decision making regarding acquisition of skills. (6)
3. Perform the skills safely and with caring within established ethical and legal boundaries. (3, 4)
4. Perform skills in a manner that reflects a connected and holistic view of self and others as well as a respect for diverse cultures. (1, 5)
5. Use clear and effective communication to work collaboratively with patients, their families, and members of the health care team. (8, 9)

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

Course Content:

Administering/Diagnostic and Monitoring Therapeutic Interventions and Regimens

1. **Assessing Basic Functions**
 - a. Obtaining vital signs/pain assessment
 - b. Blood Glucose Monitoring and Basic Lab Studies
 - c. Documentation/Reporting
2. **Administering and Monitoring Therapeutic Interventions and Regimens**
 - a. Handwashing and Universal Precautions
 - b. Maintaining a Sterile Field

- c. Bath Care and Bed Making
- d. Body Mechanics
- e. Assistive and Orthopedic Devices
- f. Medication Calculations and Administration (non-parenteral & parenteral...to include Blood Administration)
- g. Venipuncture for Intravenous Access
- h. Wound Care/Ostomy Care
- i. Oxygen Administration
- j. Foley Catheter Insertion and Care
- k. Enema Administration

Course content will also include basic nursing care documentation of learned clinical skills.

Required Texts/Audio Visuals

-*Taylor's Clinical Nursing Skills: A Nursing Process Approach (2nd ed)* by Lynn, Pamela

ISBN 978-0-7817-7465-9

-*Medical Dosage Calculations (9th ed)* by Olsen, Giangrasso, Shampton, & Dillon
ISBN 978-0-13-238470-4

-ATI Skill Modules. Located on ATI website with appropriate fees paid.

Suggested Materials

ATI DVD of Basic Skills (DVD pack received with purchase of ATI books)

Learning Activities:

Audio/Visuals/DVD's/CD-ROM (self learning modules), Demonstration, Lab Activities/Practice, Reading Required Text Materials, Discussions, Handouts & Outlines on WebCT, Simulation, and Faculty Evaluations of Demonstrated Skill.

***Self learning combined with demonstration and practice is the majority of class time utilized.

1. Methods of Evaluation:

General Grading: Letter Grades are based on percentages accrued:

-Med Calculations: Pass/Fail

-Midterm: 15%

-Pop Quizzes: 10%

-Final: 35%

-Skills Evaluation: 40%

To Calculate Course Grade: Add up the total number of percentage earned and divide by the total number of percentage possible (100%), which will give you a decimal number. Multiply the decimal number by 100 for the number grade.

Test Review: Every effort will be made to review exams immediately following the exam. In the event that this is not possible due to scheduling conflicts with the computer lab or equipment failure, review will be scheduled at a later date in the semester (see bulletin board for announcements). Appointments for individual test

review will be made at the instructor's discretion. In the event that a passing grade is not obtained on an exam, please make an appointment to see the instructor during office hours (office hours are posted outside the instructor's office door).

****Preparation for Skills Class/Lab: Students will be required to view ATI skill modules, skill components from the Taylor Skills text, and review Web/CT handouts PRIOR to class/lab for that week. A DVD presentation of skills will be viewed in class prior to lab. Please see your calendar with dates/skills to be discussed throughout the semester. BE PREPARED FOR SKILLS LAB! If you are not prepared for skills lab, you may be dismissed from class/lab and lose points for that day.**

Exam Schedule: Two Exams to include Mid-term and Final plus two unannounced pop quizzes. Testing will be related to handouts, skills learned, and scientific rationale or evidence based practice on why the skill is performed. See Calendar for dates.

Grade Criteria: Grades are calculated as follows:

- A-90-100
- B-80-89
- C-75-79
- D-60-69
- F-Below 60

This course is a WebCt supported course and all course outlines and handouts are on the course website. The exams and medication calculation quiz will also be taken on Web/CT. The course may be accessed using your student number and password for banner on the WebCt login page. You are required to check the course calendar, mailbox, and bulletin board daily for vital course information. Please feel free to post to the Web/CT email any information that you think is helpful for other students, websites that are helpful, or words/tips of the day. **If you are unfamiliar with using WebCT, please complete the tutorial offered online at the course homepage.** There is also a WebCT training booklet available at the campus bookstore for further enhancement. This course may be accessed from any campus computer lab or from any computer with the technology specifications that support WebCT (see WebCT login page for specifications or tech support).

2. Students must also **successfully complete instructor/student competency based skills evaluation** within the time specified to pass the course. Check off forms can be found on Web/CT. The forms are to be brought to the designated skills check off date/time specified by the instructor. The skills evaluation will have critical components labeled that must be performed. If the critical components are not performed correctly, you will fail the evaluation. You will have an opportunity to repeat the evaluation, but it will be worth less points/percentage to your overall skills percentage points

Clinical Skills I Check Off Evaluations

Check-offs for the following selected skills:

- A. Medication Administration (non-parenteral and parenteral)
- B. Venipuncture
- C. Wound Care
- D. Vital Signs
- E. Foley Catheter Insertion/Care

*****Each skill evaluation is worth eight percent (for a total of 40% or 40 points) of final course grade. If the student does not successfully complete all critical competencies on the first attempt, then the student may perform the skill a second time, which will then be worth five percent/points of that skill evaluation. If the student does not successfully complete the critical competencies on the second attempt, then the student will earn 0 percent/points for that skill evaluation.***

3. **Medication Calculations:** Students must complete the Medication calculation test with 100% accuracy within the specified time in order to pass the course. (See calendar for deadline). Student will have three opportunities to pass this exam. The first exam is scheduled during regularly scheduled class time. The two additional tests will be scheduled outside of regular class time with the instructor. Failure to pass the medication calculation exam will result in a grade of "D" for the course, which is not passing for this course.

4. A minimum grade of "C" (75) is required in all major courses in order to progress in the nursing program.

Policies:

5. **Absences:** Students are responsible for their own learning and must accept individual accountability for their behavior. Students are required to attend class. **Students have the responsibility of making arrangements for any missed activities/tests.** Arrangements regarding absences should be made prior to the absence except in emergencies when arrangements should be made as quickly as possible following the absence. It is the responsibility of the student to contact the faculty regarding absences. **Failure to notify the instructor for missed exams will count as a failed attempt or grade of "0". (This policy includes proficiency exams, calculations exams, and quizzes).**
6. **Tardiness:** Students are responsible for their own learning and must accept individual accountability for their behavior. Every effort will be made to begin and end class on time. Students are expected to cooperate by arriving to class and clinical experiences in a timely manner. Consistently tardy behavior does not convey a sense of caring for self or others.
7. **Cheating, Plagiarism, dishonesty and other unprofessional behavior:** Cheating or any other form of dishonesty is considered a serious offense. Students should be cautious about becoming involved in any situation in which their integrity and

honesty could be questioned. Any student found cheating on any exam, quiz, written assignment or activity will receive a grade of zero for that assignment. Students displaying questionable behavior regarding honesty and integrity in the classroom or clinical area will be counseled immediately and appropriate actions will be taken. Students who are found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial System, will find their standing in the program in jeopardy pending the outcome of such activity. For definitions of academic irregularity (dishonesty), penalties, and appeals process, students should consult the Student Conduct Code found in Appendix A.I. and A.11. of the University of West Georgia Student Handbook.

8. **Testing Policy:** All testing will be done via Web/CT. The following policies will be strictly enforced.
1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left at the front of the room. One piece of plain notebook paper may be used for calculations, if necessary and it is to be turned in to the instructor after the test is completed.
 2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Please exit quietly to avoid disturbing other students.
Student re-access to the test is strictly prohibited.
 3. If time permits, test review will be done as a group with the instructor. Students may request individual test review, as appropriate.
 4. Students will be assigned seats prior to beginning the test.
 5. Calculators will be provided for calculations and must be turned in at the completion of the test.
 6. Baseball caps, sunglasses, rubber band bracelets, and jackets are not permitted.
 7. Students with disabilities must request special accommodations for a proctored test.
 8. Students not abiding by this policy will be asked to leave the testing area and will receive a grade of zero.
 9. A grade of less than 75 on midterm will require a one on one meeting with the instructor to discuss/review concepts missed on the exam and strategies to improve comprehension and application of the skills.
9. **Tape Recorder Policy:** Taping of lectures can be a useful learning tool. However, because of the sensitive nature of discussions regarding personal feelings and the legal/ethical considerations of patient confidentiality, tape recorders must be used very cautiously. Caring groups, discussions concerning patients, and quiz review are **not** to be taped. Please okay taping with the instructor before class begins.
10. **Beepers/Cellular Phones:** Please place beepers and cell phones in silent mode to minimize distraction to other members of the class.
11. **Classroom:** Students are expected to follow the syllabus and to come prepared for class. Please refrain from talking during lecture, presentations, videos, etc. Engaging

in private conversations during class does not convey a sense of caring for others. Because of the nature of class discussions, the types of equipment that may be used in class, and the potential of distracting others, **students need to have a backup plan for childcare. Please do not bring children to class.**

12. Use of "Incomplete": The grade of incomplete is reserved by the University for failure to complete the course due to circumstances beyond the control of the student. In most cases, it is reserved for a major illness or family crisis. "Incomplete" cannot be given for forgetting a deadline or simply forgetting to do the required work.

Course or Program Addition, Deletion or Modification Request

Department: Nursing

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix NURSC Course 3272 Title Skills II

2 / 0 / 2
Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

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


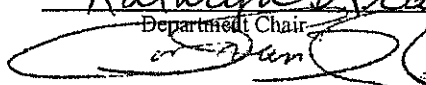
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Spring /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

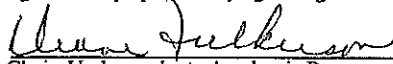
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date <u>3/6/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	Date <u>3/14/08</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	Date <u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Course or Program Addition, Deletion or Modification Request

Department: Nursing College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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

Action		
<input checked="" type="checkbox"/> Course <input type="checkbox"/> Program		
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

NURS	4192	Clinical Skills II	1 / 2 / 2
Prefix	Course	Title	Hours: Lecture/Lab/Total

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

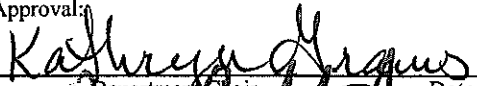

This course focuses on intermediate to advanced skills necessary for the role of the nursing care provider. Students will learn skills applicable to the administering and monitoring therapeutic interventions and regimens, and the diagnostic and monitoring function. Opportunity for student practice will be provided in both the campus and clinical laboratory settings.

Prerequisite(s) NURS 3192

Present or Projected Enrollment: (Students per year) Effective Date*: Summer /2009
*For a new course, one full term must pass between approval and effective date. Term/Year

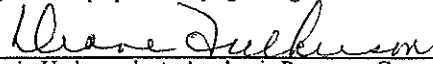
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/6/08		
Department Chair	Date	Department Chair (if cross listed)	Date
	3/14/08		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	4-4-08		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF NURSING
BSN PROGRAM
NURSING 4192
CLINICAL SKILLS II

Credit: 1-2-2

Prerequisites: 3100 Level Nursing Courses

Faculty: Tammy McClenny, R.N., MSN
Office (678)-839-5422, Located in Skills Lab
E-mail: tmcclenn@westga.edu & WebCT

Office Hours: TBA

Course Description: This course focuses on intermediate to advance skills necessary for the role of the nursing care provider. Students will learn skills applicable to the administering and monitoring therapeutic interventions and regimens, and the diagnostic and monitoring function. Opportunity for student practice will be provided in both the campus and clinical laboratory settings.

Learning Goals:

1. Demonstrate knowledge of essential components and scientific principles for each learned skill. (1)
2. Apply scientific and humanistic concepts, nursing theory, and research in evidence based practice to facilitate critical thinking and decision making regarding acquisition of skills. (6)
3. Perform the skills safely and with caring within established ethical and legal boundaries. (3, 4)
4. Perform skills in a manner that reflects a connected and holistic view of self and others as well as a respect for diverse cultures. (1, 5)
5. Use clear and effective communication to work collaboratively with patients, their families, and members of the health care team. (8, 9)

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

Course Content:

Administering/Diagnostic and Monitoring Therapeutic Interventions and Regimens

1. **Advanced Pain Management**
 - a. Regional Blocks
 - b. PCA
2. **Airway Management**
 - a. suctioning or oral, nasal, and tracheal airway
 - b. trachea care

- c. chest tube management
- 3. **Nasogastric Tube Insertion/Enteral Nutrition/TPN**
- 4. **Central Line Care**
- 5. **Code Management**
- 6. **Selected Case Studies with Simulation Opportunities**

Course content will also include basic nursing care documentation of learned clinical skills.

Required Texts/Audio Visuals

-*Taylor's Clinical Nursing Skills: A Nursing Process Approach (2nd ed)* by Lynn, Pamela

ISBN 978-0-7817-7465-9

-*Medical Dosage Calculations (9th ed)* by Olsen, Giangrasso, Shampton, & Dillon
ISBN 978-0-13-238470-4

-ATI Skill Modules. Located on ATI website with appropriate fees paid.

Suggested Materials

ATI DVD of Basic Skills (DVD pack received with purchase of ATI books)

Learning Activities:

Audio/Visuals/DVD's/CD-ROM (self learning modules), Demonstration, Lab Activities/Practice, Reading Required Text Materials, Discussions, Handouts & Outlines on WebCT, Simulation, and Faculty Evaluations of Demonstrated Skill.

***Self learning combined with demonstration and practice is the majority of class time utilized.

1. Methods of Evaluation:

General Grading: Letter Grades are based on percentages accrued:

-**Med Calculations: Pass/Fail**

-**Midterm: 15%**

-**Pop Quizzes: 10%**

-**Final: 35%**

-**Skills Evaluation: 40%**

To Calculate Course Grade: Add up the total number of percentage earned and divide by the total number of percentage possible (100%), which will give you a decimal number. Multiply the decimal number by 100 for the number grade.

Test Review: Every effort will be made to review exams immediately following the exam. In the event that this is not possible due to scheduling conflicts with the computer lab or equipment failure, review will be scheduled at a later date in the semester (see bulletin board for announcements). Appointments for individual test review will be made at the instructor's discretion. In the event that a passing grade is not obtained on an exam, please make an appointment to see the instructor during office hours (office hours are posted outside the instructor's office door).

****Preparation for Skills Class/Lab: Students will be required to view ATI skill modules, skill components from the Taylor Skills text, and review Web/CT**

handouts PRIOR to class/lab for that week. A DVD presentation of skills will be viewed in class prior to lab. Please see your calendar with dates/skills to be discussed throughout the semester. **BE PREPARED FOR SKILLS LAB!** If you are not prepared for skills lab, you may be dismissed from class/lab and lose points for that day.

Exam Schedule: Two Exams to include Mid-term and Final plus two unannounced pop quizzes. Testing will be related to handouts, skills learned, and scientific rationale or evidence based practice on why the skill is performed. See Calendar for dates.

Grade Criteria: Grades are calculated as follows:

- A-90-100
- B-80-89
- C-75-79
- D-60-69
- F-Below 60

This course is a WebCt supported course and all course outlines and handouts are on the course website. The exams and medication calculation quiz will also be taken on Web/CT. The course may be accessed using your student number and password for banner on the WebCt login page. You are required to check the course calendar, mailbox, and bulletin board daily for vital course information. Please feel free to post to the Web/CT email any information that you think is helpful for other students, websites that are helpful, or words/tips of the day. **If you are unfamiliar with using WebCT, please complete the tutorial offered online at the course homepage.** There is also a WebCT training booklet available at the campus bookstore for further enhancement. This course may be accessed from any campus computer lab or from any computer with the technology specifications that support WebCT (see WebCT login page for specifications or tech support).

2. Students must also **successfully complete instructor/student competency based skills evaluation** within the time specified to pass the course. Check off forms can be found on Web/CT. The forms are to be brought to the designated skills check off date/time specified by the instructor. The skills evaluation will have critical components labeled that must be performed. If the critical components are not performed correctly, you will fail the evaluation. You will have an opportunity to repeat the evaluation, but it will be worth less points/percentage to your overall skills percentage points.

Clinical Skills I Check Off Evaluations

Check-offs for the following selected skills:

- A. Suctioning and care of oral, nasal, and tracheal airways
- B. NG tube insertion and management
- C. Central Line Care
- D. "Code" Preparation

***Each skill evaluation is worth ten percent (for a total of 40% or 40 points) of final course grade. If the student does not successfully complete all critical competencies on the first attempt, then the student may perform the skill a second time, which will then be worth seven percent/points of that skill evaluation. If the student does not successfully complete the critical competencies on the second attempt, then the student will earn 0 percent/points for that skill evaluation.*

3. **Medication Calculations:** Students must complete the Medication calculation test with 100% accuracy within the specified time in order to pass the course. (See calendar for deadline). Student will have three opportunities to pass this exam. The first exam is scheduled during regularly scheduled class time. The two additional tests will be scheduled outside of regular class time with the instructor. Failure to pass the medication calculation exam will result in a grade of "D" for the course, which is not passing for this course.

4. A minimum grade of "C" (75) is required in all major courses in order to progress in the nursing program.

Policies:

5. **Absences:** Students are responsible for their own learning and must accept individual accountability for their behavior. Students are required to attend class. **Students have the responsibility of making arrangements for any missed activities/tests.** Arrangements regarding absences should be made prior to the absence except in emergencies when arrangements should be made as quickly as possible following the absence. It is the responsibility of the student to contact the faculty regarding absences. **Failure to notify the instructor for missed exams will count as a failed attempt or grade of "0". (This policy includes proficiency exams, calculations exams, and quizzes).**
6. **Tardiness:** Students are responsible for their own learning and must accept individual accountability for their behavior. Every effort will be made to begin and end class on time. Students are expected to cooperate by arriving to class and clinical experiences in a timely manner. Consistently tardy behavior does not convey a sense of caring for self or others.
7. **Cheating, Plagiarism, dishonesty and other unprofessional behavior:** Cheating or any other form of dishonesty is considered a serious offense. Students should be cautious about becoming involved in any situation in which their integrity and honesty could be questioned. Any student found cheating on any exam, quiz, written assignment or activity will receive a grade of zero for that assignment. Students displaying questionable behavior regarding honesty and integrity in the classroom or clinical area will be counseled immediately and appropriate actions will be taken. Students who are found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial System, will find their standing in the program in jeopardy pending the outcome of such activity. For definitions of academic irregularity (dishonesty), penalties, and appeals process, students should

consult the Student Conduct Code found in Appendix A.I. and A.11. of the University of West Georgia Student Handbook.

8. **Testing Policy:** All testing will be done via Web/CT. The following policies will be strictly enforced.
1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left at the front of the room. One piece of plain notebook paper may be used for calculations, if necessary and it is to be turned in to the instructor after the test is completed.
 2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Please exit quietly to avoid disturbing other students.
Student re-access to the test is strictly prohibited.
 3. If time permits, test review will be done as a group with the instructor. Students may request individual test review, as appropriate.
 4. Students will be assigned seats prior to beginning the test.
 5. Calculators will be provided for calculations and must be turned in at the completion of the test.
 6. Baseball caps, sunglasses, rubber band bracelets, and jackets are not permitted.
 7. Students with disabilities must request special accommodations for a proctored test.
 8. Students not abiding by this policy will be asked to leave the testing area and will receive a grade of zero.
 9. A grade of less than 75 on midterm will require a one on one meeting with the instructor to discuss/review concepts missed on the exam and strategies to improve comprehension and application of the skills.
9. **Tape Recorder Policy:** Taping of lectures can be a useful learning tool. However, because of the sensitive nature of discussions regarding personal feelings and the legal/ethical considerations of patient confidentiality, tape recorders must be used very cautiously. Caring groups, discussions concerning patients, and quiz review are **not** to be taped. Please okay taping with the instructor before class begins.
10. **Beepers/Cellular Phones:** Please place beepers and cell phones in silent mode to minimize distraction to other members of the class.
11. **Classroom:** Students are expected to follow the syllabus and to come prepared for class. Please refrain from talking during lecture, presentations, videos, etc. Engaging in private conversations during class does not convey a sense of caring for others. Because of the nature of class discussions, the types of equipment that may be used in class, and the potential of distracting others, **students need to have a backup plan for childcare. Please do not bring children to class.**
12. **Use of "Incomplete":** The grade of incomplete is reserved by the University for failure to complete the course due to circumstances beyond the control of the student. In most cases, it is reserved for a major illness or family crisis.

"Incomplete" cannot be given for forgetting a deadline or simply forgetting to do the required work.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S.Ed. in Early Childhood Education (Newnan Campus) Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

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

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

Prerequisite(s) _____

Present or Projected Enrollment: 90 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Donna M. Harkins</u>	<u>3-7-08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3/8/2008</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
<u>[Signature]</u>	<u>3/25/2008</u>		
Chair of TEAC (if teacher prep. program)	Date		

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

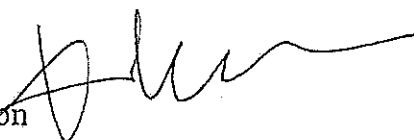
<u>[Signature]</u>	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Memorandum

To: TEAC

From: Kent Layton, Dean, College of Education



Re: Early Childhood Program Changes and Newnan ECED Program

Date: March 15, 2008

Colleagues, you have two items on your agenda today that need explanation as they have arrived at TEAC in somewhat of a non-standard way.

The first item, the Early Childhood Program changes, went through Faculty Governance Council originally, but then was stopped by me due to the fact that I did not think the recommended changes were acceptable. Before the changes headed for TEAC, I exercised my responsibility as Dean of the College and asked that one more round of talks be conducted between early childhood representatives and physical education, art, and music representatives. When I met with the early childhood program faculty, they supported, in concept my rationales for minor changes in their program agreed to attach a letter of support of the changes as the program changes headed toward TEAC. They did not think that the minor changes should be resubmitted through Faculty Governance Council since I had stopped the process after Faculty Governance Council's decision. Additionally, the physical education program faculty submitted a letter of support of the minor changes and also indicated that they did think the changes needed to be resubmitted to Faculty Governance Council. Finally, attached to this memorandum, is an email sent to me on behalf of the Department of Art and the Department of Music that share their best efforts in attempting to be part of the minor changes to the early childhood program changes that I suggested as compromise. In the end, these changes have received much attention, discussion, and consideration by all program faculty involved in the changes.

The second item, the Newnan ECED Program, has been in development for quite some time in collaboration Dean Wagner and efforts at the Newnan Center. When this item was presented to Faculty Governance Council, they decided to treat it as an informational item. Their reasoning was that they did not want to become a governing body for every cohort and extension effort the College decided to pursue in the future and that since the program at Newnan was identical to the campus program, it was an information item.

If you have any questions, I'll be glad to answer them at the TEAC meeting.

Appendix A

University System of Georgia

Declaration of Intent to Offer a Degree Program Externally

Institutions are required to submit this form to the Office of Academic, Faculty, and Student Affairs at the Board of Regents of the University System of Georgia three months prior to announcing the proposed availability of the program. This process applies only to existing Board-approved programs. All new programs must follow the guidelines specified in the Academic Affairs Handbook Section xxx.

- A. Institution: University of West Georgia
- B. Name of Degree Program: Bachelor of Science in Early Childhood Education
CIP Code 13.1202
- C. Date program was originally approved by Board of Regents: December 13, 1967
- D. Does your institution have an Instructional Delivery Plan (IDP) on file with the System Office?

Yes No

On file in the System office.

If yes, please provide URL <http://www.westga.edu/~distance/data/idp07.html>.
Does the IDP address the programs or changes in program requested in this ITO notification? Yes.

If no, please submit a revised IDP with this form.

- E. What term will this program be offered initially? Fall 2008
- F. Has this program previously been offered externally?

Off-campus
 Distance education
 Combination

- G. The following criteria have been met:

The new program fulfills the institution's academic mission.

- The program meets a documented need within the targeted community.
- The program offers a unique curriculum from other similarly offered programs within other USG institutions.

Because of the growing population in Coweta County and the surrounding area, there is a need to offer a 4-year program in Early Childhood Education in this region. Requests for an Early Childhood Education program have come from the Coweta County Schools and concerned citizens. When approved, UWG will be the only USG institution in this geographic area which offers an external undergraduate degree in Early Childhood Education.

H Off-Campus Programs

1. Location where this program will be offered? University of West Georgia Newnan Center, Newnan, GA
2. Can a student complete the entire program at this location? Yes No
If no, please explain. _____
3. Will students be allowed to mix on-campus courses and externally offered courses in order to complete this program.
 - No, the student must complete the entire program at this site.
 - Yes, students can take courses on or off campus to complete this program.

I. Distance Education Programs

Although this program is not designed as a distance education program, it is likely that some courses will be offered through a blended instruction model comparable with other existing M.Ed. programs.

1. Can the student complete the entire program by distance education? Yes No
If no, please explain Core curriculum classes will be offered through e-Core and in person. Upper division classes will be offered at the Newnan Center primarily face-to-face, although there may be online components in some classes.
2. Is the student required to come to a designated location at any time during the term? Yes No

If yes, for what purpose and where? Most classes will not be classified as distance education classes. For those which may be offered via distance ed, students will be required to meet in person for orientation and possibly other additional scheduled meetings for pre-scheduled specific purposes.

How many times per term? Approximately 3 -5 times per semester

3. Is the student required to complete the entire program by distance education or can the student use courses completed externally or on-campus to complete this program?

- Yes, the student must complete the entire program by distance education.
 No, students can take courses on or off campus to complete this program.

J. Will this program require separate admission from those offered on-campus?

Yes No

If yes, does the program require separate admission in addition to what is required for the on-campus program? Yes No

Please describe any additional admission requirements.

If no, describe how students are process and notified of their admission.

See "Admission" in the Undergraduate Catalog or at <http://www.westga.edu/assets/docs/UG-current.pdf>.

K. Will this program have different fees or tuition rates from those offered on-campus?

Yes No

Students will not pay the campus activity fee.

L. Contact person for this program.

Name: Dr. Kent Layton Title: Professor and Dean, College of Education

Telephone Number: 678. 839.6570 Email address: klayton@westga.edu

M. Vice President for Academic Affairs

Signature _____

Submit this form to:

Vice Chancellor for Academic Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334

University of West Georgia
Proposal for External Degree Program Approval
Bachelor of Science in Early Childhood Education (B.S. Ed.)
(University of West Georgia Newnan Center)

The University of West Georgia (UWG) submits the following proposal to the University System of Georgia Board of Regents requesting approval to offer the Bachelor of Science in Early Childhood Education program at the University of West Georgia Newnan Center.

Assessment:

Because of the growing population in Coweta County and the surrounding area, there is a need to offer a four-year program in Early Childhood Education in this region. Requests for such a program have come from Coweta County Schools and from concerned citizens. This program has the potential to attract students from counties such as Troup, Meriwether, and Spalding, which currently are not served by a USG institution.

Previous UWG-Newnan Center collaborations have demonstrated both program and student success. The College of Education currently offers master's degree programs in Early Childhood and Middle Grades Education at the Newnan Center as well as a graduate program in School Administration and Supervision. Additionally, UWG offers selected core curriculum classes and an undergraduate nursing program at the Newnan Center. The UWG/College of Education presence at the Newnan Center is well-established and has created a powerful climate of cooperation between UWG and the citizens of Coweta County and surrounding areas.

The B.S. Ed. program offered at the Newnan Center would be the only such program offered by a University System of Georgia institution in this geographic area.

Admission Requirements:

All requirements for admission to the UWG Bachelor of Science in Early Childhood Education program at the Newnan Center will be the same as those for applicants to the program on the Carrollton campus. UWG admission information may be found in the Undergraduate Catalog (<http://www.westga.edu/assets/docs/UG-current.pdf>).

Admission requirements for the Early Childhood Education program include:

1. Completion of core curriculum requirements in Areas A, B, C, D, and E;
2. A minimum GPA of 2.7;
3. Proficiency in oral communication;
4. Satisfactory completion of the Regents' Exam;
5. Satisfactory completion of the GACE Basic Skills test;
6. Satisfactory completion of EDUC 2110, 2120, and 2130 (Area F) with a grade of C or better;
7. Satisfactory completion of the physical education requirement of the College of Education.

Program Content:

The B.S. Ed. in Early Childhood Education offered at the Newnan Center will be equivalent to the B.S. Ed. curriculum on the Carrollton campus. The criteria for electives or substitutions for specific requirements will be the same at both locations.

Core Curriculum (60 semester hours – Areas A-F)

A. Essential Skills

- ENGL 1101 English Composition I
- ENGL 1102 English Composition II
- MATH 1001 Quantitative Skills & Reasoning
or 1111 College Algebra

B. Institutional Priorities

- COMM 1110 Public Speaking
- XIDS 2001 What Do You Really Know About (Selected Topic?)

C. Humanities/Arts

- XIDS 2100 Arts and Ideas
- ENGL 2110 World Literature
or 2120 British Literature
or 2130 American Literature

D. Science, Math, Technology

- BIOL 1010 Fundamentals of Biology
- GEOL 1121 Introductory Geosciences I: Physical Geology
- CS 1030 Introduction to Computer Concepts

E. Social Sciences

- HIST 1111 Survey of World History / Civilization I
or 1112 Survey of World History / Civilization II
- HIST 2111 United States History I (to 1865)
or 2112 United States History II (since 1865)
- POLS 1101 State and Local Government
- GEOG 1013 World Geography

F. Program Related Courses

- ISCI 2001 Life/Earth Science
- ISCI 2002 Physical Science
- MATH 2008 Foundations of Numbers & Operations
- EDUC 2110 Investigating Critical & Contemporary Issues in Education
- EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity
- EDUC 2130 Exploring Teaching & Learning

G. Physical Education (3 semester hours)

- PWLA 1600 Personal Wellness
- PWLA 16-- Activity Course

Professional Education (66 semester hours)

Summer:

MEDT 3402 Integrating Technology into the Classroom

Block I:

CEPD 4101 Educational Psychology
ECED 3271 Integrat Curric, Instruc, & Classroom Mgt for PreK-5 Classrooms
ECED 3282 Practicum I
PHED 4650 PE & Health in Elem
MATH 3803 Algebra for Teachers
ECED 3214 Exploratory Activities in Music and the Fine Arts
READ 3251 Children's Literature

Block II:

MATH 3703 Geometry for Teachers
ECED 4261 Teaching Content & Process: Social Studies Education
ECED 4262 Teaching Content & Process: Science Education
ECED 4263 Teaching Content & Process: Math Education
ECED 4283 Practicum II
READ 3262 Teaching Content & Process: Reading Education

Block III:

ECED 4251 Assessment & Correction: Math Education
ECED 4284 Practicum III
MATH 4713 Probability & Statistics for Teachers
READ 3263 Teaching Content & Process: Integrat Literacy Ed and Process Writing
READ 4251 Assessment & Correction: Reading Education
SPED 3715 Inclusive Classroom: Differentiating Instruction

Block IV:

ECED 4286 Teaching Internship
ECED 4289 Internship Seminar

Student Advising:

Early Childhood Education undergraduate students at the Newnan Center will be advised following the same process as students on the Carrollton campus. An Early Childhood Education advisor from the Advisement Center in Carrollton could be assigned to work with students.

Program Management:

Prospective students will submit their applications (either online or in person) to the Undergraduate Admissions Office on the Carrollton campus. The application and admissions criteria will be reviewed by university personnel in the Admissions and Registrar's Offices. When students apply for admission to Teacher Education, an academic advisor will review their

application to ensure that entrance requirements for the Early Childhood Education program have been met.

Students may register for classes online and may purchase books either in person at the bookstore in Carrollton or via the Bookstore's online ordering process.

Library Resources:

Initially, library resources for the Early Childhood Education program will be through online access to databases accessible through GALILEO. Computer access to Ingram Library on the Carrollton campus is also available via computer at the Newnan Center. Support services available for the Newnan Center are listed at www.westga.edu/~library/depts/offcampus/. Efforts will be made to establish a collection of professional resources at the Newnan Center similar to the Teaching Materials Center in Carrollton. Local library services for the Early Childhood Education program are provided by the Newnan-Coweta Public Library. The library's collection includes approximately 10,000 volumes.

Budget:

The Bachelor of Science in Early Childhood Education program at the Newnan Center will use existing College of Education and College of Arts and Sciences faculty resources on the UWG Carrollton campus. It will, however, require additional faculty lines (3 FTEs) for the Professional Education sequence to adequately staff this program and to continue quality instruction in Carrollton. Additional faculty lines for Arts and Sciences faculty may also be necessary.

Program Costs Assessed to Students:

B. S. Ed. students enrolled at the Newnan Center will not be assessed costs beyond those associated with the B. S. Ed. program on the Carrollton campus.

Accreditation:

The University of West Georgia College of Education is accredited by The National Council for Accreditation of Teacher Education (NCATE).

Proposed Program
UNIVERSITY OF WEST GEORGIA
B.S. Ed.
EARLY CHILDHOOD EDUCATION
Plan of Study

Name: _____ Student #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *1 *3 *5	66		
1. ENGL 1101 *1	3			Block I	18		
2. ENGL 1102 *1	3			CEPD 4101 Educational Psychology	3		
3. MATH (1001 or 1111) *2	3			ECED 3271 Integ C, I, & CM for PreK-5	3		
B. Institutional Priorities	5			ECED 3282 Practicum I	2		
1. COMM 1110 *1 *6	3			PHED 4650 Health & Physical Act in Elem School	2		
2. Area B Elective	2			MATH 3803 Algebra for Teachers I	3		
C. Humanities/Arts	6			ECED 3214 Explor Act in Music & the Fine Arts	2		
1. XIDS 2100 *6	3			READ 3251 Children's Literature	3		
2. ENGL 2110, 2120, or 2130 *6	3			Block II	17		
D. Science, Math, Technology	10			MATH 3703 Geometry for Teachers	3		
1. BIOL 1010/1010L *6	4			ECED 4261 Tchng C & P: Soc Stud Ed	3		
2. GEOL 1121 *6	3			ECED 4262 Tchng C & P: Science Ed	3		
3. CS 1030 Intro to Computer Concepts	3			ECED 4263 Tchng C & P: Math Ed	3		
E. Social Sciences	12			ECED 4283 Practicum II	2		
1. HIST 1111 or 1112	3			READ 3262 Tchng C & P: Rdg Ed	3		
2. HIST 2111 or 2112	3			Block III	17		
3. POLS 1101	3			ECED 4251 Assess & Corr Math Ed	3		
4. GEOG 1013 *6	3			ECED 4284 Practicum III	2		
F. Program Related Courses *1	18			MATH 4713 Probability and Statistics	3		
1. ISCI 2001 Life / Earth Science	3			READ 3263 Tchng C & P: Integ Literacy Education & Process Writing	3		
2. ISCI 2002 Physical Science	3			READ 4251 Assess & Correction Rdg Ed	3		
3. MATH 2008 Foundations of Numbers & Operations *6	3			SPED 3715 Inclusive Clssrm: Diff Instruc	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3			Block IV *4	12		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			ECED 4286 Teaching Internship	9		
6. EDUC 2130 Exploring Teaching & Learning	3			ECED 4289 Teaching Internship Seminar	3		
Note: Area F restricted to 1000-2000 level				Summer	2		
G. Physical Education	3			MEDT 3402 Integrat Tech into the Classrm	2		
1. PWLA 1600	2						
2. Activity Course	1						
Total Core Curriculum (Areas A-F)	60			Total Professional Education	66		
Physical Education	3			Total (Areas A-G)	63		
Total (Areas A-G)	63			Total Program	129		

Program Notes:

- *1. A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
- *2. Recommend MATH 1111 to prepare for GACE Basic Skills Math.
- *3. Admission to Teacher Education is required before enrolling in Block Courses.
- *4. Internship application must be submitted by posted deadline.
- *5. MEDT 3401 may be substituted for MEDT 3402 with advisor's approval.
- *6. To ensure proper background in required content area, students are strongly advised to complete the following (or equivalence):
 Area B-1: COMM 1110 Area C-1: XIDS 2100 Area C-2: ENGL 2110, 2120, or 2130 Area D-1: BIOL 1010/1010L
 Area D-2: GEOL 1121 Area E-4: GEOG 1013 Area F-3: MATH 2008

**Bachelor of Science in Education
Early Childhood Education**

Admission to Teacher Education

Regents Exam: _____ Reading _____ Writing

GPA upon Admission to Teacher Education: _____

Application for Admission to Teacher Education: _____

Agreement of Understanding Form: _____

GACE Basic Skills			SAT		ACT		GRE	
Reading	Math	Writing	Verbal	Math	English	Math	Verbal	Quant

Field Experience/Internship

Block I _____

Block II _____

Block III _____

Block IV _____

Graduation

Completed Core Requirements _____

Completed Major Requirements _____

Seventy-five Hour Evaluation _____

Student Signature: _____

Subsequent advising sessions and gpa updates:

Advisor Signature: _____

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

Date: _____

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S.Ed. in Early Childhood Education Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

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

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

Prerequisite(s) _____

Present or Projected Enrollment: 180 (Students per year) Effective Date*: Fall/2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Donna M. Harkins</u>	<u>3-7-08</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3-8-08</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date
<u>Jill Drake</u>	<u>3-25-08</u>	_____	_____
Chair of TEAC (if teacher prep. program)	Date		

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

<u>[Signature]</u>	<u>4-4-08</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Rationale for Modification of Early Childhood Education Program

Area F changes, certification requirements, and ongoing evaluative feedback on the Early Childhood Education program by university and public school personnel have necessitated the modification of the B.S.Ed. program in Early Childhood Education. The following changes would enhance the conceptual framework for the preparation of these teacher education candidates.

Block I Modification

Add MATH 3803 Algebra for Teachers to Block I and remove MATH 3703 Geometry for Teachers from Block I

- Per advisement from the Mathematics Department, sequentially it was deemed that algebra should be taught before geometry. Candidates apply algebraic thinking in the geometry course. Taking MATH 3803 first would strengthen the candidates' mathematical knowledge and better prepare our students for MATH 3703 Geometry for Teachers. This would also allow candidates more opportunities to retake MATH 3803, should they not earn a C or better in the course.

Add ECED 3282 Practicum I to Block I

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the candidates' performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add ECED 3214 Exploratory Activities in Music and the Fine Arts to Block I

Remove MUSC 3000 Music for Teachers from Block I

- This modification is a data-driven decision based on following:
 - Survey data of 13 other teacher education programs in Georgia reveal that only one other institution requires two-hour courses for art and music. Nine institutions offer an integrated arrangement among art and music. Three institutions offer an integrated art, music, and PE in a three-hour course.
 - Survey data collected in August 2005 from 101 elementary school teachers who are employed in the 16 surrounding school systems indicates that regular classroom teachers are not required to provide art education (93%) and music education (97%). Furthermore, the survey indicates that the schools in these systems have a certified art teacher (77%) and a certified music teacher (94%).
- According to current national standards (NCATE/ACEI/NAEYC) and Georgia PSC standards early childhood education candidates are expected to, "know, understand, and use – *as appropriate to their own knowledge and skills* – the content, functions, and

achievements” of art and music. An integrated two-hour course as opposed to two separate two-hour courses will better enable the early childhood education candidates to incorporate art and music “*as appropriate to their own knowledge and skills*” in the subject areas taught by a regular classroom teacher.

- Over the recent years, the scheduling of adequate sections for these two courses has caused a hardship for early childhood education candidates. Limited course seating and late time offerings have been especially problematic for our early childhood education candidates (e.g., for spring 2008, four of the five ART 3000 sections are scheduled for 5:30 to 9:30 pm; five of the six MUSC 3000 sections are scheduled for 5:00 to 6:50 pm or 5:30 to 7:10 pm.). This creates at least two days in a week where ECED students will have programmatic obligations that consume up to 14 hours. In regards to staffing, inadequate sections have been offered either due to limited course seats or lack of qualified personnel (e.g., for spring 2008, ART 3000 is offering five sections with total seat capacity of 92 which is a short fall for accommodating 147 students going into block II. Also, lack of financial resources and limited departmental faculty to staff these courses has been a critical issue.

Block II Modification

Remove ART 3000 Art for Teachers from Block II (See above explanation)

Add MATH 3703 Geometry for Teachers and remove MATH 3803 Algebra for Teachers from Block II (See above explanation)

Remove ECED 3263 Teaching Content & Process: Language Arts Education from Block II

- This course has been combined with READ 4253 Reading Writing Connection in order to accommodate the move of special education and technology from Area F.

Add ECED 4283 Practicum II to Block II

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the candidates’ performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add ECED 4262 Teaching Content & Process: Science Education to Block II

- This change would create a methods (mathematics, social studies, science, and reading) focus in Block II, thus allowing candidates to gain understanding of essential content areas in early childhood/elementary classrooms.

Block III Modification

Remove READ 4253 Reading Writing Connection from Block III (see explanation above)

Remove ECED 4262 Teaching Content & Process: Science Education from Block III (see explanation above)

Add READ 3263 Teaching Content & Process: Integrated Literacy Education and Process Writing to Block III

- This change would provide candidates with integrated language arts competencies while emphasizing the importance of the writing process and product.

Add ECED 4284 Practicum III to Block III

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the candidates' performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add SPED 3715 The Inclusive Classroom: Differentiating Instruction to Block III

- This addition will meet certification requirements for Early Childhood Education teacher candidates that were originally addressed in Area F.

Summer Semester

Add MEDT 3402 Integrating Technology into the Classroom

- The addition of this course would allow candidates to meet InTech certification requirements, and would provide a foundation for integrating technology into course assignments and field experiences early in the program.

Feb. 29, 2008

Kent Layton, Dean
College of Education
University of West Georgia

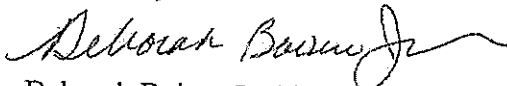
Dear Dr. Layton:

The purpose of this letter is to express our support, as members of the teacher education faculty in the Department of Physical Education and Recreation, of the revisions of the curriculum for the Early Childhood Education (ECE) major.

Specifically, we support the modification of our course, Health and Physical Education in Elementary Schools (PHED 4650), which is required of all ECE majors. We consulted curriculum specifications from area school districts and accrediting bodies and coupled those with student feedback from the course to update and refocus the course. It now more clearly helps students understand both the content and methods they are required to master in order to teach health education in K-5 classrooms, as well as how to effectively integrate activity throughout the school day to address health and fitness concerns for children.

We appreciate the support of the Department of Curriculum and Instruction in assisting us with this revision, and for its continued support of and concern for the health and physical education of children in our schools.

Yours truly,



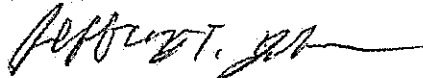
Deborah Bainer Jenkins, Ph.D.
Professor and Interim Chairperson



Rachel Abbott, Ph.D.
Assistant Professor



Elizabeth Butts, M.S.
Instructor



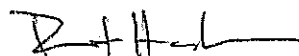
Jeff Johnson, Ph.D.
Assistant Professor



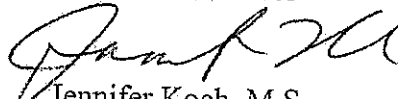
Claire Mowling, Ph.D.
Assistant Professor



Pamela Anderson, Ph.D.
Instructor



Brent Heidorn, Ph.D.
Assistant Professor



Jennifer Koch, M.S.
Instructor

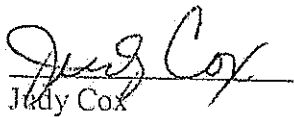
March 3, 2008

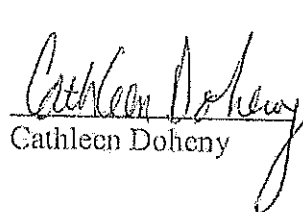
Dr. Kent Layton
College of Education
University of West Georgia

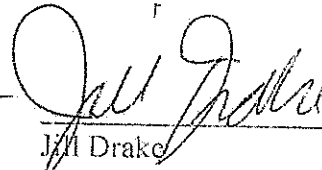
Dear Dr. Layton:

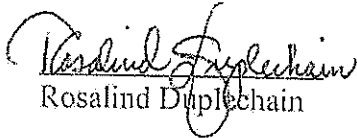
The Early Childhood Education faculty support the revised program discussed at our meeting on January 10, 2008. We believe the program meets Professional Standards Commission, NCATE, and ACEI standards for Early Childhood Educators.

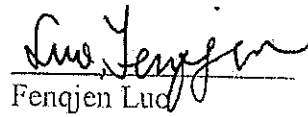
Sincerely,
Early Childhood Education Faculty


Judy Cox

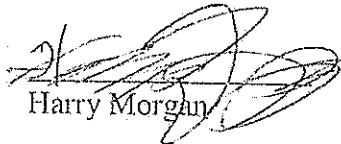

Cathleen Doherty


Jill Drake

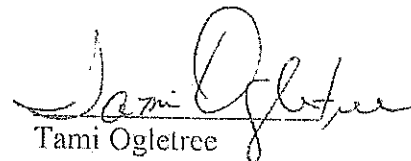

Rosalind Duplechain

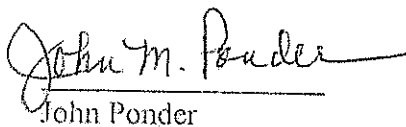

Fenjen Luo


Gail Marshall


Harry Morgan

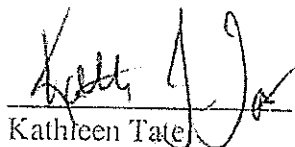

Maxine Newsome


Tami Ogletree


John Ponder

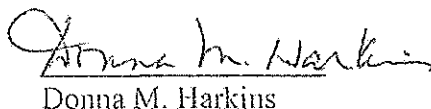

Ronald Reigner


Janet Strickland


Kathleen Tate


Ursula Thomas-Fair


John vonEschenbach


Donna M. Harkins

Memorandum

To: TEAC

From: Kent Layton, Dean, College of Education



Re: Early Childhood Program Changes and Newnan ECED Program

Date: March 15, 2008

Colleagues, you have two items on your agenda today that need explanation as they have arrived at TEAC in somewhat of a non-standard way.

The first item, the Early Childhood Program changes, went through Faculty Governance Council originally, but then was stopped by me due to the fact that I did not think the recommended changes were acceptable. Before the changes headed for TEAC, I exercised my responsibility as Dean of the College and asked that one more round of talks be conducted between early childhood representatives and physical education, art, and music representatives. When I met with the early childhood program faculty, they supported, in concept my rationales for minor changes in their program agreed to attach a letter of support of the changes as the program changes headed toward TEAC. They did not think that the minor changes should be resubmitted through Faculty Governance Council since I had stopped the process after Faculty Governance Council's decision. Additionally, the physical education program faculty submitted a letter of support of the minor changes and also indicated that they did think the changes needed to be resubmitted to Faculty Governance Council. Finally, attached to this memorandum, is an email sent to me on behalf of the Department of Art and the Department of Music that share their best efforts in attempting to be part of the minor changes to the early childhood program changes that I suggested as compromise. In the end, these changes have received much attention, discussion, and consideration by all program faculty involved in the changes.

The second item, the Newnan ECED Program, has been in development for quite some time in collaboration Dean Wagner and efforts at the Newnan Center. When this item was presented to Faculty Governance Council, they decided to treat it as an informational item. Their reasoning was that they did not want to become a governing body for every cohort and extension effort the College decided to pursue in the future and that since the program at Newnan was identical to the campus program, it was an information item.

If you have any questions, I'll be glad to answer them at the TEAC meeting.

Kent Layton

From: Kevin Hibbard [khibbard@westga.edu]
Sent: Thursday, January 31, 2008 12:07 PM
To: Kent Layton; Kevin Shunn
Cc: Dawn McCord; dwebster@westga.edu
Subject: Addressing Art & Music in Early Childhood Education

Kent & Kevin,

I have met with Dawn McCord regarding the ideas from our earlier meeting, and offer the following:

Recommending that ECE majors elect Music and/or Art Appreciation to fulfill Core Area C1 is certainly a good step in helping them gain cultural awareness that all educated people should have, especially those who educate others. Two things to be aware of with this idea: 1) it does not address material covered in MUSC 3000 in terms of demonstrating how to use Music to deliver non-Music content to students whose learning styles are more receptive to learning through Music (I assume the same is true of Art), and 2) Music is presently unable to offer enough seats of Music Appreciation to meet existing demand. If ECE students are unable to get the classes, I would not want this to hinder their progression. Perhaps as a "recommended" item, this is not an issue.

Adding a graduate-level course analogous to MUSC/ART 3000 for the MEd in ECH may have some merit, but is not something we could develop quickly. Dr. McCord will ponder this in her heart. If it needs to be developed this spring, I'm not sure we can do that. But still open to suggestions . . .

Of greater interest is the idea of developing an XIDS class, possibly to be offered in Core B2, e.g. a 2-hour course in "What Do You Really Know About Learning Styles in Art and Music." Such a class would address the issues of utilizing Art and Music to deliver non-arts content to students who respond more readily to those modes of delivery. As a Core class, it would be open to all students. It remains to be seen how we would handle it administratively in terms of load. Kent, if this idea is appealing to you, what type of seat demand should we expect? Kevin and David, please share your thoughts regarding your interest in developing and delivering such a course cooperatively with Music. Kevin, please share this info and add to the loop any Art faculty who might be involved in such a project.

Thanks,

Kevin H.

--

Kevin Hibbard, D.M.A.
Professor of Music and Chair
University of West Georgia
Phone: (678) 839-6516
FAX: (678) 839-6259

On 1/30/08 9:32 AM, "Kent Layton" <klayton@westga.edu> wrote:

Just following up to see if we can solidify our efforts. Kent

Kent Layton, Dean
College of Education
University of West Georgia
678-839-6570

This email and any attachments may contain confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return mail, delete this message, and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal or actionable by law.

Current Program
 UNIVERSITY OF WEST GEORGIA
 B.S. Ed.
EARLY CHILDHOOD
 PLAN OF STUDY
CARROLLTON CAMPUS

Name: _____

SS#: _____

CORE CURRICULUM	HRS.	GR	TRF/ SUB	PROFESSIONAL	HRS.	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *4 *6	60		
1. ENGL 1101 *4	3			Block I	16		
2. ENGL 1102 *4	3			CEPD 4101 Ed Psy	3		
3. MATH (1001 or 1111) *1	3			ECED 3271 Integ CIM for PreK-5 Class	3		
B. Institutional Priorities	5			MATH 3703 Geometry for Teachers	3		
1. COMM 1110 *2 *4	3			MUSC 3000 Music for Teachers	2		
2. Area B Elective	2			PHED 4650 PE & Health in Elem School	2		
C. Humanities/Arts	6			READ 3251 Children's Literature	3		
1. XIDS 2100 *2	3			Block II	17		
2. ENGL 2110, 2120, or 2130 *2	3			ART 3000 Art for Teachers	2		
D. Science, Math, Technology	10			ECED 3263 Tching C & P: Lang Arts Ed	3		
1. XIDS 2201 (lab included) *2	4			ECED 4261 Tching C & P: Soc Stud Ed	3		
2. BIOL 1010 *2	3			ECED 4263 Tching C & P: Math Ed	3		
3. MATH 2703 *2 *4	3			MATH 3803 Algebra for Teachers I	3		
E. Social Sciences	12			READ 3262 Tching C & P: Rdg Ed	3		
1. HIST 1111 or 1112	3			Block III	15		
2. HIST 2111 or 2112	3			ECED 4251 Assess & Corr Math Ed	3		
3. POLS 1101	3			ECED 4262 Tching C & P: Science Ed	3		
4. GEOG 1013 *2	3			MATH 4713 Prob & Stat for Teachers	3		
F. Program Related Courses *4	18			READ 4251 Assess & Correction Rdg Ed	3		
1. BIOL 1010L Fund of Bio Lab *2	1			READ 4253 Rdg Wrtnng Conn or ENGL 4300	3		
2. CEPD 2101 Childhood Dev *3	3			Block IV *7	12		
3. ECED 2271 Intro to EC/Elem Ed *3	3			ECED 4286 Teaching Internship	9		
4. GEOLOGY with Lab *2	4			ECED 4289 Teaching Internship Seminar	3		
5. MEDT 2401 Inst Technology *5	3						
6. SPED 2706 Intro to Spec Ed *3	3						
7. Elective	1						
Note: Area F restricted to 1000-2000 level							
G. Physical Education	3						
1. PWLA 1600	2			Total Professional Education	60		
2. Activity Course	1			Total Core Curriculum	60		
Total Core Curriculum	60			Total Program	120		

• **Program Notes:**

- *1. Recommended (MATH 1111) to prepare for Praxis I Math.
- *2. To ensure proper background in required content area, students are strongly advised to complete the following (or equivalence):
 Area B-1: COMM 1110 Area C-1: XIDS 2100 Area C-2: ENGL 2110, 2120, or 2130 Area D-1: XIDS 2201
 Area D-2: BIOL 1010 Area D-3: MATH 2703 Area E-4: GEOG 1013 Area F-1: BIOL 1010L
 Area F-4: GEOLOGY with GEOL Lab
- *3. Minimum of 2.5 GPA required.
- *4. A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
- *5. May be exempt by Media department exam; must take additional hours.
- *6. Admission to Teacher Education is required before enrolling in Block Courses.
- *7. Internship application must be submitted by posted deadline.

Student Signature: _____
 Advisor Signature: _____
 Date: _____

Subsequent advising sessions and gpa updates:
 gpa: _____ (date: _____) gpa: _____ (date: _____)
 gpa: _____ (date: _____) gpa: _____ (date: _____)
 gpa: _____ (date: _____) gpa: _____ (date: _____)

Proposed Program
UNIVERSITY OF WEST GEORGIA
B.S. Ed.
EARLY CHILDHOOD EDUCATION
Plan of Study

Name: _____ Student #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *1 *3 *5	66		
1. ENGL 1101 *1	3			Block I	18		
2. ENGL 1102 *1	3			CEPD 4101 Educational Psychology	3		
3. MATH (1001 or 1111) *2	3			ECED 3271 Integ C, I, & CM for PreK-5	3		
B. Institutional Priorities	5			ECED 3282 Practicum I	2		
1. COMM 1110 *1 *6	3			PHED 4650 Health & Physical Act in Elem School	2		
2. Area B Elective	2			MATH 3803 Algebra for Teachers I	3		
C. Humanities/Arts	6			ECED 3214 Explor Act in Music & the Fine Arts	2		
1. XIDS 2100 *6	3			READ 3251 Children's Literature	3		
2. ENGL 2110, 2120, or 2130 *6	3			Block II	17		
D. Science, Math, Technology	10			MATH 3703 Geometry for Teachers	3		
1. BIOL 1010/1010L *6	4			ECED 4261 Tchng C & P: Soc Stud Ed	3		
2. GEOL 1121 *6	3			ECED 4262 Tchng C & P: Science Ed	3		
3. CS 1030 Intro to Computer Concepts	3			ECED 4263 Tchng C & P: Math Ed	3		
E. Social Sciences	12			ECED 4283 Practicum II	2		
1. HIST 1111 or 1112	3			READ 3262 Tchng C & P: Rdg Ed	3		
2. HIST 2111 or 2112	3			Block III	17		
3. POLS 1101	3			ECED 4251 Assess & Corr Math Ed	3		
4. GEOG 1013 *6	3			ECED 4284 Practicum III	2		
F. Program Related Courses *1	18			MATH 4713 Probability and Statistics	3		
1. ISCI 2001 Life / Earth Science	3			READ 3263 Tchng C & P: Integ Literacy Education & Process Writing	3		
2. ISCI 2002 Physical Science	3			READ 4251 Assess & Correction Rdg Ed	3		
3. MATH 2008 Foundations of Numbers & Operations *6	3			SPED 3715 Inclusive Clssrm: Diff Instruc	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3			Block IV *4	12		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			ECED 4286 Teaching Internship	9		
6. EDUC 2130 Exploring Teaching & Learning	3			ECED 4289 Teaching Internship Seminar	3		
Note: Area F restricted to 1000-2000 level				Summer	2		
G. Physical Education	3			MEDT 3402 Integrat Tech into the Classrm	2		
1. PWLA 1600	2						
2. Activity Course	1						
Total Core Curriculum (Areas A-F)	60			Total Professional Education	66		
Physical Education	3			Total (Areas A-G)	63		
Total (Areas A-G)	63			Total Program	129		

Program Notes:

- *1. A grade of C or better is required in courses in these sections (See catalog for English and Math requirements).
- *2. Recommend MATH 1111 to prepare for GACE Basic Skills Math.
- *3. Admission to Teacher Education is required before enrolling in Block Courses.
- *4. Internship application must be submitted by posted deadline.
- *5. MEDT 3401 may be substituted for MEDT 3402 with advisor's approval.
- *6. To ensure proper background in required content area, students are strongly advised to complete the following (or equivalence):
 Area B-1: COMM 1110 Area C-1: XIDS 2100 Area C-2: ENGL 2110, 2120, or 2130 Area D-1: BIOL 1010/1010L
 Area D-2: GEOL 1121 Area E-4: GEOG 1013 Area F-3: MATH 2008

**Bachelor of Science in Education
Early Childhood Education**

Admission to Teacher Education

Regents Exam: _____ Reading _____ Writing

GPA upon Admission to Teacher Education: _____

Application for Admission to Teacher Education: _____

Agreement of Understanding Form: _____

GACE Basic Skills			SAT		ACT		GRE	
Reading	Math	Writing	Verbal	Math	English	Math	Verbal	Quant

Field Experience/Internship

Block I _____

Block II _____

Block III _____

Block IV _____

Graduation

Completed Core Requirements _____

Completed Major Requirements _____

Seventy-five Hour Evaluation _____

Student Signature: _____

Subsequent advising sessions and gpa updates:

Advisor Signature: _____

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

Date: _____

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

GPA: _____ (Date: _____) GPA: _____ (Date: _____)

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

ECED 4284 Practicum III 0 / 2 / 2
 Prefix Course Title Hours: Lecture/Lab/Total

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

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

Prerequisite(s) Due to limited space, see attached for prerequisite.

Present or Projected Enrollment: 180 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Anna M. Harkin 2-22-08
 Department Chair Date Department Chair (if cross listed) Date
Lynda P. Gaskin 2/25/2008
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Deane Fulkerson 4-4-08
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Prerequisite for ECED 4284 Practicum III:

Admission to Teacher Education. Successful completion of all required courses in Block II. Must be taken concurrently with ECED 4251, READ 3263, and READ 4251, or with Advisor approval. Application for field experience required prior to enrollment.

Rationale

Requested Action:

Add Course: ECED 4284 Practicum III

Rationale for Requested Action:

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

Proposed Syllabus**ECED 4284****PRACTICUM III**

Semester Hours: 2

Semester/Year:

Instructors:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Successful completion of all required courses in Block II. Must be taken concurrently with ECED 4251, READ 3263, and READ 4251, or with Advisor approval. Application for field experience required prior to enrollment.

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

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. observe the managerial and instructional phases of classes (Ryan, 2008);
(Empathetic, Knowledgeable; INTASC 1; ACEI 1, 3, 4, 5, 8, 9, 15)
2. assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching (Denton, 2000);
(Empathetic, Knowledgeable; INTASC 1; ACEI 1, 3, 4, 5, 8, 9, 15)
3. assume teaching responsibilities gradually (College of Education, 2007);
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 7; ACEI 1, 3, 4, 5, 8, 9, 15)
4. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Routman, 2007);
(Adaptive, Empathetic, Knowledgeable, INTASC 8; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
5. design and implement assessment procedures useful in individualizing instruction (Danielson, 1996);
(Adaptive, Empathetic, Knowledgeable, INTASC 8; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
6. participate in professional activities (e.g., attend faculty meeting, attend PTA, participate in in-service) (College of Education, 2007);
(Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive; INTASC 10; ACEI 1, 4)
7. assume general faculty duties such as lunchroom duty and bus duty (Denton, 2000);
(Empathetic, Knowledgeable; INTASC 1; ACEI 1, 4)

8. identify instructional resources available at the assigned school (Denton, 2000);
(Collaborative, Knowledgeable; INTASC 6; ACEI 1, 3, 4, 5, 14, 15)
9. practice the Code of Professional Ethics as presented in *Expectations, policies, and procedures of internship* (College of Education, 2007);
(Lifelong Learners, Proactive, Reflective; INTASC 9; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
10. develop and implement all forms of lesson plans (Kellough, 1999);
(Lifelong Learners, Knowledgeable, Adaptive, Empathetic, Decision Makers, Collaborative, Culturally Sensitive, Proactive; INTASC 2, 3, 7; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
11. use various teaching styles (Routman, 2007);
(Adaptive, Empathetic, Knowledgeable, Reflective, INTASC 3,4; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
12. use appropriate discipline techniques when necessary to manage class (Denton, 2000);
(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 5; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
13. motivate students to maximize participation (Routman, 2007);
(Knowledgeable, Reflective, Leaders; Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 4, 5, 6; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
14. measure and evaluate student progress based on lesson objectives (College of Education, 2007, Wong, 2001); and
(Adaptive, Empathetic, Knowledgeable; INTASC 8; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15)
15. personalize learning to meet the special needs of each child (Ryan, 2008).
(Lifelong Learners, Knowledgeable, Adaptive, Empathetic; INTASC 2, 3; ACEI 1, 3, 4, 5, 6, 7, 8, 9, 14, 15).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: *Teacher education, field experiences, and internship: Policies and procedures handbook*. Carrollton, GA: College of Education. May be found on the College of Education web page at:
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

The academic materials involved in the related academic courses will provide the scholarly background and academic framework for this experience. The related academic courses are: ECED 4251, READ 3263, and READ.4251.

References:

- Cruikshank, D. Jenkins, D., & Metcalf, K. (2005). *The act of teaching* (4th ed.). Boston, MA: McGraw-Hill.
- College of Education. (2007). *Field experiences and internship handbook*. Carrollton, GA: State University of West Georgia, College of Education.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching*. Upper Saddle River, NJ: Merrill.
- Ryan, M. (2008). *Ask the teacher: A practitioner's guide to teaching and learning in the diverse classroom*. Upper Saddle River, New Jersey: Prentice Hall.
- Routman, R. (2007). *Teaching essentials: Expecting the most and getting the best from every learner*. Portsmouth, NH: Heinemann.
- Wong, H. K., & Wong, R. T. (2001) *The first days of school*. Mountain View, CA: Harry K. Wong Publishing Inc.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Link to Conceptual Framework: This course is the culminating experience in the ECED program. It includes full-time involvement in a classroom setting in which the student intern, working under the supervision of a university and classroom supervisor is expected to demonstrate competency in teaching and in handling the day-to-day responsibilities of an elementary classroom. To achieve the required standard of teaching excellence, students are expected to demonstrate competency in all areas of the College of Education conceptual framework: they are to be *knowledgeable* in understanding and applying research-based teaching principles and concepts; *decision makers* in making effective pedagogical choices; *proactive* in establishing an effective learning environment and appropriate learning activities; *culturally sensitive* and *empathetic* toward students; *reflective* regarding educational decisions; and *adaptive* in making changes appropriate to the situation. Working *collaboratively* with supervisors, the intern takes on a variety of *leadership* roles and prepares for a journey of *life long learning* and teaching in elementary classrooms.

Activities and Assessments:

General requirements related to the roles and responsibilities of interns and supervisors are delineated in the internship handbook. Specific expectations and requirements include the intern working in a collaborative relationship with supervisors to do the following:

1. Collaboratively work with public school supervisors to establish a plan for developing skill in the identified competencies over the course of the semester. Lesson plans are reviewed and the quality of student performance is assessed during scheduled lesson observations (Objectives #1-16; Knowledge, Skills, Dispositions; Observations of Performance/ Rubrics, Rating Form).
2. Design and implement an assessment instrument to show the field placement student's ability to positively impact student learning. The assessment is to be aligned with the school curriculum plan and is to be developed in a pretest-posttest format designed to assess the extent of learning gains made by the student participants that are a direct result of the field placement student's teaching (Objectives #5, 15; Knowledge, Skills; Student Learning Gains).
3. Based on the school's curriculum and the schedule of the classroom supervisor, the field placement student is to work collaboratively with classroom supervisor to develop a plan for gradually increasing classroom teaching responsibilities (Objective #3; Knowledge, Skills, Dispositions; Checklist).
4. Develop a Reflective Journal which is to convey the field placement student's growth toward proficiency in the identified evaluation competencies. Assessments, feedback, and recommendations from supervisors will assist in providing the field placement student with developmental growth information. (Objective #9; Disposition; Rubric).
5. The field placement student will follow the regular schedule of the classroom supervisor and participate in school activities associated with a classroom teacher's responsibility, Throughout the field placement, professional growth opportunities such as participation in faculty meetings, staff development, and planning sessions is expected. Also expected, is involvement in parent meetings and conferences, and involvement in carrying out school responsibilities such as lunchroom and bus duty. (Objectives #2, 6, 7; Self-Report).
6. Complete all field assignments as designated in the syllabi of related academic courses in this block. The related academic courses are: ECED 4251, READ 3263, and READ 4251. (Objectives # 1-15, Varies by course).

Evaluation Procedures:

Grading Rubric (Expressed in Points—1000 Points Total)

Teaching Competency -----	300 Points
Level of Competency Demonstrated-----	200 Points
Classroom Management Ability-----	100 Points

Classroom Responsibilities-----300 Points

Initiative Taken -----100 Points

Professionalism-----200 Points

Impact on Student Learning-----200 Points

Assessment Instrument-----100 Points

Extent of Student Gains Report-----100 Points

Reflective Journal-----200 Points

Thoughtfulness in Conveying Growth in Teaching---200 Points

Teaching Competence will be determined based on the criteria and associated descriptions specified on the *Teacher Education Field Experiences Evaluation Generic Competencies and Rubrics* during scheduled observations throughout the semester. Various checklist and observational charts as suggested in the *Field Experiences and Internship Handbook* may also be used.

Grading Policy:

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

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

As outlined in the *Field Experiences and Internship Handbook*, a Professional Development Plan is to be developed early in the semester for interns who are experiencing difficulty meeting the standards of the field experience.

CLASS OUTLINE

Field Placement student activities occur at the field site; consequently, the sequence and tasks outlined are to be considered as guidelines to be adapted to the school schedule and the needs of field placement student and supervisors.

Week 1	University Supervisor Orientation Meetings
Week 2	Observations/ Conferences
Week 3	Mid-Term Evaluation/Conferences
Week 4	Observations/ Conferences
Week 5	Final Evaluation/Conferences

ACADEMIC HONESTY

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

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

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S. Ed. in Physical Education Hours: / /
 Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other; Prerequisite	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

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

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

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Deborah J. [Signature]</u>	<u>2/12/08</u>	Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>2/14/2008</u>	Dean of College	Date	Dean of College (if cross listed)	Date
<u>[Signature]</u>	<u>3/4/08</u>	Chair of TEAC (if teacher prep. program)	Date		

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

<u>[Signature]</u>	<u>4-4-08</u>	Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs _____ Date _____

Rationale for Program Change/Program Sheet

Revision of the Bachelor of Science in Physical Education major has been a desire of our faculty for many semesters. The existing program is simply outdated. Beginning Summer 2007, faculty examined core beliefs and philosophies about teacher education, explored PETE programs at institutions throughout the state, and gathered feedback from current and former students and from area health and physical educators. Meeting weekly, the faculty identified weaknesses and strengths of the existing program and prioritized goals to better prepare teacher educators. In July 2007, the Board of Regents approved modified Area F requirements for PETE that also informed these curricular decisions.

Beginning Fall 2007, new Area F and professional course sequences were proposed. The program scope and sequence and course objectives were sent to eight strong educators in the area, who served as consultants and provided detailed feedback on the proposed curricular changes. In addition, feedback was provided by Dr. Judy Rink, a professor at the University of South Carolina and arguably the foremost expert in physical education teacher education in the country.

The resulting modified program is attached. Major differences in the proposed program sheet include the following, which are discussed in more depth later in this document.

- 1) Modifies Area F courses to conform to the BOR required sequence (3 EDUC courses, 6-8 hours of anatomy and physiology, and up to 3 hours of electives). Our proposed Area F includes the following changes:
 - Adds the 3 required EDUC courses (9 hours);
 - Reduces the required elective Intro to Physical Education course (2602) from 3 to 2 credits;
 - Reduces Anatomy & Physiology 1 and 2 (2603 and 2604) from 4 to 3 credits each by removing the lab component;
 - Eliminates MEDT 2401 as a required prerequisite for PHED 3401, instead providing options;
 - Replaces SPED 2706 with the newly required SPED 3715 and moves that course to the Professional sequence; and
 - Retains PHED 2628 as a required elective.
- 2) Conceptualizes the Professional coursework (64 hours; up from 60 hours) in integrated blocks with courses that support each other, as follows:
 - Foundations Block,
 - Elementary Block,
 - Secondary Block, and
 - Internship Block.
- 3) Replaces 6 hours of general Movement Analysis courses (PHED 3601 and 4601) with 10 hours of focused Skills and Strategies courses (5 courses, PHED 3500, 3501, 3502, 3503, and 3504). This greatly strengthens the content knowledge required for certification.
- 4) Reconceptualizes the 20 hour-methods course sequence to include 3 hours of general pedagogy (PHED 3670), then 2 field-based courses that emphasize teaching physical education (PHED 3671 and 3675; 4 credits each), and 3

field-based courses that provide health content and methods of direct instruction (PHED 4500, 4501, 4502; 3 credits each). This replaces 2 health methods courses and their field experiences (PHED 3618 and 3677; PHED 4608 and 4677) and 2 physical education courses and their field components (PHED 3671 and 3676; PHED 3675 and 3678). The revised sequence more carefully defines the scope and sequence of methods and strategies for both direct instruction and gymnasium-based teaching and allows the courses to build on each other in the blocks.

- 5) Strengthens the rigor and applied nature of the science-related content courses for the program (Motor Behavior (PHED 3625), Applied Biomechanics (PHED 4605) and Applied Exercise Physiology (PHED 4603), by moving the labs from lower division A&P courses (PHED 2603 and 2604) into the upper division, applied science courses. Further, the science courses are matched with specific Skills and Strategies courses in the blocks where immediate, teaching-related applications can be made.
- 6) Replaces the adapted physical education course (PHED 4680) with a special section of the newly required SPED 3715 that focuses on teaching issues unique to physical education. The field component (PHED 4676) was renumbered (to PHED 3720) but will be retained. Thus, the special education requirement will be co-taught by two specialists in physical education and special education, and provide a wealth of appropriate classroom-based and field experiences.
- 7) Renumbers several courses to make the sequences more recognizable.

In summary, the proposed curriculum includes:

- 13 new courses (PHED 3500, 3501, 3502, 3503, 3504; PHED 3670; PHED 4500, 4501, 4502; EDUC 2110, 2120, 2130; SPED 3715), and
- 12 modified courses (PHED 2603, 2604, 3625, 4603, 4605; PHED 2602, 3671, 3675, 3710, 3720, 4686, 4689).

Advising Sheet for the B.S. in Education Program in Physical Education.
BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
PHYSICAL EDUCATION MAJOR

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	9			Foundations Block (Fall Junior Year)	16		
1. ENGL 1101	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. ENGL 1102	3			PHED 3501 Skills & Strategies in Strength/Cond	2		
3. MATH 1111 (Recommended)	3			PHED 3625 Motor Behavior	3		
B. Institutional Priorities	4-5			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4500 Personal & Community Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
C. Humanities/Arts	6			Elementary Block (Spring Junior Year)	16		
1. XIDS 2100 (Recommended)	3			PHED 3503 Skills & Strategies Net/Wall Games	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	4		
D. Science, Math, Technology	10-11			PHED 4501 Contemporary Health Issues	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Applied Exercise Physiology	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys Education Field Exp	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
E. Social Sciences	12			Summer Senior Year	3		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE ±	3		
2. HIST 2111 or 2112	3			Secondary Block (Fall Senior Year)	17		
3. POLS 1101	3			PHED 3502 Skills & Strategies Target/Out Activ	2		
4. Elective course in E.	3			PHED 3504 Skills & Strategies Invasion Games	2		
F. Program Related Courses	18			PHED 3710 Assessing Performance in Health/PE	3		
1. *PHED 2602 Intro Teach Health/PE	2			PHED 3675 Physical Educ in Middle/Sec Schools	4		
2. *PHED 2603 Anatomy/Physiology I	3			PHED 4502 School Health Education	3		
3. *PHED 2604 Anatomy/Physiology II	3			PHED 4605 Applied Biomechanics	3		
4. *PHED 2628 First Aid/CPR	1			Internship Block (Spring Senior Year)	12		
5. ^*EDUC 2110 Investigating Critical & Contemporary Issues in Education	3			PHED 4686 Teaching Internship	9		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3						
Physical Education Requirement	3			Total Prof Education	64		
1. PWLA 1600 Personal Wellness	2			Total Core	60		
2. PWLA PE Activity Course	1			Total Program	124		

** Requires Admission to Teacher Education and Grade of C or better in each course

* Grade of C or better required

^ 2.5 GPA required

± Requires basic computer proficiency by completing MEDT 2401 or equivalent

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Semester Course Schedule for the Certification Program in Physical Education**Bachelor of Science****Department of Physical Education and Recreation****PHYSICAL EDUCATION CURRICULUM****Schedule of Courses****Fall Sophomore Year**EDUC 2110 Investigating Critical and Cont. Issues
In Education (3) orEDUC 2120 Exploring Socio/Cultural Perspectives
on Diversity (3) or

EDUC 2130 Exploring Teaching and Learning (3) or

PHED 2603 Human Anatomy & Physiology I (3)

PHED 2628 First Aid & CPR (1) or

PHED 2602 Introduction to Teaching Health/PE (2)

Up to 15

Foundations Block (Fall Junior Year)

PHED 3500 Educ Games, Gymnastics, Dance (2)

PHED 3501 Skills & Strategies in Strength/Cond. (2)

PHED 3625 Motor Behavior (3)

PHED 3670 Instructional Strategies of Health/PE (3)

PHED 4500 Personal & Community Health Issues (3)

CEPD 4101 Educational Psychology (3)

16

Summer Senior Year

PHED 3401 Integrating Tech Into Health/PE (3)

Secondary Block (Fall Senior Year)

PHED 3502 Skills & Strategies Target/Out Activities (2)

PHED 3504 Skills & Strategies Invasion Games (2)

PHED 3710 Assessing Performance in Health/PE (3)

PHED 3675 Physical Educ in Middle/Sec Schools (4)

PHED 4502 School Health Education (3)

PHED 4605 Applied Biomechanics (3)

17

Spring Sophomore YearEDUC 2110 Investigating Critical and Cont. Issues
In Education (3)EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching and Learning (3)

PHED 2604 Human Anatomy & Physiology II (3)

PHED 2628 First Aid & CPR (1)

Up to 13

Elementary Block (Spring Junior Year)

PHED 3503 Skills & Strategies Net/Wall Games (2)

PHED 3671 Physical Educ in Elem Schools (4)

PHED 4501 Contemporary Health Issues (3)

PHED 4603 Applied Exercise Physiology (3)

PHED 3720 Adapted Physical Educ Field Exp (1)

SPED 3715 Inclusive Classroom (3)

16

Internship Block (Spring Senior Year)

PHED 4686 Teaching Internship (9)

PHED 4689 Teaching Internship Seminar (3)

12

Advising Sheet for the B.S. in Education Program in Physical Education.

**BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
PHYSICAL EDUCATION MAJOR**

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	9			* Requires Admission to Teacher Education and Grade of C or better			
1. ENGL 1101	3						
2. ENGL 1102	3			Professional Education *	39		
3. MATH 1111 (Recommended)	3			*CEPD 4101 Educational Psychology	3		
B. Institutional Priorities	4-5			*PHED 3671 C&I: Elementary PE	3		
1. COMM 1110 (Recommended)	3			*PHED 3675 C&I: Middle/Secondary PE	3		
2. Elective course in B.				*PHED 3618 Health Ed. P-5	3		
C. Humanities/Arts	6			*PHED 3677 P-5 Health Fld. Exp.	2		
1. XIDS 2100 (Recommended)	3			*PHED 3676 Elementary PE Fld. Exp.	2		
2. Elective course in C.	3			*PHED 3678 Middle/Sec PE Fld. Exp.	2		
D. Science, Math, Technology	10-11			*PHED 4680 PE for Childr Disablg Cond.	3		
1. BIOL 1010-1010L (Recommended)	4			*PHED 4676 Adapted PE Fld. Exp.	1		
2. Elective courses in D.	3			*PHED 4677 Health 6-12 Fld. Exp.	2		
	3			*PHED 4608 Health Ed. 6-12	3		
E. Social Sciences	12			*PHED 4686 Internship	9		
1. HIST 1111 or 1112	3			*PHED 4689 Internship Seminar	3		
2. HIST 2111 or 2112	3			Content Specialization *	21		
3. POLS 1101	3			*PHED 3601 Mov't Analysis I	3		
4. Elective course in E.	3			*PHED 3603 Biomechanics	3		
F. Program Related Courses	18			*PHED 3660 Assess. in Teachg/Learng	3		
^GPA = 2.5 required				*PHED 4601 Mov't Analysis II	3		
* Grade of C or better required							
1. ^* PHED 2602 Intro to PE	3			*PHED 3608 Lifetime Health Concerns	3		
2. *PHED 2603 Anatomy/Physiology I	4			*PHED 3625 Motor Behavior	3		
3. *PHED 2604 Anatomy/Physiology II	4			*PHED 4603 Exercise Physiology	3		
4. ^*SPED 2706 Intro Special Educ	3						
5. ^*MEDT 2401 Intro Instruc Technol	3			Total Prof Education	60		
6. *PHED 2628 First Aid/CPR	1			Total Core	60		
Physical Education Requirement	3						
1. PWLA 1600 Personal Wellness	2			Total Program	120		
2. PWLA PE Activity Course	1						

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Semester Course Schedule for the Certification Program in Physical Education .**Bachelor of Science
Department of Physical Education and Recreation****PHYSICAL EDUCATION CURRICULUM
Schedule of Courses****Fall Sophomore Year**

PHED 2602 Introduction to PE (3)

PHED 2603 Human Anatomy/Physiology I (4)

PHED 2628 First Aid & CPR (1) or

MEDT 2401 Intro Instruc Technology (3) or

SPED 2706 Intro Special Education (3) or

7-14

Spring Sophomore Year

PHED 2604 Human Anatomy/Physiology II (4)

PHED 2628 First Aid & CPR (1)

MEDT 2401 Intro Instruc Technology (3)

SPED 2706 Intro Special Education (3)

4-11

Fall Junior Year

PHED 3603 Biomechanics (3)

PHED 3608 Health Concerns (3)

PHED 3625 Motor Behavior (3)

PHED 3671 C&I: Elementary Sch PE (3)

PHED 3676 Elementary PE Fld Exp (2)

CEPD 4101 Educational Psychology (3)

17

Spring Junior Year

PHED 3601 Movement Analysis I (3)

PHED 3618 Health Education: P-5 (3)

PHED 3675 C&I: Middle/Sec PE (3)

PHED 3677 P-5 Health Educ Fld Exp (2)

PHED 3678 Middle/Sec PE Fld Exp (2)

PHED 4603 Exercise Physiology (3)

16

Fall Senior Year

PHED 3660 Assessment in Teaching (3)

PHED 4601 Movement Analysis II (3)

PHED 4608 Health Education : 6-12 (3)

PHED 4676 Adapted Field Experience (1)

PHED 4677 6-12 Health Ed Fld Exp (2)

PHED 4680 PE for Disabling Cond (3)

15

Spring Senior Year

PHED 4686 Internship (9)

PHED 4689 Internship Seminar (3)

12

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 3500 Educational Games, Gymnastics, and Dance 0 / 4 / 2

Prefix Course Title Hours: Lecture/Lab/Total

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

This course focuses on the developmental stages of selected motor patterns fundamental to educational games, gymnastics, and dance. Students develop and practice the skill theme approach to teaching fundamental movement patterns to elementary and middle school students. Students also develop observation and analysis skills for diagnosing children's motor patterns.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year)

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

Effective Date*: Fall /2008
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Ab Jenkins 2/12/08
Department Chair Date

Wynne Jackson 2/15/2008
Dean of College Date

Chair of TEAC (if teacher prep. program) Date

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

Wynne Jackson 4-4-08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Content Courses

The content for physical education majors is the skills and strategies of a wide range of sports and activities. In the CURRENT curriculum, this information is provided in two classes, Movement Analysis 1 (PHED 3601; 3 credits) and Movement Analysis 2 (PHED 4601; 3 credits). The PROPOSED curriculum greatly enhances the content for our physical education majors by requiring 5 NEW two-hour courses that focus in-depth on selected sports and activities which they are expected to teach in K-12 schools. The new courses require competence in a greater number and wider range of activities, and focus only on the skill-acquisition component. The teaching/methodology and assessment components in the current courses were moved to the instructional methods courses in the proposed curriculum.

CURRENT curriculum requires two courses, which will no longer be needed:

PHED 3601 Movement Analysis 1

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the teaching and analysis of skills associated with team sports, racquet sports/net games, and track and field. Students learn to teach, analyze, and assess skilled performance based on the learner's current skill level and developmental readiness.

PHED 4601 Movement Analysis II

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the development and analysis of skills in a variety of activities. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

PROPOSED NEW courses in the revised curriculum:

PHED 3500 Educational Games, Gymnastics, and Dance

0/4/2

Prerequisite: Admission to Teacher Education

This course focuses on the developmental stages of selected motor patterns fundamental to educational games, gymnastics, and dance. Students develop and practice the skill theme approach to teaching fundamental movement patterns to elementary and middle school students. Students also develop observation and analysis skills for diagnosing children's motor patterns.

PHED 3500

EDUCATIONAL GAMES, GYMNASTICS, AND DANCE

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Prerequisite: Admission to Teacher Education

COURSE DESCRIPTION

This course focuses on the developmental stages of selected motor patterns fundamental to educational games, gymnastics, and dance. Students develop and practice the skill theme approach to teaching fundamental movement patterns to elementary and middle school students. Students also develop observation and analysis skills for diagnosing children's motor patterns.

CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. analyze various skill themes and how they correlate with movement concepts of body, space awareness, effort and relationships
(Knowledgeable; Lifelong Learners)
(Graham, Holt/Hale & Parker 2007; Hastie & Martin, 2006);
2. demonstrate proficiency in motor and manipulative skills such as traveling, chasing, fleeing, dodging, jumping and landing, balancing, transferring weight and rolling, kicking and punting, throwing and catching, volleying and dribbling, striking with rackets and paddles and, striking with long handled implements, in order to provide accurate demonstrations to physical education students
(Adaptive; Lifelong Learners; Knowledgeable)
(Graham, Holt/Hale, & Parker, 2007; Hastie & Martin, 2006; Mood, Musker, & Rink, 2007);
3. perform basic individual and partner gymnastic skills alone, in combination, and in sequence while using mats and small and large equipment, in order to provide accurate demonstrations to physical education students.
(Collaborative; Leaders; Adaptive)
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
4. use extension, refinement, and application tasks to accommodate individual differences in gymnastic ability
(Adaptive; Empathetic; Proactive)
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
5. describe the safety considerations for teaching gymnastics in public schools
(Knowledgeable; Leaders)
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);

6. develop the skills necessary to skillfully spot and assist students who are attempting to perform gymnastics and tumbling skills
(*Leaders; Adaptive*)
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
7. effectively perform a variety of folk, ethnic, and cultural dances
(*Culturally Sensitive; Proactive; Empathetic*)
(Graham, Holt/Hale, & Parker, 2007); and
8. analyze the dance skills of self and others and provide appropriate feedback to foster the acquisition of skill among individuals
(*Lifelong Learners; Collaborative; Proactive*)
(Graham, Holt/Hale, & Parker, 2007).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving* (8th ed.). Upper Saddle River, NJ: McGraw-Hill.

Additional readings as assigned

References

- Hastie, P., & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. Upper Saddle River, NJ: Benjamin Cummings.
- Mitchell, S.A., Oslin, J.L., & Griffen, L.L. (2003). *Sport foundations for elementary physical education: A tactical games approach*. Champaign, IL: Human Kinetics.
- Mood, D.P., Musker, F.F., & Rink, J.E. (2007). *Sports and recreational activities* (14th ed.). Upper Saddle River, NJ: McGraw-Hill.
- Reeves, H. (1985). *Song and dance activities for elementary children*. Upper Saddle River, NJ: Prentice Hall.
- Ward, P. (1996). *Teaching tumbling*. Champaign, IL: Human Kinetics.
- Werner, P.H. (2004). *Teaching children gymnastics* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in course lectures and in-class lab activities. At the conclusion of the course, students will have demonstrated achievement in the areas of *leaders*: taking responsibility for decisions and capitalizing on opportunities to implement appropriate skill development (**Assignments 2, 3, 4**); *lifelong learners*: studying the effectiveness of organizational practices and decision making paradigms (**Assignments 1, 3**); *adaptive*: promoting change in organizational practices and attitudes to meet the needs of physical education students (**Assignments 1, 2**); *collaborative*: working with others to design developmentally appropriate lessons and activities (**Assignment 3**); *cultural sensitivity*: developing lessons and activities that correctly reflect a desired culture in a physical education setting. (**Assignment 3, 4**); *empathetic*: demonstrating sensitivity to the physical needs of individuals, when developing physical education lessons (**Assignments 3, 4**); *knowledgeable*: drawing upon experience, professional knowledge, and the most recent research when making decisions and implementing policies (**All Assignments**); being *proactive*: developing lessons for students that offer several levels and opportunities for success (**Assignments 3, 4**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that cover assigned readings, course lectures, and in-class labs. Exams will contain multiple choice, short answer, and essay items.

Course objectives: 1, 4, 5, 6

2. Skill Assessments – Gymnastics and Dance (60 points each)

Students will perform basic skills in gymnastics and dance. Students will be assessed (including self and peer assessment) on their ability to perform the skills at the following levels: emerging, adequate and mastery, using a rubric provided by the instructor.

Course objectives: 2, 3, 7, 8

3. Educational Game (40 points)

Students will develop and design an educational game that meets established criteria for a learning experience for elementary or middle school students. Students will present the game to the class for instruction and play.

Course objectives: 2

4. Drill Notebook (40 points)

Students will develop a notebook with a variety of educational games, gymnastics activities, and educational dances, suitable for use in physical education settings. Students must locate or create ten different activities for each content area in the notebook (games, gymnastics, and dance).

Course objectives: 1, 2, 3, 4, 5, 6, 7, 8

GRADING POLICY

- A (90-100%) = 270 - 300 points
- B (80-89%) = 240 - 269 points
- C (70-79%) = 210 - 239 points
- D (60-69%) = 180 - 209 points
- F (below 60%) = less than 180 points

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

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

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional

dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

****If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

CLASS OUTLINE

Week	Topic
1	Introduction and Course Syllabus
2	Begin Educational Games Skill Themes Movement Concepts
3	Effort Qualities Relationships
4	Generic Skill Levels
5	Traveling Patterns
6	Observation techniques
7	Throwing and Catching
8	Volleying and Dribbling
9	Striking Skills
10	Mid-Term Exam
11	Begin Educational Gymnastics Basic Movements
12	Tumbling in Educational Gymnastics Safety in Educational Gymnastics
13	Balances in Educational Gymnastics
14	Begin Educational Dance Rhythms and Dance: Folk, Ethnic and Cultural Dances
15	Rhythms and Dance: Pedagogy Rhythms and Dance: Educational Dance in Schools
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <hr/> <input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other			Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* * Variable credit must be explained			Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other		
---	--	--	---	--	--	---	--	--

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

Library resources are adequate Library resources need enhancement

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

PHED 3501 Skills and Strategies in Strength and Conditioning 0 / 4 / 2
 Prefix Course Title Hours: Lecture/Lab/Total

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

This course increases students' knowledge, skills, and strategies related to strength and conditioning including weight training, cardiovascular endurance, health-related fitness, performance-related fitness, and flexibility. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year)
 *For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008
 Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/12/08
 Department Chair Date Department Chair (if cross listed) Date
[Signature] 2/15/2008
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature] 4-4-08
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Content Courses

The content for physical education majors is the skills and strategies of a wide range of sports and activities. In the CURRENT curriculum, this information is provided in two classes, Movement Analysis 1 (PHED 3601; 3 credits) and Movement Analysis 2 (PHED 4601; 3 credits). The PROPOSED curriculum greatly enhances the content for our physical education majors by requiring 5 NEW two-hour courses that focus in-depth on selected sports and activities which they are expected to teach in K-12 schools. The new courses require competence in a greater number and wider range of activities, and focus only on the skill-acquisition component. The teaching/methodology and assessment components in the current courses were moved to the instructional methods courses in the proposed curriculum.

CURRENT curriculum requires two courses, which will no longer be needed:

PHED 3601 Movement Analysis I

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the teaching and analysis of skills associated with team sports, racquet sports/net games, and track and field. Students learn to teach, analyze, and assess skilled performance based on the learner's current skill level and developmental readiness.

PHED 4601 Movement Analysis II

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the development and analysis of skills in a variety of activities. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

PROPOSED NEW courses in the revised curriculum:

PHED 3501 Skills and Strategies in Strength and Conditioning

0/4/2

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies related to strength and conditioning including weight training, cardiovascular endurance, health-related fitness, performance-related fitness, and flexibility. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

PHED 3501**SKILLS AND STRATEGIES IN STRENGTH AND CONDITIONING**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies related to strength and conditioning including weight training, cardiovascular endurance, health-related fitness, performance-related fitness, and flexibility. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are

instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. discuss the muscular skeletal system of the human body, as it relates to strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance
(*decision makers, leaders, lifelong learners, collaborative, proactive, reflective*)
(Baechle & Earle, 2006; Sandler, 2003);
2. describe weight training apparatus as it applies to weight bearing exercises
(*decision makers, leaders, lifelong learners, adaptive, collaborative, empathetic, knowledgeable, proactive, reflective*)
(Baechle & Earle, 2006; Sandler, 2003);
3. describe the basic exercises and core lifts used to develop muscular strength and endurance, as well as several different types of strength training programs
(*decision makers, leaders, lifelong learners, adaptive, collaborative, , culturally sensitive empathetic, knowledgeable, proactive, reflective*)
(Baechle & Earle, 2006; Baechle & Earle, 2000; Carr, 2004; Sharkey & Gaskill, 2006);
4. demonstrate competence at the developmentally appropriate level in the skills and strategies of strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance
(*decision makers, leaders, lifelong learners, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Baechle & Earle, 2006; Rosato, 2003);
5. identify and explain rules, techniques, safety precautions, and etiquette for strength and conditioning
(*decision makers, leaders, lifelong learners, collaborative, proactive, reflective*)
(Baechle & Earle, 2006; Rosato, 2003; Sandler, 2003);

6. discuss and demonstrate appropriate flexibility and conditioning principles, and perform skill and fitness-oriented exercises relevant to strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)
(Baechle & Earle, 2006; Carr, 2004; Rosato, 2003; Sharkey & Gaskill, 2006);
7. demonstrate skills learned in performance-related situations
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)
(Baechle & Earle, 2006);
8. design and implement developmentally appropriate, individualized exercise programs based on specific needs and interests of students
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)
(Baechle & Earle, 2006); and
9. self-assess knowledge, technique, and performance in strength and conditioning
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, proactive, knowledgeable, reflective*)
(Carr, 2004; Sharkey & Gaskill, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Baechle, T. & Earle, R. (2006). *Weight training: Steps to success* (3rd ed.). Champaign, IL: Human Kinetics.

Rosato, F. (2003). *Walking & jogging* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.

References

Baechle, T. & Earle, R. (2000). *Essentials of strength training and conditioning: National strength and conditioning association*. Champaign, IL: Human Kinetics.

Carr, G. (2004). *Sport mechanics for coaches* (2nd ed.). Champaign, IL: Human Kinetics.

Sandler, D. (2003). *Weight training fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

Sharkey, B. & Gaskill, S. (2006). *Sport physiology for coaches*. Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance of self and peers and choosing skill practice and strategies to improve performance (**Assignments 2, 3, 4**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignments 2, 3, 4**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of strength and conditioning along with the principles needed to analyze and apply physical skill adjustments in real life activities (**All Assignments**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignments 3, 4**); *collaborative*: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 2**); *culturally sensitive*: develop an understanding of the history and cultural significance of strength and conditioning activities (**Assignment 1**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in strength and conditioning activities (**Assignments 1, 3**); *knowledgeable*: apply experience and recent research to acquire knowledge associated with strategies and fundamentals of strength and conditioning activities (**Assignment 1**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 2, 3**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 2, 3, 4**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3, 4, 9

2. Skill Assessments (60 points each)

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in strength (30 points) and conditioning (30 points).

Course objectives: 1, 3, 4, 5, 9

3. Exercise Prescription Project (50 points)

Students will complete an individual project that consists of the 10-step process in identifying personal needs and interests in strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance. In addition, students must identify how the individual exercise prescription can be altered for special populations.

Course objectives: 2, 3, 6, 7, 8, 9

4. Exercise Log (30 points)

Students will perform strength and conditioning exercises throughout the semester and must keep and maintain a current log. With each entry, students must record the date, time of day, type of exercise performed, specifics related to aerobic and anaerobic performance and improvement, and other content-related items.

Course objectives: 6, 7, 8, 9

GRADING POLICY

A = 270-300 points	90-100%
B = 240-269 points	80-89%
C = 210-239 points	70-79%
D = 180-209 points	60-69%
F = less than 180 points	less than 60%

CLASS POLICIES**Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related

information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to Strength and Conditioning; Strength and Cardiovascular Assessment; Exercise Logs
2	Upper Body Exercises; Developing Skills and Strategies in Strength and Conditioning
3	Lower Body Exercises; Skill Development in Fitness and Strength Training
4	Core Exercises; Skill Development in Fitness and Strength Training
5	Strength Assessment; Cardiovascular Assessment; Cardiovascular Training
6	Aerobic and Anaerobic Conditioning; Skill Development in Fitness and Strength Training
7	Health-Related Fitness; Skill Development in Fitness and Strength Training
8	Performance-Related Fitness; Skill Development in Fitness and Strength Training; Strength Assessment
9	Strength Assessment; Cardiovascular Assessment; Mid-Term Exam
10	Flexibility; Skill Development in Fitness and Strength Training
11	Skill Development in Fitness and Strength Training
12	Skill Development in Fitness and Strength Training
13	Strength Assessment and Cardiovascular Assessment
14	Exercise Prescription; Skill Development in Fitness and Strength Training
15	Exercise Prescription; Final Strength Assessment Final Conditioning Assessment
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

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

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
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<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 3502 Skills and Strategies in Target and Outdoor Activities 0 / 4 / 2
Prefix Course Title Hours: Lecture/Lab/Total

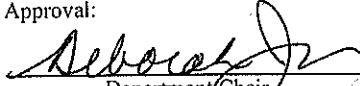
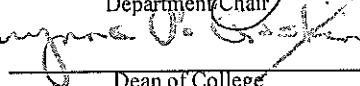
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course increases students' knowledge, skills, and strategies in target and outdoor activities including golf, track and field, orienteering, and softball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

Prerequisite(s) Admission to Teacher Education

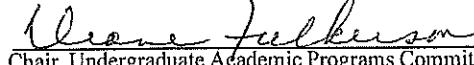
Present or Projected Enrollment: 50-60 (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:
 2/12/08 Department Chair (if cross listed) Date
 Department Chair
 2/14/2008 Dean of College (if cross listed) Date
 Dean of College

Chair of TEAC (if teacher prep. program) Date

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

 4-4-08 Chair, Committee on Graduate Studies Date
 Chair, Undergraduate Academic Programs Committee Date

Vice President for Academic Affairs Date

Rationale for Content Courses

The content for physical education majors is the skills and strategies of a wide range of sports and activities. In the CURRENT curriculum, this information is provided in two classes, Movement Analysis 1 (PHED 3601; 3 credits) and Movement Analysis 2 (PHED 4601; 3 credits). The PROPOSED curriculum greatly enhances the content for our physical education majors by requiring 5 NEW two-hour courses that focus in-depth on selected sports and activities which they are expected to teach in K-12 schools. The new courses require competence in a greater number and wider range of activities, and focus only on the skill-acquisition component. The teaching/methodology and assessment components in the current courses were moved to the instructional methods courses in the proposed curriculum.

CURRENT curriculum requires two courses, which will no longer be needed:

PHED 3601 Movement Analysis I

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the teaching and analysis of skills associated with team sports, racquet sports/net games, and track and field. Students learn to teach, analyze, and assess skilled performance based on the learner's current skill level and developmental readiness.

PHED 4601 Movement Analysis II

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the development and analysis of skills in a variety of activities. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

PROPOSED NEW courses in the revised curriculum:

PHED 3502 Skills and Strategies in Target and Outdoor Activities

0/4/2

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in target and outdoor activities including golf, track and field, orienteering, and softball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

PHED 3502**SKILLS AND STRATEGIES IN TARGET AND OUTDOOR ACTIVITIES**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in target and outdoor activities including golf, track and field, orienteering, and softball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed

practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate proficiency in the skills and strategies in target and outdoor activities
(*decision makers, leaders, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive*)
(Carr, 1999; Mood, Musker, & Rink, 2007; Renfrew, 1997; Schempp, 2005; Veroni & Brazier, 2006);
2. identify and explain rules, techniques, safety precautions and etiquette for target and outdoor activities
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Carr, 1999; Mood, Musker, & Rink, 2007; Renfrew, 1997; Schempp, 2005; Veroni & Brazier, 2006);
3. discuss appropriate conditioning principles and perform skill and fitness oriented exercises relevant to target and outdoor activities
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Carr, 1999; Mood, Musker, & Rink, 2007; Renfrew, 1997; Schempp, 2005; Veroni & Brazier, 2006);
4. demonstrate skills and strategies in performance-related situations
(*decision makers, leaders, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive*)
(Carr, 1999; Rink, 2006; Schempp, 2005; Veroni & Brazier, 2006); and
5. observe and assess knowledge, technique, and performance in target and outdoor activities
(*culturally sensitive, reflective*)
(Carr, 1999; Renfrew, 1997; Rink, 2006; Schempp, 2005; Veroni & Brazier, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Carr, G. (1999). *Fundamentals of track and field* (2nd ed.). Champaign, IL: Human Kinetics.

Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

Schempp, P.G. (2005). *Golf*. Champaign, IL: Human Kinetics.

References

Renfrew, T. (1997). *Orienteering*. Champaign, IL: Human Kinetics.

Rink, J.E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

Veroni, K. & Brazier, R. (2006). *Coaching fastpitch softball successfully* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance choosing skill practice and strategies to improve personal and peer performance (**Assignment 2**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignment 2**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of a variety of outdoor sports and activities along with the principles needed to analyze and apply physical skill adjustments in real life activities (**Assignment 1**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignment 2**); *collaborative*: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 2**); *culturally sensitive*: develop an understanding of the history and cultural significance of each sport and activity (**Assignments 1, 4**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in a variety of different sports and activities (**Assignments 1, 3**); *knowledgeable*: apply experience and recent research to acquire knowledge associated with rules, strategies, and fundamentals of each sport or activity (**Assignments 1, 3**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 1, 3**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 2, 4**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3

2. Skill Assessments (40 points each)

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in three sports. The assessments will be either process-product assessment or authentic assessments used in game-like situations.

Course objectives: 1, 2, 3, 4

3. Drill Notebooks (20 points each)

Students will complete one drill notebook for three sports with a minimum of 10 drills that can be used in teaching and/or coaching settings with future K-12 students.

Course objectives: 2

4. Game Observations (10 points each)

Students will attend two game performances in real-life collegiate or high school athletic settings. In addition, students must complete a one-page assignment and reflection for each game observation, describing specific skills and strategies used in the games.

Course objectives: 5

GRADING POLICY

A = 270-300 points	90-100%
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CLASS POLICIES

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Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

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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.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to Outdoor Activities Golf: Introduction
2	Skill Development and Strategies; Modified Play
3	Skill Development and Strategies; Modified Play
4	Skill Development and Strategies; Modified Play; Skill Assessment
5	Golf Outings
6	Orienteering: Skill Development and Strategies
7	Orienteering: Skill Development and Strategies
8	Mid-Term Exam
9	Track and Field: Introduction
10	Skill Development and Strategies; Track and Field Experiences
11	Skill Development and Strategies; Track and Field Experiences Track and Field Skill Assessment
12	Skill Development and Strategies; Track and Field Experiences Track and Field Skill Assessment
13	Formal Track and Field Events
14	Softball: Introduction Softball Skill Development and Strategies
15	Softball Skill Development and Strategies; Modified Game Play Softball Skill Assessment
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 3503 Skills and Strategies in Net and Wall Games 0 / 4 / 2

Prefix Course Title Hours: Lecture/Lab/Total

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

This course increases students' knowledge, skills, and strategies in net and wall games including badminton, pickle ball, tennis, and volleyball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year)

Effective Date*: Fall /2008
Term/Year

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

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/12/08
Department Chair Date Department Chair (if cross listed) Date

[Signature] 2/15/2008
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature] 4-4-08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Content Courses

The content for physical education majors is the skills and strategies of a wide range of sports and activities. In the CURRENT curriculum, this information is provided in two classes, Movement Analysis 1 (PHED 3601; 3 credits) and Movement Analysis 2 (PHED 4601; 3 credits). The PROPOSED curriculum greatly enhances the content for our physical education majors by requiring 5 NEW two-hour courses that focus in-depth on selected sports and activities which they are expected to teach in K-12 schools. The new courses require competence in a greater number and wider range of activities, and focus only on the skill-acquisition component. The teaching/methodology and assessment components in the current courses were moved to the instructional methods courses in the proposed curriculum.

CURRENT curriculum requires two courses, which will no longer be needed:

PHED 3601 Movement Analysis I

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the teaching and analysis of skills associated with team sports, racquet sports/net games, and track and field. Students learn to teach, analyze, and assess skilled performance based on the learner's current skill level and developmental readiness.

PHED 4601 Movement Analysis II

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the development and analysis of skills in a variety of activities. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

PROPOSED NEW courses in the revised curriculum:

PHED 3503 Skills and Strategies in Net and Wall Games

0/4/2

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in net and wall games including badminton, pickle ball, tennis, and volleyball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

PHED 3503**SKILLS AND STRATEGIES IN NET AND WALL GAMES**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in net and wall games, including badminton, pickle ball, tennis, and volleyball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed

practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate proficiency in the skills and strategies in net and wall games
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive*)
(Dearing, 2003; Grice, 2007; Matsuzaki, 2004; Mood, Musker, & Rink, 2007);
2. identify and explain rules, techniques, safety precautions, and etiquette for game play in net and wall games
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Dearing, 2003; Grice, 2007; Matsuzaki, 2004; Mood, Musker, & Rink, 2007);
3. discuss and demonstrate offensive and defensive strategies of net and wall games
(Dearing, 2003; Grice, 2007; Matsuzaki, 2004; Mood, Musker, & Rink, 2007; USTA, 2004);
4. discuss appropriate conditioning principles and perform skill and fitness oriented exercises relevant to net and wall games
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive*)
(Brown, 2004; Grice, 2007; Kenny & Gregory, 2006; Stokes & Haley, 2001);
5. demonstrate skills and strategies in net and wall games in game-like situations
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive*)
(Grice, 2007; Rink, 2006; Stokes & Haley, 2001; USTA, 2004); and
6. observe and assess knowledge, technique, and performance in net and wall games
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive*)
(Brown, 2004; Grice, 2007; Kenny & Gregory, 2006; Rink, 2006; USTA, 2004).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

- Dearing, J. (2003). *Volleyball fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.
- Grice, T. (2007). *Badminton: Steps to success* (2nd ed.). Champaign, IL: Human Kinetics.
- Matsuzaki, C. (2004). *Tennis fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

References

- Brown, J. (2004). *Tennis: Steps to success* (3rd ed.). Champaign, IL: Human Kinetics.
- Kenny, B. & Gregory, C. (2006). *Volleyball: Steps to success*. Champaign, IL: Human Kinetics.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.
- Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.
- Stokes, R. & Haley, M. (2001). *Volleyball everyone* (3rd ed.). Winston Salem, NC: Hunter Textbooks Inc.
- United States Tennis Association (2004). *Coaching tennis successfully* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance of self and peers and choosing skill practice and strategies to improve performance (**Assignment 3**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignment 3**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of net and wall games along with the principles needed to analyze and apply physical skill adjustments in real life activities (**Assignments 1, 2**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignment 3**);

collaborative: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 3**); *culturally sensitive*: develop an understanding of the history and cultural significance of each sport and activity (**Assignments 1, 2, 5**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in a variety of different sports and activities (**Assignments 1, 2, 4**); *knowledgeable*: apply experience and recent research to acquire knowledge associated with rules, strategies, and fundamentals of each sport or activity (**Assignments 1, 2, 4**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 1, 2, 4**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 3, 5**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3, 4, 6

2. Skill Assessments (40 points each)

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in three sports. The assessments will be either process-product assessment or authentic assessments used in game-like situations.

Course objectives: 1, 3, 4, 5, 6

3. Drill Notebooks (20 points each)

Students will complete one drill notebook for three sports with a minimum of 10 drills that can be used in teaching and/or coaching settings with future K-12 students.

Course objectives: 2

4. Game Observations (10 points each)

Students will attend two game performances in real-life collegiate or high school athletic settings. In addition, students must complete a one-page assignment and reflection, describing specific skills and strategies used in the games.

Course objectives: 6

GRADING POLICY

A = 270-300 points	90-100%
B = 240-269 points	80-89%
C = 210-239 points	70-79%
D = 180-209 points	60-69%
F = less than 180 points	less than 60%

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

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

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to Net and Wall Games; Badminton: Introduction
2	Skill Development and Strategies; Modified Game Play
3	Skill Development and Strategies; Modified Game Play; Skill Assessment
4	Skill Development and Strategies; Modified Game Play; Skill Assessment
5	Tennis: Introduction; Skill Development and Strategies; Modified Game Play
6	Skill Development and Strategies; Modified Game Play
7	Skill Development and Strategies; Modified Game Play
8	Skill Development and Strategies; Modified Game Play; Skill Assessment
9	Mid-Term Exam Pickle Ball Skill Development and Strategies
10	Formal Game Play: Tennis and Badminton
11	Volleyball: Introduction; Skill Development and Strategies; Modified Game Play
12	Skill Development and Strategies; Modified Game Play
13	Skill Development and Strategies; Modified Game Play
14	Skill Development and Strategies; Modified Game Play
15	Skill Development and Strategies; Modified Game Play; Skill Assessment
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 3504 Skills and Strategies in Invasion Games 0 / 4 / 2

Prefix Course Title Hours: Lecture/Lab/Total

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

This course increases students' knowledge, skills, and strategies in invasion games including basketball, flag football, soccer, team handball, and ultimate Frisbee. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/12/08 Department Chair Date
[Signature] 2/14/2008 Department Chair (if cross listed) Date

[Signature] Date Dean of College Date
[Signature] Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature] 4-4-08 Chair, Undergraduate Academic Programs Committee Date
[Signature] Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Content Courses

The content for physical education majors is the skills and strategies of a wide range of sports and activities. In the CURRENT curriculum, this information is provided in two classes, Movement Analysis 1 (PHED 3601; 3 credits) and Movement Analysis 2 (PHED 4601; 3 credits). The PROPOSED curriculum greatly enhances the content for our physical education majors by requiring 5 NEW two-hour courses that focus in-depth on selected sports and activities which they are expected to teach in K-12 schools. The new courses require competence in a greater number and wider range of activities, and focus only on the skill-acquisition component. The teaching/methodology and assessment components in the current courses were moved to the instructional methods courses in the proposed curriculum.

CURRENT curriculum requires two courses, which will no longer be needed:

PHED 3601 Movement Analysis 1

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the teaching and analysis of skills associated with team sports, racquet sports/net games, and track and field. Students learn to teach, analyze, and assess skilled performance based on the learner's current skill level and developmental readiness.

PHED 4601 Movement Analysis II

0/6/3

Prerequisite: Admission to Teacher Education

This course addresses the development and analysis of skills in a variety of activities. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

PROPOSED NEW courses in the revised curriculum:

PHED 3504 Skills and Strategies in Invasion Games

0/4/2

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in invasion games including basketball, flag football, soccer, team handball, and ultimate Frisbee. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

PHED 3504

SKILLS AND STRATEGIES IN INVASION GAMES

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in invasion games including basketball, flag football, soccer, team handball, and ultimate Frisbee. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed

practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate proficiency in the skills and strategies in invasion games
(*decision makers, leaders, adaptive, collaborative*)
(Lennox, Rayfield, & Steffen, 2006; Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004);
2. identify and explain rules, techniques, safety precautions, and etiquette for game play in invasion games
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004);
3. discuss and demonstrate offensive and defensive strategies of invasion games
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Lennox, Rayfield, & Steffen, 2006; Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Werner & Almond, 1990);
4. discuss appropriate conditioning principles and perform skill and fitness oriented exercises relevant invasion games
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)
(Lennox, Rayfield, & Steffen, 2006; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Wooten, 2003);
5. demonstrate skills and strategies in invasion games in game-like situations
(*decision makers, leaders, adaptive, collaborative*)
(Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Rink, 2006); and
6. observe and assess knowledge, technique, and performance in invasion games
(*culturally sensitive, reflective*)
(Luxbacher, 2005; Rink, 2006; Wissel, 2004).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Mielke, D. (2003). *Soccer fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

Oliver, J. (2004). *Basketball fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

References

Lennox, J., Rayfield, J., & Steffen, B. (2006). *Soccer skills & drills: National soccer coaches association of America*. Champaign, IL: Human Kinetics.

Luxbacher, J. (2005). *Soccer: Steps to success* (3rd ed.). Champaign, IL: Human Kinetics.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

Wissel, H. (2004). *Basketball: Steps to success* (2nd ed.). Champaign, IL: Human Kinetics.

Wooten, M. (2003). *Coaching basketball successfully* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance of self and peers and choosing skill practice and strategies to improve performance (**Assignment 2**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignment 2**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of invasion games along with the principles needed to analyze and apply physical skill adjustments in real life activities (**Assignment 1**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignment 2**); *collaborative*: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 2**); *culturally sensitive*: develop an understanding of the history and cultural significance of each sport and activity (**Assignments 1, 4**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in a variety of different sports and activities (**Assignments 1, 3**); *knowledgeable*: apply experience and recent research to

acquire knowledge associated with rules, strategies, and fundamentals of each sport or activity (**Assignments 1, 3**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 1, 3**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 3, 4**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3, 4

2. Skill Assessments (40 points each)

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in three sports. The assessments will be either process-product assessment or authentic assessments used in game-like situations.

Course objectives: 1, 3, 4, 5

3. Drill Notebooks (20 points each)

Students will complete one drill notebook for three sports with a minimum of 10 drills that can be used in teaching and/or coaching settings with future K-12 students.

Course objectives: 2

4. Game Observations (10 points each)

Students will attend two game performances in real-life collegiate or high school athletic settings. In addition, students must complete a one-page assignment and reflection, describing specific skills and strategies used in the games.

Course objectives: 6

GRADING POLICY

A = 270-300 points	90-100%
B = 240-269 points	80-89%
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- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
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Work Credit

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** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to Invasion Games Soccer: Introduction
2	Skill Development and Strategies; Modified Game Play
3	Skill Development and Strategies; Modified Game Play
4	Skill Development and Strategies; Modified Game Play; Skill Assessment
5	Team Handball: Introduction; Skill Development and Strategies; Modified Game Play
6	Skill Development and Strategies; Modified Game Play; Skill Assessment
7	Ultimate Frisbee: Introduction; Skill Development and Strategies; Modified Game Play
8	Skill Development and Strategies; Modified Game Play; Skill Assessment
9	Mid-Term Exam; Flag Football: Introduction
10	Skill Development and Strategies; Modified Game Play
11	Skill Development and Strategies; Modified Game Play; Skill Assessment
12	Skill Development and Strategies; Modified Game Play; Skill Assessment
13	Basketball: Introduction; Skill Development and Strategies; Modified Game Play
14	Skill Development and Strategies; Modified Game Play
15	Skill Development and Strategies; Modified Game Play; Skill Assessment
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other; Co-requisite		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 3670 Instructional Strategies of Health and Physical Education 2 / 3 / 3
 Prefix Course Title Hours: Lecture/Lab/Total

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

This course provides students with the basic pedagogical skills and knowledge related to teaching health and physical education in K-12 settings. The course includes a study of management and instructional strategies appropriate for health and physical education. Students develop and build teaching skills through observations and practicing effective teaching behaviors through peer teaching.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/12/08 Department Chair Date
[Signature] 2/15/2008 Dean of College Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature] 4-4-08 Chair, Undergraduate Academic Programs Committee Date
[Signature] Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Methods Courses

The instructional methods courses build knowledge and skills in teaching the content of health and physical education in developmentally appropriate ways. The CURRENT curriculum has four methods courses: elementary and middle/secondary health; elementary and middle/secondary physical education. These methods courses and their accompanying field courses comprise 20 hours in the current curriculum.

The PROPOSED curriculum involves a NEW general pedagogy course (PHED 3670 – Instructional Strategies of Health and Physical Education) for both health and physical education, followed by three NEW courses in health content and methods (discussed separately) and two REVISED courses in physical education methods. The general pedagogy course provides the foundation of pedagogy (management, lesson planning, basic teaching skills) common to both content areas. Subsequent health courses focus on developing pedagogy related more to direct instruction approaches in traditional classrooms, while the physical education courses focus on strategies for skill development and management in gymnasium and outdoor settings. These are complemented by the assessment course (renumbered and renamed as PHED 3710 – Assessing Performance in Health and Physical Education), which will be integrated with the other courses in the Secondary Block.

The PROPOSED curriculum retains the adapted physical education field experience (renumbered as PHED 3720) and closely links it to the required SPED 3715 (Inclusive Classroom). In the PROPOSED curriculum, the teaching internship and accompanying seminar are modified to correct the hours listed, descriptions, and titles.

PROPOSED

PHED 3670 Instructional Strategies of Health and Physical Education

Prerequisite: Admission to Teacher Education

This course provides students with the basic pedagogical skills and knowledge related to teaching health and physical education in K-12 settings. The course includes a study of management and instructional strategies appropriate for health and physical education. Students develop and build teaching skills through observations and practicing effective teaching behaviors through peer teaching.

PHED 3670**INSTRUCTIONAL STRATEGIES OF HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course provides students with the basic pedagogical skills and knowledge related to teaching health and physical education in K-12 settings. The course includes a study of management and instructional strategies appropriate for health and physical education. Students develop and build teaching skills through observations and practicing effective teaching behaviors through peer teaching.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are

instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. discuss philosophical positions and the purpose of teaching health and physical education
(*decision makers, leaders, lifelong learners, culturally sensitive, knowledgeable, proactive,*
(NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
2. discuss student learning in all three domains as the primary purpose of health and physical education programs
(*leaders, lifelong learners, sensitive, knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
3. identify the best practices for effective teaching, based on current research in health and physical education
(*leaders, lifelong learners, sensitive, knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
4. identify and discuss developmentally appropriate practices for teaching health and physical education focusing on standard-based learning
(*leaders, lifelong learners, culturally sensitive, knowledgeable*)
(NASPE 2004; Rink, 2006);
5. identify the primary instructional prerequisites for learning motor skills
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable*)
(Mood, Musker, & Rink, 2007; Rink, 2006);
6. describe and model various communication strategies appropriate to teaching motor skills including verbal and visual task presentations and the use of media and other technology
(*decision makers, leaders, lifelong learners adaptive, collaborative, culturally sensitive, reflective proactive, empathetic, knowledgeable*)
(Thomas, Lee, & Thomas, 2003; Rink, 2006);

7. apply appropriate disciplinary and pedagogical knowledge in developing and implementing safe learning environments
(knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006);
8. discuss and practice effective classroom management skills and strategies in health and physical education (i.e., teacher movement and proximity, on/off task behavior, etc.)
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003);
9. identify the steps in instructional planning and describe and justify the elements of an effective lesson plan
(leaders, lifelong learners, culturally sensitive, knowledgeable)
(Rink, 2006);
10. design a developmental analysis including extension, refinement, and application tasks, and demonstrate appropriate task progression when developing lesson plans
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);
11. develop lesson plans for teaching health and physical education which include student objectives for all three domains (psychomotor, cognitive, and affective), teacher objectives, equipment needs, prerequisite skills, instructional cues, organizational and managerial strategies, time, and resources
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Mood, Musker, & Rink, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006);
12. develop and implement effective set inductions in lessons
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Rink, 2006);

13. describe and implement different levels of a task presentation including extension, refinement, and application tasks in lessons
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006);
14. describe and implement effective demonstrations in lessons
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Mood, Musker, & Rink, 2007; Rink, 2006);
15. differentiate between appropriate and inappropriate feedback, and provide appropriate feedback in peer teaching experiences
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);
16. use observation instruments to systematically measure teaching and learning outcomes
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006; Silverman & Ennis, 2003);
17. reflect on planning and teaching through dialogue with the instructor, self-evaluation, and peer evaluation
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006); and
18. modify planning and teaching practices based on peer observation, self-evaluation, and problem-solving strategies
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J.E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

References

- Buck, M., Lund, J., Harrison, J., & Cook, C. (2007). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw-Hill.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.
- National Association for Sport and Physical Education. (2000). *Appropriate practices for elementary school physical education*. Oxon Hill, MD: AAHPERD Publications.
- Silverman, S., & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.
- Thomas, K., Lee, A., & Thomas, J. (2003). *Physical education methods for elementary teachers* (2nd ed.). Champaign, IL: Human Kinetics.
- Weinstein, E., & Rosen, E. (2003). *Teaching children about health* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in the course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate and effective instructional strategies (**Assignments 2, 3, 4, 5, 6, 7**); *leaders*: taking responsibility for decisions regarding the use of effective teaching practices and capitalizing on opportunities to face teaching challenges (**Assignments 1, 2, 3, 6**); *lifelong learners*: studying the effectiveness of pedagogy and teaching practices and how they can be applied to real life experiences (**All Assignments**); *adaptive*: adjusting to changing teaching situations by applying various teaching tools and strategies (**Assignments 2, 3, 5**); *collaborative*: working with peers to practice effective teaching behaviors (**Assignments 2, 3, 4, 5**); *culturally sensitive*: recognizing and adjusting to diverse populations by planning a variety of activities for all learners (**Assignments 1, 2, 3, 6**); *empathetic*: demonstrates sensitivity to the needs of all students and the profession (**Assignments 2, 3, 4, 5**); *knowledgeable*: drawing on acquired knowledge, experience, and current research when planning lessons and developing teaching philosophies and strategies (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**Assignments 2, 3, 6**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching through systematic observation and analysis (**Assignments 2, 3, 4, 7**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 1, 2, 3, 4, 5, 8, 9, 15

2. Peer Teaching Experiences (60 points each)

Students will be required to teach skills and/or strategies to a small group of student peers on 5 different occasions. Each individual teach will focus on a different effective teaching skill (i.e., set induction, task presentation, demonstrations, feedback).

Lesson Plan - Students will complete one lesson plan for each peer teaching experience. A specific grading rubric will be provided one week prior to each teach (20 points).

Teaching - Students will practice effective teaching skills by teaching a small group of peers on a semi-weekly basis. Each peer teaching experience must be audio-taped by the student for future review and reflection. A specific grading rubric will be provided one week prior to each teach (30 points).

Reflection - Students will complete a 2-4 page reflection on each peer teaching experience. Guiding questions with a grading rubric for each reflection will be provided to the students one week prior to each teach (10 points).

Course objectives: 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18

3. Elementary School Teaching Experience (60 points)

Students will teach a small group of elementary students in one activity lesson in physical education near the end of the semester. This experience will include a complete lesson plan (20 points), teach (30 points), and reflection (10 points). The teaching experience must also be audio-taped by the student for future review. A specific grading rubric will be provided to the students one week prior to the teaching experience.

Course objectives: 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17

4. Systematic Observations (10 points each)

Students will observe 4 teaching experiences of their peers. After each observation, students are required to complete a specific observation based on the pre-determined criteria for each lesson. Based on the data, a written description and critique of the lesson must be completed. Copies must be given to the person who taught the lesson and to the course instructor. Specific grading rubrics will be provided to the students one week prior to each observation.

Course objectives: 16, 17, 18

5. In-Class Assignments (10 points each)

Students will complete 5 handouts on selected effective teaching strategies throughout the semester. Examples of topics on the assignments include writing objectives, set inductions, task progression, cues, feedback statements, etc. These assignments may be completed individually, or with a group of peers, depending on the directions from the instructor.

Course objectives: 5, 7, 8, 10, 11, 13, 15

6. Position Paper (20 points)

Students must complete a two-page position paper on the following topic: "Appropriate and Inappropriate Practices in Physical Education". Guiding questions and a specific grading rubric will be provided.

Course Objective: 1

7. Portfolio (30 points)

Two peer teaching lesson plans and two self-reflections from peer teaching experiences must be uploaded on Foliotek prior to exam week. Students should submit their worst and best lesson, and provide a two-page written reflection paper describing the student's progression as a teacher.

Course objectives: 17, 18

GRADING POLICY

A = 540-600 points	90-100%
B = 480-539 points	80-89%
C = 420-479 points	70-79%
D = 360-419 points	60-69%
F = less than 419 points	less than 60%

CLASS POLICIES**Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

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

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to

refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Course Introduction; Teaching Health and Physical Education National Standards
2	Teaching Physical Education: An Orientation; Research on Teaching Physical Education Appropriate and Inappropriate Practices in Physical Education
3	Factors that Influence Learning
4	Designing Learning Experiences and Tasks; Planning
5	Task Presentation
6	Peer Teaching Experience #1: Focus on Task Presentation
7	Content Analysis and Development Observation Techniques and Tools
8	Peer Teaching Experience #2: Focus on Content Development
9	Mid-Term Exam; Developing and Maintaining a Learning Environment
10	Peer Teaching Experience #3: Focus on Classroom Management
11	Teacher Functions During Activity
12	Peer Teaching Experience #4: Focus on Feedback
13	Peer Teaching Experience #5: Focus on Teaching Strategies
14	Elementary School Physical Education Teaching Experience
15	Review of Teacher Effectiveness; Content-Specific Pedagogy; Assessment in the Instructional Process; The Professional Teacher and the Continuous Learner
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other; Prerequisite		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 4500 Personal and Community Health Issues 2 / 3 / 3

Prefix Course Title Hours: Lecture/Lab/Total

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

This course focuses on the behavioral, social, economic and community factors that influence health. Students examine the influences of the family, school, and culture on a child's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course includes teaching strategies, directed field observation, and peer teaching.

Prerequisite(s) Admission to Teacher Education

Present or Projected Enrollment: 50-60 (Students per year) Effective Date*: Fall /2008

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

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/12/08
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 2/15/2008
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature] 4-4-08
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Health Courses

The PROPOSED curriculum adds three NEW health courses. These courses are located in blocks and will provide the health-related content appropriate for the focus of each block (i.e., foundations, elementary, middle/secondary). In addition, the courses will provide pedagogy specific to teaching in traditional classroom settings (i.e., direct instruction). Field experience is integrated throughout the courses. These 3, 3 hour courses replace the two health methods courses from the CURRENT curriculum and their field components, thus moving the overall program from 10 hours to 9 hours in the health area, but sharpening the focus and relevance of both content and pedagogy.

The PROPOSED curriculum requires the following new health course:

PHED 4500 Personal and Community Health Issues

Prerequisite: Admission to Teacher Education

This course focuses on the behavioral, social, economic, and community factors that influence health. Students examine the influences of the family, school, and culture on a child's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course includes teaching strategies, directed field observation, and peer teaching.

PHED 4500**PERSONAL AND COMMUNITY HEALTH ISSUES**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education

This course focuses on the behavioral, social, economic and community factors that influence health. Students examine the influences of the family, school, and culture on a child's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course includes teaching strategies, directed field observation, and peer teaching.

CONCEPTUAL FRAMEWORK

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

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

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

COURSE OBJECTIVES

Students will:

1. assess leading causes of morbidity and mortality in the U.S., comparing life expectancy among major racial and ethnic groups
(*decision making, proactive, knowledgeable, reflective*)
(Gilbert, 2000; Jenkins, 2003; McKenzie, Ringer, & Kotechi, 2008);
2. analyze selected demographic, environmental, and behavioral influences on community health
(*knowledgeable, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
3. assess the role of poverty and socioeconomic status with regard to availability and accessibility of health care
(*decision making, proactive, knowledgeable, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
4. analyze current health issues and the role of gender in disease susceptibility, health status, and availability of services
(*decision making, knowledgeable, proactive, reflective*)
(Kollander, Ballard, & Chandler, 2008; McKenzie, Ringer, & Kotechi, 2008);
5. describe the current U.S. health care system and identify problems with access and affordability
(*decision making, knowledgeable, proactive, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
6. examine consumer health issues including evaluation of health-related information, health care agencies, and organizations
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
7. determine the role of the individual in community health and wellness
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
8. describe how the role of the family influences susceptibility to risky behaviors
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
9. discuss the effect of health and safety risk behaviors on school-aged children
(*decision making, proactive, knowledgeable, reflective*)
(Hyman, 2003);

10. describe mental health issues related to stress, depression, and suicide in school-age children
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Hyman, 2003);
11. describe theory and practice for teaching decision-making, problem-solving, and values clarification skills in relation to health behaviors
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
12. observe the teaching of health in a variety of learning environments
(*lifelong learning, knowledgeable, reflective*)
(Gilbert, 2000);
13. develop and refine teaching skills using classroom-based instruction
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Rink, 2006); and
14. reflect on initial experiences as a practitioner of health education
(*lifelong learning, knowledgeable, reflective*)
(Gilbert, 2000).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

McKenzie, J. F., Ringer, R. R., & Kotechi, J. E. (2008). *An introduction to community health*. Sudbury, MA: Jones & Bartlett.

References

- Gilbert, G. G., & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones & Bartlett.
- Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.
- Jenkins, S. K. (2003). *African American health disparities: Obesity, stress, and your health*. New York: McGraw-Hill.
- Kollander, C. A., Ballard, D. R., & Chandler, C. K. (2008). *Contemporary women's health*. New York: McGraw-Hill.
- Rink, J. E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on examining the relationship of the child, family, and school on the child's health and well-being. The primary goals are as follows: 1) Develop an awareness of current family health issues; 2) Develop a knowledge base of health concerns effecting school-aged children, adolescents, and adults; and 3) Observe classroom practices and develop learning activities for school aged children. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a specific lifetime health concern and data collection strategies (**Assignments 2 and 3**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**Assignments 3 and 4**), *knowledgeable*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**Assignments 2 and 3**), and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**All Assignments**).

Assignments

1. **Exams (100 points each)**

Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.

Course objectives: 1-11

2. **Topic Presentation (50 points)**

Each student will be responsible for making a presentation (10-15 minutes) on a personal or community health-related current event and facilitating a class discussion on the topic. Of primary importance is the discussion that takes place. Students should demonstrate effective questioning skills in the way they develop questions, respond to students, and pace the discussion.

Course objectives: 1, 3, 4, 5, 9, 10, 13

3. **In-Class Activities (5 points each)**

There will be ten in-class assignments due throughout the semester. These activities require class attendance on the day of the activity and cannot be made up.

Course objectives: 10, 11, 13

4. **Observations (10 points each)**

Students will observe health lessons taught in two different health education settings. On each occasion, students are required to complete an observation form (provided by course instructor) and to prepare a two page paper on their reactions/experiences responding to the prompts provided. In addition, students should be prepared to discuss their observations and experiences during class.

Course objectives: 12, 14

GRADING POLICY

A = 90-100%	288-320 points
B = 80-89%	356-287 points
C = 70-79%	224-255 points
D = 60-69%;	192-223 points
F = 69% or less	below 192 points

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- Death or major illness in a student's immediate family;
- Participation in legal proceedings or administrative procedures that require a student's presence;
- Religious holy day;
- Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- Required participation in military duties;
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- Official representation of the University of West Georgia (athletic team, debate team, etc.).

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Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

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This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

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The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

****If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

CLASS OUTLINE

Week	Topic
1	Course Introduction Syllabus Overview
2	Healthy People 2010 Disease, Injury and Death in the U.S.
3	Disease, Injury and Death in the U.S.
4	Health Needs, Issues, and Differences of Children, Adolescents and Adults
5	Health Needs, Issues, and Differences of Children, Adolescents and Adults
6	Health Needs and Issues of Minorities and Underserved Populations
7	Family Health Issues, Communication and Relationships
8	Mid Term Exam
9	Decision Making
10	Values Clarification Topic Presentations
11	Problem Solving Topic Presentations
12	Safety
13	U.S. Health Care System
14	Consumer Health Topic Presentations
15	Mental Health
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other; Prerequisite	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 4501 Contemporary Health Issues 2 / 3 / 3
 Prefix Course Title Hours: Lecture/Lab/Total

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

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. This course includes teaching strategies, directed field observation, and practical teaching experience in school and/or community settings.

Prerequisite(s) Admission to Teacher Education; PHED 4500


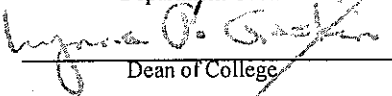
Present or Projected Enrollment: 50-60 (Students per year)

Effective Date*: Fall /2008
 Term/Year

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

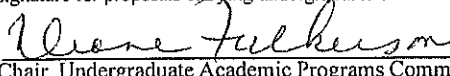
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>2/12/08</u>	Department Chair	Date
	<u>2/15/2008</u>	Dean of College	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>	Chair, Undergraduate Academic Programs Committee	Date
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Rationale for Health Courses

The PROPOSED curriculum adds three NEW health courses. These courses are located in blocks and will provide the health-related content appropriate for the focus of each block (i.e., foundations, elementary, middle/secondary). In addition, the courses will provide pedagogy specific to teaching in traditional classroom settings (i.e., direct instruction). Field experience is integrated throughout the courses. These 3, 3 hour courses replace the two health methods courses from the CURRENT curriculum and their field components, thus moving the overall program from 10 hours to 9 hours in the health area, but sharpening the focus and relevance of both content and pedagogy.

The PROPOSED curriculum requires the following new health course:

PHED 4501 Contemporary Health Issues

Prerequisite: Admission to Teacher Education; PHED 4500

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. This course includes teaching strategies, directed field observation, and practical teaching experience in school and/or community settings.

PHED 4501**CONTEMPORARY HEALTH ISSUES**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education; PHED 4500

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. This course includes teaching strategies, directed field observation, and practical teaching experience in school and/or community settings.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's

objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. list and discuss the six preventable health behaviors targeted for priority programming and educational intervention
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007);
2. identify and discuss factors that contribute to a healthful school environment
(*Decision Makers; Lifelong Learners; Knowledgeable*)
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007);
3. analyze and outline the differences in intentional and unintentional injuries pertinent to school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Hyman, 2003; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
4. identify the etiology and treatment options for common chronic and communicable diseases
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
5. describe the prevention and control of the major chronic and communicable diseases contributing to premature death and disability in the United States
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
6. discuss the effect of the environment upon the health of individuals and ways individuals may promote a healthful environment
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Hilgenkamp, 2006; Telljohann, Symons, & Pateman, 2007);
7. identify and analyze multiple factors influencing dietary practices (economic, cultural, psychological, social) including dietary disorders
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);

8. apply knowledge of basic nutrition to the optimal growth and development of school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
9. describe the physiological, psychological, and sociological benefits of physical fitness for school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
10. examine the principles and describe the components of health-related fitness
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
11. observe the teaching of health in a variety of learning environments
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
12. reflect on initial experiences as a practitioner of health education
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007); and
13. develop and refine teaching skills using classroom-based instruction
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Thomas, D. Q., & Kotechi, J. E. (2007). *Physical activity & health: An interactive approach*. Sudbury, MA: Jones and Bartlett.

References

Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Hilgenkamp, K. (2006). *Environmental health: Ecological perspectives*. Sudbury, MA: Jones Bartlett.

Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

Internet Resources

Center for Disease Control and Prevention <http://www.cdc.gov/HealthyYouth/index.htm>.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on examining current health issues and concepts of disease prevention and health promotion. The primary goals are as follows: 1) Develop an awareness of the main current health issues effecting school-aged children; 2) Develop a knowledge base of the main health concerns (i.e., cardiovascular disease, diabetes, obesity, etc.) effecting school-aged children, adolescents, and adults; and 3) Observe classroom practices and develop learning activities for school aged children. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a specific topic and instructional strategies (**All Assignments**), *leadership*: taking responsibility for ongoing inquiry and presenting current knowledge to fellow classmates. (**Assignments 2, 3, 4**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), being *adaptive*: implementing educational practices and modifying practices when necessary (**Assignments 2, 3, 4**), *cultural sensitivity*: adapting educational practices to meet the needs of diverse students (**Assignments 3, 4**), *knowledgeable*: drawing on pedagogical, content and professional knowledge (**All Assignments**), being *proactive*: implementing new methods and strategies (**Assignments 3, 4**) and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**Assignments 2, 3, 4**)

Assignments

1. Exams (100 points each)

Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.

Course objectives: 1-10

2. In-Class Activities (10 points each)

There will be ten in-class assignments due throughout the semester. Directions will be provided by the instructor. These activities require class attendance on the day of the activity and cannot be made up.

Course objectives: 1, 3-10, 12, 13

3. Health Fair (100 points)

Students will conduct a health fair with the pre-K students at the UWG Child Development Center. Students will be in groups of 2-3 and will create a poster on a health topic of their choosing appropriate to the audience and approved by the instructor. In addition to the poster, there must be a learning activity for the children to take part in while learning about the topic the day of the fair.

Course objectives: 11, 12, 13

4. Teaching Experience

- Lesson Plan (30 points each) Students will be responsible for planning and effectively delivering four health lessons to elementary or middle school students. An emphasis will be on using a variety of instructional aids and methods. Students will submit one lesson plan for each teaching experience. Each teaching experience must be video-taped.

Course objectives: 11, 12, 13

- Reflections (10 points each) Students will complete a 2-4 page reflection on each teaching experience. Guiding questions for each reflection will be provided to the students before each teach.

Course objective: 12

GRADING POLICY

A = 90-100%	504-560 points
B = 80-89%	448-503 points
C = 70-79%	392-447 points
D = 60-69%	336-391 points
F = 69% or less	below 336 points

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);

- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

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

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CLASS OUTLINE

Week	Topic
1	Syllabus, Overview, Course Introduction
2	Disease, Injury and Mortality in the U.S.
3	Health-Related Fitness and Health Connection
4	Heart of Physical Activity: Cardiovascular Disease
5	Cardiovascular Disease
6	Cancer
7	Diabetes
8	Mid-Term Exam
9	Nutrition
10	Nutrition
11	Nutrition Fads and Consumerism
12	Obesity and Weight Management
13	Osteoporosis
14	Environmental Health
15	Health Fair
16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other; Prerequisite	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

PHED 4502 School Health Education 2 / 3 / 3

Prefix Course Title Hours: Lecture/Lab/Total

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

This course focuses on current school health education topics. Topics include alcohol, tobacco, and drug education; human sexuality; HIV/AIDS; sexually transmitted infections; and school violence. The focus is on qualities of effective curricula, content standards, instructional strategies, and lesson and unit plan preparation for classroom-based instruction. Students observe, develop, and implement developmentally appropriate instructional strategies in public schools and in other community group settings.

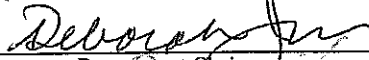
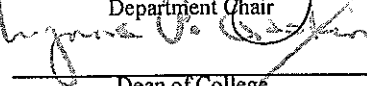
Prerequisite(s) Admission to Teacher Education; PHED 4501

Present or Projected Enrollment: 50-60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008
Term/Year

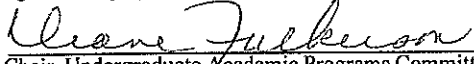
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>2/12/08</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>2/14/2008</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	<u>4-4-08</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Rationale for Health Courses

The PROPOSED curriculum adds three NEW health courses. These courses are located in blocks and will provide the health-related content appropriate for the focus of each block (i.e., foundations, elementary, middle/secondary). In addition, the courses will provide pedagogy specific to teaching in traditional classroom settings (i.e., direct instruction). Field experience is integrated throughout the courses. These 3, 3 hour courses replace the two health methods courses from the CURRENT curriculum and their field components, thus moving the overall program from 10 hours to 9 hours in the health area, but sharpening the focus and relevance of both content and pedagogy.

The PROPOSED curriculum requires the following new health course:

PHED 4502 School Health Education

Prerequisite: Admission to Teacher Education; PHED 4501

This course focuses on current school health education topics. Topics include alcohol, tobacco, and drug education; human sexuality; HIV/AIDS; sexually transmitted infections; and school violence. This course also addresses qualities of effective curricula, content standards, instructional strategies, and lesson and unit plan preparation for classroom-based instruction. Students observe, develop, and implement developmentally appropriate instructional strategies in public schools and in other community group settings.

PHED 4502

SCHOOL HEALTH EDUCATION

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education; PHED 4501

This course focuses on current school health education topics. Topics include alcohol, tobacco, and drug education; human sexuality; HIV/AIDS; sexually transmitted infections; and school violence. The focus is on qualities of effective curricula, content standards, instructional strategies, and lesson and unit plan preparation for classroom-based instruction. Students observe, develop, and implement developmentally appropriate instructional strategies in public schools and in other community group settings.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's

objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. compare and contrast health concerns and risky behaviors of elementary, middle, and secondary school children
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
2. analyze the components of a coordinated school health program
(*Decision Makers; Lifelong Learners; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
3. evaluate the need for comprehensive school health education
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
4. discuss the health status of school-aged children with regard to morbidity and mortality of youth (i.e., obesity, sexually transmitted diseases, drug use)
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Hyman, 2003; Meeks, Heit, & Page, 2009; Page & Page, 2007; Stine, 2009; Telljohann, Symons, & Pateman, 2007);
5. identify the components of a sexuality education unit within a coordinated school health program
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Bruess & Greenberg, 2008; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
6. identify causes, symptoms, and prevention methods for common sexually transmitted infections (STIs)
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Bruess & Greenberg, 2008; Meeks, Heit, & Page, 2009; Page & Page, 2007; Stine, 2009; Telljohann, Symons, & Pateman, 2007);
7. identify psychoactive substances in terms of their use, abuse, and effect on individuals
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);

8. select appropriate drug education and preventive strategies for school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
9. describe strategies and skills for teaching issues such as anger, bullying, and teasing which may lead to school violence
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
10. analyze principles of teaching and learning in health education
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
11. identify and understand age appropriate health education content and methods of instruction
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
12. observe classroom practices and in a variety of learning environments
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
13. apply health education theoretical concepts to actual practices in the classroom
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
14. reflect on initial experiences as a practitioner of health education
(*Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
15. develop and refine teaching skills using classroom-based instruction
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007); and

16. describe theory and practice for teaching decision-making, problem-solving, and values clarification skills in relation to health behaviors
(*Decision Makers; Lifelong Learners; Culturally Sensitive: Knowledgeable; Proactive; Reflective*) (Gilbert, 2000; Meeks, Heit, & Page, 2009);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Meeks, L., Heit, P., & Page, R. (2009). *Comprehensive school health education*. New York: McGraw-Hill.

References

- Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.
- Bruess, C. E., & Greenberg, J. S. (2008). *Sexuality education: Theory and practice*. (2nd ed.). Sudbury, MA: Jones and Bartlett.
- Gilbert, G. G. & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones and Bartlett.
- Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.
- Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones and Bartlett.
- Stine, G. J. (2009). *AIDS update 2008*. New York: McGraw-Hill.
- Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

Internet Resources:

Center for Disease Control and Prevention - <http://www.cdc.gov/HealthyYouth/index.htm>

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on examining the relationship of the child, family, and school on the child's health and well-being. The primary goals are as follows: 1) Develop an individual philosophy of the field of health education; 2) Develop a knowledge base of health education topics (i.e., sexuality, alcohol, tobacco, drugs, and school violence, etc.); 3) Demonstrate effective leadership skills; and 4) Observe classroom practices and develop learning activities for school aged children. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a unit plan topic and delivering health lessons (**Assignments 1, 3, 4**), *leadership*: taking responsibility

for ongoing inquiry and presenting current knowledge to fellow classmates (**Assignments 2, 3**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), being *adaptive*: implementing educational practices and modifying practices when necessary (**Assignment 3**), *culturally sensitive*: adapting educational practices to meet the needs of diverse students (**Assignment 3, 4**), *knowledgeable*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**Assignments 2, 3, 4**), and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**All Assignments**).

Assignments

1. Exams (50 points each)

Students will take a midterm and a final exam that will cover assigned readings, student presentations, and in-class discussion. Exams may contain multiple choice, short answer, and essay items.

Course objectives: 1-11

2. In-Class Activities (10 points each)

There will be five in-class assignments due throughout the semester. Directions will be provided by the instructor. These activities require class attendance on the day of the activity and cannot be made up.

Course objectives: 1, 3-10, 13, 14

3. Teaching Experiences

- Lesson Plan (30 points each) Students will be responsible for planning and effectively delivering four health lessons to middle or high school students. The focus of these direct instruction lessons will be providing instructional clarity. Students will submit one lesson plan for each teaching experience. Each teaching experience must be video-taped and analyzed for clarity behaviors.

Course objectives: 11, 13, 15

- Observations (10 points each) Students will observe their peers and the supervising teacher in the public school classroom. On each occasion students are required to complete a systematic observation form (provided by course instructor) and prepare a two page paper on their reactions/experiences.

Course objectives: 12, 14

- Reflections (10 points each) Students will complete a 2-4 page reflection on each teaching experience. Guiding questions for each reflection will be provided to the students before each teach.

Course objectives: 14

4. Unit Plan (170 points)

Select one Health Education topic below

HIV/AIDS	Sexually Transmitted Diseases
Alcohol	Tobacco
Drugs	Violence

Then, select a grade level of choice (6-12) and design a one week unit plan (5 lessons). Plan your lessons to be 50 minutes in length. Complete your lessons using the formal

lesson plan format provided by your instructor. Students should use various instructional strategies within the lessons. At least one lesson must involve decision making or values clarification skills. Create an assessment instrument for the entire unit. Submit the assessment along with your unit plan. (Assessment is worth 20 of the 170 points possible).

Course objectives: 11, 13, 15, 16

GRADING POLICY

A = 90-100%	468-520 points
B = 80-89%	416-467 points
C = 70-79%	364-415 points
D = 60-69%	312-363 points
F = 69% or less	below 312 points

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

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

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

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.

****If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

CLASS OUTLINE

Week	Topic
1	Course Introduction, Syllabus Need for School Health Education
2	Health Status and Review of Objectives, Lesson Plan and Unit Plans
3	Health Education Theory Instructional Strategies
4	Instructional Strategies
5	Current Trends and Issues: Alcohol
6	Strategies for Teaching Alcohol
7	Current Trends and Issues: Tobacco
8	Strategies for Teaching Tobacco Mid-Term
9	Current Trends and Issues: Drug Use and Abuse
10	Strategies for Teaching Drug Use and Abuse
11	Sexuality Education
12	Sexually Transmitted Infections
13	HIV/AIDS
14	School Violence
15	Strategies for Teaching Violence Prevention
16	Final Exam

Addendum III

Fall 2009 – Fall Break

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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August 2009

						1 Summer graduation
2	3 Summer grades due	4	5	6	7	8
9	10	11	12	13 Earliest Start Date Classes Begin	14 Drop/Add	15
16	17 Drop/Add	18 Drop/Add	19 Drop/Add	20	21	22
23	24	25	26	27	28	29

September 2009

Aug 30	Aug 31	1	2	3	4	5 No Saturday Classes
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2009

				1	2	3
4	5	6 'W' Deadline (38 days)	7	8 FALL	9 BREAK	10 No Saturday Classes
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2009

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21 Saturday Classed end
22	23	24 Tuesday classes end	25 No classes	26 Thanksgiving	27 Thanksgiving Holiday	28
29	30 Monday classes end					

December 2009

		1 TTh classes end	2 MW classes end Wednesday Classes end	3 Thursday classes end	4 MWF classes end	5 Saturday class exams
6	7 Latest end date Exams	8 Exams	9 Exams	10 Exams	11 Exams	12 Graduation
13	14 Grades due 8:30 am	15	16	17	18	19
20	21	22	23	24	25 Christmas	26

Must have 75 class days

MWF classes begin Aug. 14, end Dec. 4 (must have 45 50-minute class periods)

MW classes begin Aug. 17, end Dec. 2 (must have 30 75-minute class periods)

TTh classes begin Aug. 13, end Dec. 1 (must have 30 75-minute class periods)

Need 13 Saturdays

One day a week classes:

15 Mondays – begin Aug. 17, end Nov. 30 (150-minute periods)

15 Tuesdays – begin Aug. 18, end Nov. 24 (150-minute periods)

15 Wednesdays – begin Aug. 19, end Dec. 2 (150-minute periods)

15 Thursdays – begin Aug. 13, end Dec. 3 (150-minute periods)

Regents Requirements: Earliest date classes can start – August 13

Latest date classes can end – December 7

75 days on which classes are held, 15 class weeks

Recommended by AP & P: March 3, 2008

Approved by PAC: March 11, 2008

Information Item, Faculty Senate:

Spring Semester 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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January 2010

					1 New Year's Day	2
3	4 Earliest Starting Date	5	6 Classes Begin Drop/Add	7 Drop/Add	8 Drop/Add	9
10	11 Drop/Add	12 Drop/Add	13	14	15	16 No Saturday Classes
17	18 MLK Day	19	20	21	22	23
24	25	26	27	28	29	30

February 2010

Jan. 31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010

	1 'W' deadline (38 days)	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20 No Saturday Classes
21	22 SPRING	23 BREAK	24 WEEK	25	26	27 No Saturday Classes
28	29	30	31			

April 2010

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 30 TTh	28 30 MW 45 MWF	29 Reading Day	30 Exams	May 1 Saturday Exams

May 2010

2	3 Exams	4 Exams	5 Exams	6 Exams	7	8 Latest Ending Date Graduation
9	10 Grades due 8:30 am	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Must have 75 class days v

MW classes begin Jan. 6, end April 28 (must have 30 75-minute class periods)

MWF classes begin Jan. 6, end on April 28 (must have 45 50-minute class periods)

TTh classes begin Jan. 7, end on April 27 (must have 30 75-minute class periods)

Need 13 Saturdays v

One night a week classes:

14 Mondays – classes begin Jan. 11, end April 26 (165-minute periods)

15 Tuesdays – classes begin Jan. 12, end April 27 (150-minute periods)

15 Wednesdays – classes begin Jan. 6, end April 21 (150-minute periods)

15 Thursdays – classes begin Jan. 7, end April 22 (150-minute periods)

Regents Requirements: earliest date classes can start – Jan. 4

Latest date classes can end – May 8

75 days on which classes are held, 15 class weeks

Recommended by AP&P: March 3, 2008

Approved by PAC: March 11, 2008

Information Item, Faculty Senate:

Summer Semester 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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May 2010

2	3	4	5	6	7	8
9	10 Spring grades due	11	12	13	14	15
16	17 Session I Begins (11)	18	19	20	21	22
23	24	25	26	27	28	29

June 2010

May 30	May 31 Memorial Day	1 Session I Ends	2 Session I Reading Day	3 Session I Exams	4	5
6	7 Sessions II (36) & III (17) Begin	8 Drop/Add	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29 Session III Ends	30 Session III Reading Day			

July 2010

				1 Session III Exams	2 Session IV (17) Begins	3
4	5 July 4 observed	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 Sessions II & IV End	28 Reading Day	29 Exams	30 Exams	31 Graduation

August 2010

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Earliest start date Fall 2010	17	18	19	20	21
22	23	24	25	26	27	28

Session I - 11 days

Session II - 36 days

Sessions III and IV - 17 days

Fall Semester 2010 classes cannot begin before Aug. 16
 Fall Semester 2010 classes must end by Dec. 4

Drop/add - Session II, June 7-8

For courses meeting during any other session, courses may be added before the course begins, on the day the course begins or with the instructor's permission after the course has met for the first time. Courses may be dropped before the course begins, on the day the course begins or on the day immediately following the first scheduled class meeting.

Recommended by AP&P: March 3, 2008

Approved by PAC: March 11, 2008

Information Item, Faculty Senate:

Addendum IV

DISRUPTIVE STUDENT CONDUCT IN THE CLASSROOM OR OTHER LEARNING ENVIRONMENT AT THE UNIVERSITY OF WEST GEORGIA

DEFINITION:

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations and to include online learning environments, about which more detail is provided by the Office for Distance Education), which disrupts the educational process. Disruptive class behavior for this purpose is determined by the instructor, but such determination will be based upon behavior that includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it is also considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor outside of class.*

PREAMBLE:

Instructors have the right and responsibility to define specific disruptive behaviors as appropriate or inappropriate in the course syllabus. When disruptive behavior occurs in the class, the instructor shall make reasonable effort to address the disruption with the student, preferably in private. West Georgia encourages members of the University community to try to resolve problems informally whenever possible. Toward that end, the instructor and student may consult with offices in Student Services or Academic Affairs, or other University offices to discuss ways to resolve the situation informally at any time during the process set forth in this policy. Should the instructor elect to withdraw the disruptive student, the following procedures should be followed. Individual college or academic units may have supplementary procedures to deal with disruptive student behavior so long as those procedures are consistent with this policy.

PROCEDURE:

STEP ONE: INSTRUCTOR'S RESPONSE TO DISRUPTIVE BEHAVIOR

When disruptive behavior occurs in a class

1. The instructor will warn the student. The warning will consist of orally notifying the student that his/her behavior is disruptive and that it must cease immediately or the student will face removal from the class.
2. If the student fails to comply with the instructor's warning, the instructor may require the disruptive student to immediately leave the classroom for the remainder of the class period. If the student refuses to leave, the instructor should summon the campus police to remove the student.
3. If the instructor believes the disruptive behavior poses an immediate threat to the safety of the instructor, the student, or any other students or persons, the instructor should summon the campus police to remove the student, regardless of whether a warning has been issued. This action should be immediately reported by the instructor to the Dean of Students for review with respect to whether the student's behavior poses an imminent threat to self or others such that s/he should be removed from the University, pending disciplinary proceedings.

4. If the instructor chooses to allow the student to return to the class and continue in the course, the process is resolved. If at any time the instructor or student believes it would be beneficial to contact the Student Services office, or Academic Affairs, the instructor is encouraged to do so.
5. If the instructor believes the student should not be permitted to return to the class to continue in that course, s/he should proceed to Step Two, below.

STEP TWO: WITHDRAWAL PROCESS

A. THE INSTRUCTOR

1. If the instructor decides that withdrawing the student from the course is necessary, s/he shall, within one (1) working day of the disruptive incident upon which the decision to withdraw the student was committed, provide the department Chair with a written report of the disruptive incident(s).
2. If the Instructor has the disruptive student in more than one class, and the Instructor decides that the student is disrupting learning in more than one of those classes, or when the student is exhibiting threatening and/or intimidating behavior outside the class (e.g. in the instructor's office, outside the classroom, etc.), the instructor has the authority under this policy to initiate removal of the student from all courses taught by that instructor, with the signed approval of the Chair and Dean or Associate Dean of the college, or the Dean or Associate Dean's designated representative.

B. DEPARTMENT CHAIR

Except for extenuating circumstances, the Chair will:

1. Notify the student in writing, via e-mail and U.S. Mail, within 1 day of receiving the Instructor's notice that the matter has been submitted to the department Chair for a decision on whether the student should be removed from the course, and that s/he may not return to the class until the issue is resolved. This notice shall include a written description of the disruptive behavior complained of and a copy of the *Disruptive Student Conduct in the Classroom or Other Learning Environment Policy*, which includes a description of the appeals process. The student will also be informed that if s/he wishes to respond to the complaint, s/he must submit a written statement to the Chair and meet with the Chair within five 5 working days from the date of the written notice. The Chair's contact information should be included.
2. Make her/himself available to meet with the student as soon as possible within 5 working days after written notice to the student.
3. Decide on the appropriate outcome and send notice of the decision, with an explanation of the basis for the decision, to the student. The decision may consist of
 - o Allowing the student to return to course or courses, with or without conditions;
 - o Allowing or requiring the student to transfer to another course section or sections;
 - or
 - o Withdrawing the student from the involved course or courses.
4. Notify the student via e-mail and U.S. mail of his/her decision within 5 working days of receiving the student's response. If the Chair decides that the student should be removed from the involved course or courses, s/he will notify the Registrar via email that the student should be withdrawn. A copy of the withdrawal email will be mailed to the student by the Chair via e-mail and U.S. mail at the time the Chair's written notice of his/her decision is sent. The Chair will also include notice that the student may appeal the decision by submitting a written appeal to the College Dean, which shall detail the basis

of the student's denial of the charges, within 5 working days from the date of the Chair's written notice of his/her decision.

5. Notify the Academic Dean and the Dean of Students of the charges and action taken.

STEP THREE: THE APPEALS PROCESS

The student may appeal the decision of the department Chair to the Dean of the College. The student's appeal must be received by the Dean, in writing, within 5 working days of the date of the Chair's decision. The Dean's decision shall be made and, except for extenuating circumstances, will be sent to the student within five 5 working days of receipt by the Dean of the student's appeal via mail and U.S. mail.

The student may appeal the decision of the Dean of the College to the Vice President for Academic Affairs. This appeal must be in writing and received within 5 working days of the date of notification of the Dean's decision. The VPAA, except for extenuating circumstances, will make a decision within 5 calendar days and notify the student via e-mail and U.S. mail.

The student may appeal the decision of the VPAA to the University President. This appeal must be in writing and received within 5 working days of the date of notification of the VPAA's decision. The President, except for extenuating circumstances, will make a decision within 15 calendar days and notify the student via e-mail and U.S. mail. The President's decision shall be final at the University level.

To appeal to the Board of Regents, the student may make an application for review to the Board of Regents within 20 calendar days of the date of the President's decision. The application shall state the decision complained of and the redress desired. A hearing before the Board (or a Committee of, or appointed by, the Board) is not a matter of right but is within the sound discretion of the Board. If the application for review is granted, the Board will, except for extenuating circumstances, investigate the matter thoroughly and render its decision thereon within 60 calendar days from the date of any hearing that may have been held. Student will be notified according to the set procedures of the Board. The decision of the Board shall be final and binding for all purposes.

If the Board of Regents:

1. issues a final decision, then the university system administrative appeals process has been exhausted; or
2. remands the matter to the university for further consideration, then administrative deliberation on the dispute continues until such point as a final administrative decision on the dispute is made.

STEP FOUR: FINAL RESOLUTION

Students withdrawn for disruptive behavior from a course will receive a grade of W or WF, according to university policy. If the charge of disruptive behavior is upheld, regardless of whether the student is allowed to return to the course, the student is responsible for any loss of financial aid. In the event a decision is made at any point in this process that the student was removed without sufficient cause, then the student will be allowed to immediately return to the course without penalty and the chair will work with the student to facilitate the completion of any work missed.

The Department Chair or Dean of the College, depending upon where the decision ends, will notify the Dean of Students of the final decision on the matter. If the appeal goes to the University President or to the Board of Regents, the President will notify the Dean of Students and the Dean of the College. The Dean of Students will maintain a record of any disciplinary action and may initiate additional disciplinary processes at his/her discretion.

*For purposes of this document, the word “class” is defined as one specific meeting of students and professor while the word “course” refers to the entire section.

Addendum V

Report on Campus Safety at the University of West Georgia

General University Matters

April 7, 2008

The University of West Georgia has been proactive in reviewing policies and procedures that promote a safe learning and work environment in our academic unit. The tragedy of Virginia Tech brought home the importance of setting goals that create a safe campus. It was further understood that these goals must be a continually evolving process since the end product may never be perfected or achieved due to a changing society and culture.

In the fall of 2008 and in an effort to evaluate how we are doing in our efforts to provide a safe campus environment, the General University Matters Committee (GUM), a standing committee of the University of West Georgia (UWG) Faculty Senate, addressed the issue of campus safety. In the current culture of growing violence on the campuses across the nation, it was agreed that gathering the status of procedures and perceptions of safety would be a prudent project for our committee. The committee developed a survey based on questions related to activities and policies currently in place at UWG. The target subjects were students, staff, and faculty.

Survey questions address safety as related to parking lots, lighting, emergency phones, bus service, and overall perceptions of a safe climate, UWG Public Safety, response to threats, and availability and response of various services. Opportunity for open-ended responses was also included in the survey. Demographics were also collected. Responses were anonymous.

The survey was available online using *Zoomerang* and was available for 3 weeks. Upon closing the survey, GUM decided that we needed a greater response from students. With the help of students and Student Services, we were able to double the response from students. GUM agreed that the total number of student responses in the second administration was reasonably representative of our student body.

The response rate is as follows:

Status	#
Staff	216
Faculty	161
Freshman	40
Sophomore	58
Junior	81
Senior	76
Graduate Student	23
Total	655

Total number of students responding equaled 278.

The open-ended responses were coded for the purpose of looking for trends in the responses. This application revealed a number of concerns expressed by respondents in certain areas.

Code	Number Of Responses
Substance Abuse	3
Open Campus	4
Bus Issues	5
Incident	6
Dorms	8
Resources	12
Campus Lighting	13
Survey Critique	14
Non-coded	15
Communication	17
Recommendation	26
Police Practices	35
Night Issues	36

Coding the responses made it much easier to see individual needs or concerns and a detailed coding data report is available upon request to the committee chair. As to the coded data:

1. Police practices need to be sorted further
2. Recommendations by respondents are suggestions for changes that range from no cost items to large cost items. Some could be implemented easily. Some of these recommendations are included here (verbatim):

Recommendations by Survey Respondents

as faculty member, I would like to have the opportunity to have a panic button (like the staff now have)

The Department of Public Safety should have security cameras around campus, that ways students, staff, and visitors on campus can feel safer on campus. I also believe that cameras on campus will send a message to anyone who wants to commit crimes on campus will be caught and be spending time in jail.

"the stairs on that go through the woods right when you cross over the little bridge, like your walking from the food court to the biology building, need hand rails

More UWG real estate (growth) necessitates more UWG police.

I would recommend putting the campus emergency number on the university home page. As it turns out, it takes a few clicks to get this number, and if people don't have it memorized, this could save some time in an emergency situation.

There is a distinct lack of security cameras on campus. This needs to be recrified ASAP.

"all doors in every building should be shut during class time and should be locked!!!

AT LEAST HAVE A LOCK ON THEM IF THE PROFESSOR CHOOSES TO NOT SHUT DURING CLASS!!!!!!!!!!"

Recommendations by Survey Respondents

Sometimes I do feel a little leery of being alone on campus at night. We could really use some bike and foot patrols. These would be most helpful at night, or more specifically at dark until everyone has left or settled down for the night. I would think especially until the last class is over. Foot and bike patrols would not be as necessary during the day.

website: a prominent link to the public safety site should at the least be on the main UWG page (people shouldn't have to remember the public safety site itself). Including the 96000 phone number on the main UWG page is also recommended -- don't force people to have to dig for information in an emergency.

I'm impressed that you've included questions 13 and 14.

I have just realized that I am not so aware how to respond in campus in case of emergency while answering this survey. I'd like to improve it.

I am concerned for the safety of those using the crosswalk near the west entrance. When approaching the red light in a car, you cannot see the pedestrians until they have stepped out from behind the cars parked next to the crosswalk.

I would like to have the doors locked at 4:30am everyday
Firearms safety training for faculty, staff, & students may be helpful

More patrols please.

"safety office should be independent and report directly to pres
more cameras needed"

I support an officer being (present)assigned to each major classroom building during class hours.

More cops on bikes or on foot would not only give more thorough coverage than zooming atvs, but it would also keep our officers in better shape. I don't expect an overweight cop to be able to run down a criminal.

technology that's available is not being utilized on campus due to the costly installation, but the benefits would be worth it. I believe that the campus police department needs more officers, and the University should install cameras to cover the entire campus that are monitored for a better safety on campus. Of course, each individual is ultimately responsible for their own safety, and should practise commons sense when in public areas at anytime of the day. we have a need for an officer at each Intramural event.This will help stop fighting or the threat of fights.

It is concerning that we get reports that many emergency phones are out of order. Also, there should be land line phones in every classroom.

Although I do feel very safe on campus and the UWG Campus Police does an excellent job protecting the UWG Community, I believe that UWG needs to have have securtiy cameras around campus for three reasons. First, so that criminals who decide to do crime on campus can be caught and be punished by spending time in prison. Second, to spot suspicious activity on campus. Finally, to help motorist who are having car trouble.

3. Night escorts: Some respondents are asking for opportunity to have escorts and others are thankful that we have it. Another student report the inability to get an escort to a distant parking lot. Perhaps students do not know that it is available or they are having trouble using such a service. If survey is revisited, then this should be included in the specific questions. Some students did try to get escorts without success.
4. Non-coded items appeared to lack specificity for assigning a code or dealt with parking.

All specific responses for questions as well as a statistical analysis may be found in the SAS report and the SAS report is available at:

<http://www.westga.edu/~maldrich/SafetySASMarch08.doc>

Based on the data, GUM would like to recommend the following areas for review or action:

- Assessment of lighting environment on campus
- Placement of sign inside every classroom that states the building and room number for the classroom. The Campus Police phone number should also be on the sign.
- Evaluation of emergency phone locations and efficiency
- Extension and review of night bus schedule and/or escort service
- Increased foot patrol by Campus Police
- Review of open campus practices
- Public Relations as pertains to substance abuse services
- Public Relations as pertains to getting help with safety issues
- Systematic process established to review website links that are related to Campus Police and services
- Policies and procedures dealing with threats committed on campus
- Look to other schools for best practices (if this isn't already being done). For instance, the media reported that Campus Police were on the scene at Northern Illinois University in approximately 2 minutes and they credited this with having had practice drills in the event of such a tragedy.
- Placement of campus police phone number on the UWG Homepage in an prominent location

The survey did indicate an overall satisfaction with student services in relation to campus safety.

One unexpected issue came up in open-ended comments. Several respondents requested the right to carry concealed weapons on campus. An example of a comment:

- I would feel more secure on campus if the university would allow for the legal concealed carry of firearms on campus. Tragedies like that at Virginia Tech could have been prevented if students were allowed to have firearms on their person on campus.
- Why can't I carry my legally owned pistol on campus? I have a Georgia concealed carry permit?

Although it is not the recommendation of the committee that this be allowed, it should be addressed as to school policy. Carrying concealed weapons is currently against the law but inroads into carrying a concealed weapon are occurring in the state.

Other than lighting and night concerns, there was no area that revealed a critical lack of planning for safety in UWG policies, procedures, or staff. This is not to say that the current status is acceptable. We do have a number of parameters that require our attention in order to improve upon an existing foundation. Perhaps some of the issues raised in the publishing of the survey are already under discussion. It would be prudent to evaluate progress on issues raised in the survey. The committee recommendations can be used to better prepare our campus for a safe environment suited for optimum working and learning for all.

Dawn Harmon McCord, Chair

Alberg, Yumi	Library
Aldrich, Michael	Administration-Academic Affairs
Carrillo, July	SGA
Donohoe, Janet	COAS-Philosophy
Goldstein, Jonathan	COAS-History
Johnson, Mike	COAS-Soci/Crim
Kawulich, Barbara	Education-Leadership
Leach, David	COAS-Mathematics
Mackel, Tom	Administration-Pub. Safety
Reid, Brittany	SGA
Reigner, Ron	Education-Curriculum
Watkins, Bob	Administration--Facilities and Grounds
Webb, Deborah	Business (Senate)
Yeong, Alan	COAS-Mass Comm/Theatre

Addendum VI

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	Program Sheet
Realignment	

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

M.Ed., Speech-Language Pathology / /

Prefix Course Title Hours: Lecture/Lab/Total

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

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 2/6/08
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 2/7/2008
 Dean of College Date Dean of College (if cross listed) Date

[Signature] 3/4/08
 Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date [Signature] 5/5/08
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

**Department of Special Education and Speech-Language Pathology
College of Education
University of West Georgia**

Rationale for M.Ed. Program Changes in Speech-Language Pathology

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association's (ASHA) accreditation requirements. The proposed changes in the M.Ed. Program in Speech-Language Pathology align the ASHA-certified program with new practices resulting from the recent certification in the following way:

The proposed changes allow program personnel to better align course credits, titles, and standards links with needs of students, especially for electives and clinical practicum experiences.

Course Changes for the M.Ed. Program in Speech-Language Pathology

SLPA Courses Modified (Title change; Description change; Prerequisites, ASHA standards linked to learning outcomes)	Courses Added	Courses Deleted
6740 – motor speech disorders and dysphagia (swallowing disorders) separated into 2 courses	6741 - Evaluation & Treatment of Dysphagia	6798 – student teaching seminar; deleted to make room for other necessary courses; significant aspects merged with 6796
6785 – elective; credit hours changed from 3 hours to 1-3 hours to allow flexibility in students' program and to better meet student needs related to elective credits in the program	6761 - Methods of Clinical Management	
6790 – first clinical experience; credit hours reduced to 1 hour from 3 hours		
6791 – second clinical experience; added new methods course to prerequisites		
6792 – third clinical experience; credit hours reduced to 1 hour from 3 hours; added new methods course to prerequisites		
6793 – fourth clinical experience; credit hours reduced to 1 hour from 3 hours; added new methods course to prerequisites		
6794 – medical externship; changed title; added new methods course to prerequisites		
6796 – student teaching internship; changed title; credit changed from 3-6 hours to 9 hours; changed course description; learning outcomes; prerequisites		

PROPOSED

University of West Georgia
 MASTER OF EDUCATION
 SPEECH LANGUAGE PATHOLOGY
 Plan of Study

Name: _____ SID#: _____

PLAN OF STUDY	Hrs	Gr	Trf/ Sub		Hrs
CONTENT SPECIALIZATION^B	52-61			PREREQUISITES/COREQUISITES^{AB}	39
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6703 Organic Communication Disorder	3			SLPA 3703 Phonetics	3
SLPA 6704 Neuropathologies of Language	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6705 Adv. Assess of Speech-Lang Disorders	3			SLPA 3705 Speech & Hearing Science	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3790 Intro to Clinical Practicum: Observation	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4701 Language Disorders in Children	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3			SLPA 4703 Introduction to Audiology	3
SLPA 6760 Auditory Disorders	3			SLPA 4704 Introduction to Manual Communication	
SLPA 6784 Research Seminar in Speech-Language Pathology	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
SLPA 6761 Methods Of Clinical Management	3			SLPA 4724 Counseling Issues in Communication Disorders	3
SLPA 6790 Adv. Clinical Practicum: SLP I*	1			SLPA 4784 Professional Practices Seminar in Communication Disorders	3
SLPA 6791 Adv. Clinical Practicum: SLP II*	1				
SLPA 6792 Adv. Clinical Practicum: SLP III*	1				
SLPA 6793 Adv. Clinical Practicum: SLP IV*	1				
SLPA 6794 Medical Externship in Speech-Language Pathology*	6				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3			CONCENTRATION ^{A,B,C} (Certification)	12
SLPA 6796 Student Teaching Internship in Speech-Language Pathology (If not already accomplished)	9			CEPD 4101 Educational Psychology	3
SLPA 7720 Language and Literacy	3			SPED 3713 Introduction to Special Education and Mild Disabilities	3
ELECTIVE (May be repeated for credit)^B				SPED 3714 Behavior and Classroom Management ^D	3
SLPA 6785 Special Topics in Speech-Lang Pathology	1 - 3			MEDT 6401 Instructional Technology ^E	3
				TOTAL Prerequisites/corequisites	39
				TOTAL Concentration (Certification)	12
TOTAL PROGRAM	52-61^F			TOTAL Prerequisite requirements	51

- Yes No Principles of biological sciences met through core curriculum: Course # _____ Date _____
- Yes No Principles of physical sciences met through core curriculum: Course # _____ Date _____
- Yes No Principles of mathematics met through core curriculum: Course # _____ Date _____
- Yes No Principles of soc/behav sciences met through core curriculum: Course # _____ Date _____

PROPOSED

University of West Georgia
Master of Education – Speech Language Pathology
Program Notes

- A A grade of C or better is required in courses in these sections.
- B Admission to teacher education program required before enrolling in these courses.
- C Minimum 2.7 GPA is required for enrollment in CEPD 4101, SPED 3713, and SPED 3714.
- D Substitutions must be approved by advisor.
- E The prerequisite for MEDT 6401 is MEDT 2401 or an equivalency. Students may pass competency test to exempt MEDT 2401 prerequisite requirement
- F 52 Hour Program (5 semesters): 4 courses and a 1 hour practicum for 2 semesters; 3 courses and a 1 hour practicum for 2 semesters; and a 6 hour medical externship for 1 semester, plus comprehensive examination (as part of summative assessment) during the last semester of study.
61 Hour Program (6 semesters): 4 courses and a 1 hour practicum for 2 semesters; 3 courses and a 1 hour practicum for 2 semesters; a 9 hour student teaching Internship for 1 semester, and 6 hour medical Externship for 1 semester, plus comprehensive examination (as part of summative assessment).

***Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester enrolled in SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 with progressively more time per week invested in successive enrollments. For example, students will spend more time in therapy for SLPA 6792 and SLPA 6793 than for SLPA 6790 or SLPA 6791. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Regardless of the credit hours taken, all students must complete 400 clock hours of clinical involvement, with 25 hours of observation and up to 50 hours of intervention allowable at the undergraduate level. Any of the 400 clock hours not accomplished at the undergraduate level must be accomplished at the graduate level. Refer to the Clinical Handbook for additional information regarding clinics.**

1. A passing score on GACE Basic Skills Assessment is required for admission to Teacher Education for both the Graduate M.Ed. and the Undergraduate prerequisite/co-requisite courses in Speech-Language Pathology.
2. Admission to Teacher Education is required for course enrollment for both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses. (See reverse side.) The application for admission to Teacher Education must be filled out with advisor prior to enrollment in both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses, and requires the students to sign a Personal Affirmation Form.
3. Applicants with undergraduate majors in other fields may be admitted with permission of the Chair of Special Education and Speech-Language Pathology and the approval of the Graduate Program Committee. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses. (Reverse side.)
4. All electives must be approved by advisor, Program Director, or Department of SED/SLP Chair.
5. It is the student's responsibility to complete a typed Program of Study, Application for Candidacy, Application for Graduation, and sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation and submit these materials to his/her advisor.
6. Application for field placement for SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 practica is required approximately 2 semesters before practicum enrollment. Students who enroll in SLPA 6796 must also apply approximately 2 semesters in advance for placement. Check catalog or Dean's office for Application for Field Placement deadlines.
7. All students must complete CEPD 4101, SPED 3715 and MEDT 6401 prior to initial certification.
8. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Department of Special Education and Speech-Language Pathology

Student's Signature

Date

Advisor's Signature

Date

Proposed

University of West Georgia
 Master of Education – Speech-Language Pathology, GRADUATE COURSE SEQUENCE (Effective Fall 2008)

FIRST FALL

SLPA 6708 Advanced Articulation and Phonological Disorders 3 Harris
 SLPA 6760 Auditory Disorders 3 Sisterhen
 SLPA 6761 Methods of Clinical Management 3 Jackson
 SLPA 6790 Advanced Clinical Practicum: SLP I 1 Harris

Total Hours: 10

FIRST SPRING

SLPA 6703 Organic Communication Disorders 3 Jackson
 SLPA 6707 Aural Habilitation/Rehabilitation 3 Sisterhen
 SLPA 7720 Language and Literacy 3 Jackson
 SLPA 6741 Evaluation and Treatment of Dysphagia 3 Harris
 SLPA 6791 Advanced Clinical Practicum: SLP II 1 Harris

Total Hours: 13

FIRST SUMMER

SLPA 6701 Stuttering: Theory and Research 3 Jackson
 SLPA 6702 Voice and Resonance Disorders 3 Sisterhen
 SLPA 6705 Advanced Assessment of S-L Disorders 3 Jackson
 SLPA 6792 Advanced Clinical Practicum: SLP III 1 Harris

Total Hours: 10

SECOND FALL

SLPA 6784 Research Seminar in Speech-Language Pathology 3 Staff
 SLPA 6740 Motor Speech Disorders 3 Harris
 SLPA 6704 Neuropathologies of Language 3 Jackson
 SLPA 6779 Current Trends in Speech-Language Pathology 3 Sisterhen
 SLPA 6793 Advanced Clinical Practicum: SLP IV 1 Harris

Total Hours: 13

SECOND SPRING

SLPA 6796 Student Teaching Internship in Speech-Language Pathology 9 Boddie

Total Hours: 9

OR, if student teaching SLPA 6796 Internship already accomplished:

SLPA 6794 Externship in Speech-Language Pathology 6 Boddie

Total Hours: 6

SECOND SUMMER (Required only if student teaching SLPA 6796 Internship was not accomplished prior to admittance into the graduate program)

SLPA 6794 Medical Externship in Speech-Language Pathology 6 Boddie

Total Hours: 6

Total Graduate Hours: 61 hours (if SLP Internship was not accomplished prior to enrollment in the program)

52 hours (if SLP Internship was accomplished prior to enrollment in the program)

Elective: SLPA 6785 Special Topics in Speech-Language Pathology

University of West Georgia
 MASTER OF EDUCATION
 SPECIAL EDUCATION: SPEECH LANGUAGE PATHOLOGY
 Plan of Study

CURRENT

Name: _____ SID#: _____

PLAN OF STUDY	Hrs	Gr	Trf/ Sub		Hrs
CONTENT SPECIALIZATION ^B	53-62			PREREQUISITES/COREQUISITES ^{AB}	39
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6703 Organic Communication Disorder	3			SLPA 3703 Phonetics	3
SLPA 6704 Neuropathologies of Language	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6705 Adv. Assess of Speech-Lang Disorders	3			SLPA 3790 Clinical Practicum: Observation	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 4704 Introduction to Manual Communication	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech & Hearing Science	3
SLPA 6740 Motor Speech Disorders/Dysphagia	3			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6760 Auditory Disorders	3			SLPA 3761 Methods Of Clinical Management	3
SLPA 6784 Research Seminar in Speech-Language Pathology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6790 Adv. Clinical Practicum: SLP I*	1			SLPA 4703 Introduction to Audiology	3
SLPA 6791 Adv. Clinical Practicum: SLP II*	1			SLPA 4790 Clinical Practicum: Therapy I	3
SLPA 6792 Adv. Clinical Practicum: SLP III*	3			SLPA 4791 Clinical Practicum: Therapy II	3
SLPA 6793 Adv. Clinical Practicum: SLP IV*	3			PRE-CERTIFICATION ^{AB}	21
SLPA 6794 Externship in Speech-Language Pathology* **	6			CEPD 4101 Educational Psychology	3
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3			SLPA 4720 Introduction to Assessment	3
SLPA 6796 Internship in Speech-Language Pathology (If not already accomplished)	0 / 9			SPED 3703 Behavior Modification	3
SLPA 6798 Seminar in Speech-Language Pathology	3			SLPA 4786, 4789 Internship, Seminar	12
SLPA 7720 Language and Literacy	3			OR	
				CONCENTRATION ^{AB}	21
ELECTIVE (May be repeated for credit) ^B				CEPD 4101 Educational Psychology	3
SLPA 6785 Special Topics in Speech-Lang Pathology	3			SLPA 4720 Introduction to Assessment	3
				SPED 3703 Behavior Modification	3
				SLPA 4721 Intro Neurological Comm. Disorders	3
				SLPA 4722 Multicultural and Counseling Issues in Communication Disorders	3
				SLPA 4723 Advanced Methods of Clinical Management	3
				3 Semester hours from the following approved electives, or other electives approved by advisor, which <i>do not</i> lead to teacher certification: Approved Electives: (READ 3251, SLPA 4785)	3
				TOTAL PROFESSIONAL EDUCATION	60
				TOTAL UNDER CORE	60
TOTAL PROGRAM	53-62 ^E			TOTAL PROGRAM	120 ^D

- Yes No Knowledge of the principles of biological sciences met through core curriculum: Date _____
 Yes No Knowledge of the principles of physical sciences met through core curriculum: Date _____
 Yes No Knowledge of the principles of mathematics met through core curriculum: Date _____
 Yes No Knowledge of the principles of social/behavioral sciences met through core curriculum: Date _____

University of West Georgia
Master of Education
Special Education: Speech Language Pathology
Program Notes

- A. A grade of C or better is required in courses in these sections.
- B. Admission to teacher education program required before enrolling in these courses.
- C. Minimum 2.5 GPA is required for enrollment in CEPD 2102, MEDT 2401, and SPED 2706.
- D. Substitutions must be approved by advisor.
- E. 53 Hour Program (5 semesters): 3 courses and a 1 hour practicum for 2 semesters; 3 courses and a 3 hour practicum for 2 semesters; 1 course and a 6 hour Internship for 1 semester, plus comprehensive examination (as part of summative assessment) during the last semester of study.
62 Hour Program (6 semesters): 3 courses and a 1 hour practicum for 2 semesters; 3 courses and a 3 hour practicum for 2 semesters; 1 course and a 6 hour Externship for 1 semester, plus comprehensive examination (as part of summative assessment), and a 9 hour Internship.

***Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester enrolled in SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 with progressively more time per week invested in successive enrollments. For example, students will spend more time in therapy for SLPA 6792 and SLPA 6793 than for SLPA 6790 or SLPA 6791. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Regardless of the credit hours taken, all students must complete 400 clock hours of clinical involvement, with 25 hours of observation and up to 50 hours of intervention allowable at the undergraduate level. Any of the 400 clock hours not accomplished at the undergraduate level must be accomplished at the graduate level. Refer to the Clinical Handbook for additional information regarding clinics.**

****SLPA 6794 may be used as Externship (fulltime/extended placement in a therapeutic setting such as a hospital or clinic/agency) if student teaching (SLPA 6796/SLPA 6798) was accomplished prior to enrollment in the master's program.**

1. A passing score on PRAXIS I is required for admission to Teacher Education for both the Graduate M.Ed. and the Undergraduate prerequisite/co-requisite courses in Speech-Language Pathology.
2. Admission to Teacher Education is required for course enrollment for both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses. (See reverse side.) The application for admission to Teacher Education must be filled out with advisor prior to enrollment in both the M.Ed. Program and the undergraduate prerequisite/co-requisite courses, and requires the students to sign a Personal Affirmation Form.
3. Applicants with undergraduate majors in other fields may be admitted with permission of the Chair of Special Education and Speech-Language Pathology and the approval of the Graduate Program Committee. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program. (Reverse side.)
4. All electives must be approved by advisor, program director, or Department of SED/SLP Chair.
5. It is the student's responsibility to complete a typed Program of Study, Application for Candidacy, Application for Graduation, and sign up for the Comprehensive Examination, no later than 1 semester prior to graduation and submit these materials to his/her advisor.
6. Application for field placement for SLPA 6790, SLPA 6791, SLPA 6792, and SLPA 6793 practica is required approximately 2 semesters before practicum enrollment. Students who are required to enroll in SLPA 4790, SLPA 4791, SLPA 4786 or SLPA 6796/SLPA 6798 must also apply approximately 2 semesters in advance for placement. Check catalog or Dean's office for Application for Field Placement deadlines.
7. All students must complete SPED 2706 and InTech (technology) requirements prior to graduation.
8. All Graduate students must attend a Graduate Orientation within the first year of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Department of Special Education and Speech-Language Pathology

Student's Signature Date

Advisor's Signature Date

Addendum VII

Yearly Evaluation of Campus IT

April, 2008

Purpose

The Technology Planning Committee will produce a Yearly Evaluation of Campus IT as a summation of the state of information technology at UWG.

Progress

UWG has made progress over the past year in effectively using IT to support the University's mission, to fulfill the mandates of the University's IT strategic plan, and to respond to the findings of the IT audit conducted by the BOR in 2005. The following bullet points highlight these accomplishments, with illustrative, though not exhaustive, examples of each.

Communication among and within the University's IT units has improved.

- The Technology Coordination Council (TCC) continued to meet biweekly to discuss matters of concern to the IT units. Its minutes are available on the TCC website, <http://tcc.westga.edu>.
- The Information Security Taskforce, another standing subcommittee of the TCC chaired by the UWG Information Security Officer with representatives from each IT unit, met regularly to provide a forum for discussion of security issues and plans.
- The Technology Planning Committee of the Faculty Senate met monthly to discuss issues related to technology at UWG. The committee recently completed a set of recommendations regarding the spending of E-Rate funds at UWG.
- The Technology Planning Committee has formed a subcommittee which will write a comprehensive technology plan for UWG during the 2008-2009 academic year.
- ITS is in the process of completing a major reorganization of its structure to better improve services on campus.
- An interim campus CIO has been hired and is overseeing the IT reorganization.
- In December of 2007 the institution funded additional helpdesk software user licenses, and in January 2008 all IT units began using the helpdesk software. In order to monitor customer satisfaction, a follow-up survey is sent to the customer upon completion of the helpdesk call. While there only a few months of data available at this time, the overall satisfaction rating for the campus is high, with a score 9.8 out of a possible 10. These actions address an item identified in the 2007 yearly report.
- During FY07, the campus underwent a strategic planning process. One area the campus strategic plan is attempting to address is need for improved budgeting and planning for IT purchases. This will address an item identified in the TPC 2007 yearly report.
- The TouchNet MarketPlace software was implemented, giving the campus a secure method to process credit card transactions for goods & services. This also addresses an issue in the 2007 report.
- Procedures have been put in place to implement the IT Security Plan approved in 2005.

- A Security Taskforce is updating the security incident response plan.

Procedures for instructional support have improved.

- The Classroom Technology Support Subcommittee of the TCC implementation of an improved protocol for classroom support covering both computing and audio-visual equipment is being improved to provide better service. The College IT units will provide first-level technical support in the classroom, while the LRC will provide second-level support, technical assistance, training, and R&D on developments in A/V technologies.
- The University's IT infrastructure has seen continued improvement, with a significant investment made in the networking core at the end FY06.

Areas of concern

Providing information security while meeting the IT needs of the University is an ongoing issue. Specific security concerns include:

Credit card information is still vulnerable:

- A review of units that may store credit card information began, and records were purged from one identified area. This review needs to be continued in 2008 - 2009.

Sensitive data may be stored on some office computers without adequate security. A thorough analysis is needed to determine where and how often this occurs, and how to secure any such data.

Addendum VIII

Statement and Recommendations Regarding Distribution, Use, and Future Collection of E-rate Tuition Revenues

Faculty Senate Technology Planning Committee
April 2008

E-rate tuition revenues (those additional tuition monies—established under the authority of the [USG Board of Regents Policy Manual §704.016](#)—above the standard in-state tuition rate and that are collected for students enrolling in a course where 95% or more of class contact time is delivered by a distance technology) provide the University with an important opportunity to foster and support widespread increase in online course offerings, as well as, encourage innovation in the development of online and hybrid programs¹. The decision to institute the collection of E-rate tuition has already demonstrated a commitment on the part of the upper administration to take advantage of this opportunity.

The charge of the Technology Planning Committee (TPC) is "...to assess and recommend policy and procedures that contribute to the fulfillment of UWG's technology vision." The vision reads in part "... to integrate information technology into West Georgia's academic and administrative mission to ensure that students, faculty, staff, and the community are well prepared for life in a knowledge-based and technologically dynamic society." The committee feels that online learning is an integral part of this vision and, as such, the TPC needs to provide its input on the distribution of the E-rate monies. Such distribution will undoubtedly have an impact on technology spending on campus as well as the preparation of our students and faculty to succeed in the 21st Century.

The Technology Planning Committee submits the following recommendations with regard to the distribution, use, and future collection of E-rate tuition revenues toward the goal of enhancing and expanding UWG's online and hybrid instructional offerings.

The committee feels that the distribution of E-rate tuition funds should address six major areas of concern:

- First and foremost, E-rate funds should be used to support students learning at a distance.
- E-rate funds should be used to support department-level online or hybrid learning activities and initiatives.
- E-rate funds should be used to reward faculty members who have invested the considerable time and effort necessary to develop, teach, and revise online or hybrid courses.
- E-rate funds should be used to improve the existing online educational support structure at the college level and across campus (DDEC).
- E-rate funds should be used recruit new faculty to online learning and to encourage the development of additional courses offered via online education.
- Finally, E-rate funds used to advertise programs offered completely or in part via online education technologies.

With the above points in mind, we recommend that the Faculty Senate endorse the following policy concerning the distribution and usage of E-rate tuition revenues:

- 60% to the departments offering the N designated course(s) eligible for E-rate returned monies, since those departments are in the best position to determine how such funds can best be utilized to both support the needs of their online course offering(s), and to encourage and reward Faculty participation in online or hybrid instruction.

¹ For the purposes of this document, online courses/programs are defined as those offered 51% or more online. Hybrid programs/courses are broadly defined to include those which have significant and/or growing online course components but may currently be less than 50% online.

- 30% to the Office of Distance and Distributed Education (DDEC) to provide additional support services to Faculty and departments offering current and new online courses and programs .
- 10% to the College directly housing the department offering the N designated course(s) eligible for E-rate returned monies. It is suggested that priority for the monies should given to projects that explore new and emerging opportunities for online and hybrid instruction college-wide. Where appropriate, such activities should provide incentives and support that encourage Faculty and departments not already engaged in delivering online courses and programs to explore opportunities for online and hybrid instruction within their respective disciplines

There should be an established date for distribution of funds, and funds should be allotted as early as possible to allow for planned spending.

As with any new funding source, a degree of accountability should be built into any expenditure guidelines so as to avoid misuse of the funds. However, it is very important that these guidelines are not so rigid or draconian so as to discourage faculty from developing additional courses or to prevent spending on items necessary to the support of online education at the University of West Georgia. An annual audit should be conducted to determine that E-rate funds are being spent on items related to the support and enhancement of online education at UWG.

Examples of appropriate spending may include but are not limited to:

- Professional development activities in the faculty members discipline which may help the faculty member with the development of additional courses or the improvement of existing online or hybrid courses.
- Pooling of funds by several faculty members for items deemed useful to further online learning.
- Equipment, software, and other systems that will help the faculty with the development, maintenance and delivery of online or hybrid courses.
- Student assistants who can help the faculty member design and teach courses and/or conduct and disseminate research on effective pedagogical strategies associated with online education in their discipline.
- Seed money or release time to encourage faculty members who are not teaching online (or those currently teaching online who need to revise or develop additional courses) to develop online or hybrid courses.
- Advertising for existing and future programs which are or will be offered partially or completely online.

Examples of inappropriate spending may include but are not limited to:

- Travel which does not provide professional development opportunities that will impact online education pedagogy.
- Advertising for programs which do not or will not have an online component.
- Technology hardware or software which is used exclusively for personal or professional reasons that are unrelated to online learning.
- Administrative expenses which do not directly support online learning.

The committee would like to emphasize that we believe that a certain portion of the funds designated for department spending should go directly to the faculty members involved with distance education. The specific portion should be determined at the departmental level. We recognize that the success of any program of instruction depends largely upon strong Faculty support. Concomitant to this is a recognition that the additional effort and time commitments required to adequately address the pedagogical and technical challenges posed in an online instructional environment are not to be underestimated. The TPC strongly believes that the best way to encourage the development of additional courses is to provide a demonstrable reward to faculty for the development, teaching and revision of online courses. If the faculty who develop, teach and revise online courses are not rewarded with a significant degree of control over the funds that they generate, then the current challenge of recruiting more faculty into online learning will not only continue but will be exacerbated.

The remaining funds should be allocated within the department based on strategic planning. To avoid any potential equity/reward issues, the committee recommends that each department's strategic planning include a clear mission and vision (with measurable benchmarks) for the future direction of a well-organized distance learning program within the department.

We hope that as a final policy for disbursement of E-rate funds is debated, the TPC's recommendations will be carefully considered and discussed.

Addendum IX

Ad hoc Rules Committee Recommendations for Faculty Senate

Committee Members:

Michael Aldrich, Library, VPAA Office
Amin Boumenir, Math
Marty Bray, Media/Instructional Technology
Christopher Carroll, Library
Julie Chibbaro, Curriculum and Instruction
Charles Clark, Dean of the Graduate School
Muriel Cormican, Foreign Languages and Literatures
Janet Donohoe, Philosophy, Committee Co-Chair
Shelly Elman, Mass Communications and Theater Arts
Gregory Fraser, English and Philosophy
Rebecca Harrison, English and Philosophy, and Staff
Susan Holland, Academic Coordinator, English and Philosophy
Chris Huff, Library
Jeff Johnson, Physical Education
Bruce Landman, Math
Shirley Lankford, Library
Aran MacKinnon, History, Committee Co-Chair
Elaine MacKinnon, History
Tom Mackel, Public Safety
Brian McCrary, Learning Resources
Kathy Moffeit, Accounting
Linda Picklesimer, University Center
Patricia Pinkard, Dean's Office, College of Arts and Sciences
Brad Prince, Management
Dan Saurino, Curriculum and Instruction
Walter Todd, Intramurals
Minh Van Nguyen, Math
Bob Watkins, Facilities
Rui Xu, Math

Introduction:

The Ad hoc Rules Committee was established in response to a request from faculty senate that governance processes and procedures be evaluated with an eye to ways to improve communication among faculty senate committees, between faculty, staff, and students, and administration, and among faculty and staff departments. Dr. Tim Hynes, Vice President for Academic Affairs, and Dr. Randy Hendricks, Chair Pro Tem of the Faculty Senate convened the committee in January 2008.

The committee has used results from the campus culture and climate survey as evidence indicating that faculty and staff across colleges and departments are interested in having more engagement in governance procedures on campus.

The committee has divided its recommendations into three categories. The first set of recommendations effect the general culture of communication and representation at all levels of governance. The second set of recommendations is concerned with structural issues of the faculty senate. The third set of recommendations moves beyond the structure of faculty senate to suggesting ways to include staff and student voices in governance.

We, the committee members, make these recommendations after reviewing structures and procedures on our own campus in comparison with those on other campuses. We have considered many alternatives and have concluded that the structures and procedures recommended here are the best for UWG.

Recommendations for Immediate Action

The Ad hoc Rules Committee recommends,

1. That the faculty senate establish an Ad hoc Rules Committee to review and make recommendations to the senate for changes appropriate to a rules committee and to any structures or organizational aspects of senate deemed necessary and as contemplated by the recommendations provided here and such as which may be, from time to time, made by the senate. Including, but not limited to:
 - a) consideration of formal recognition and compensation of the executive secretary, the chair pro tem, and the faculty members serving on faculty senate.
 - b) consideration of a communications audit involving all departments and units on campus.
 - c) review of current senate and university committees to determine whether some of those committees (e.g. General University Matters, Student Life) would function more efficiently as committees of a University Council instead of strictly faculty senate committees.
 - d) consideration of enlarging faculty senate to include at least one representative per academic department without any reduction of current representation of other colleges.
 - e) evaluation of current faculty senate by laws to change the language to accommodate the chair of faculty senate as an elected position from the members of the faculty senate, and standing budget committee and rules committee.
2. That the faculty senate establish an Ad hoc Budget Committee which has direct access to and a role to play in the advance planning, prioritization, distribution and implementation of the budget as well as recommendations on matters relating to salary and salary compression on an ongoing basis.
3. That the faculty senate recommend to the President that the Staff Advisory Council be established as an Ad hoc Rules Committee to establish a Staff Senate.
4. That the faculty senate recommend that the Vice President for Academic Affairs establish a process whereby new faculty senators be provided with orientation and training—perhaps a mentoring program—as well as receive ongoing support from experienced senators.
5. That the faculty senate establish that the chair of senate be an elected regular faculty member of senate and not a person from the administration.

Recommendations for Changes Beyond the Faculty Senate

The Ad hoc Rules Committee recommends,

1. That in concert with the Alternative Disputes Resolution Committee, the UWG AAUP, and the Strategic Planning Committee, UWG establish an Ombuds Office consistent with the proposal outlined by the UWG AAUP.

2. That UWG establish co-chambers of shared governance analogous to the faculty senate for staff and the SGA, and that each of these chambers then elect representatives to a University Council (in the following proportion: five faculty representatives, four staff representatives, and three SGA representatives with one of those three recommended to be a graduate student) which would merge or meet with PAC on a regular basis.

General matters

The Ad hoc Rules Committee recommends,

1. That all committees, sub-committees and ad hoc committees be elected or appointed by the senate or by the general faculty.
2. That the regular business of the senate be streamlined so that matters which are already reviewed and approved by the various standing committees, such as approved curriculum changes/additions/deletions from the undergraduate academic programs committee, and the committee on graduate studies, are provided for consideration as items of information and not necessarily for action.
3. That a central clearing house of information, agenda, minutes, documents and related materials be created and maintained for all of the activities of senate and its various committees.

Conclusion

We are well aware that these recommendations are broad reaching and that it will take time and effort to determine many of the details and how to implement some of the recommendations. At the very least, the committee has identified the five steps that we believe can be taken immediately in pursuing these recommendations. We then recommend that the permanent rules committee take on the task of working out details of implementation of the other recommendations.

From the feedback received at the Town Hall Meetings and through the ADR culture and climate survey, the committee is convinced of the desire and commitment on behalf of both faculty and staff to deeper engagement in shared governance on this campus. The above recommendations are one step on the way to allowing the many talents and voices of the employees and students of UWG to be best utilized in making this university a vibrant and inclusive place to work, study, and learn.

Addendum X

Whereas all members of the university community have a stake in how the university manages its conflicts, and

Whereas the experience on campuses like Georgia State, Georgia Tech and Kennesaw State University have shown that the presence of an ombudsman can facilitate the resolution of interpersonal conflicts, and

Whereas the Campus Culture and Climate Follow-Up Assessment Report and Recommendations include a recommendation that the university hire an ombudsman and set up an Ombuds office, and

Whereas the university's commitment to "educational excellence in a personal environment" can only be enhanced by the prevention and/or resolution of problematic conflicts on campus, and

Whereas the AAUP has expressed concern about the financial burden associated with resorting to the courts in academic disputes and hopes ways can be found to "keep our disputes within the academic family,"

The UWG Chapter of the AAUP hereby recommends the following:

1. That an Office of the Ombudsperson be created on the University of West Georgia campus, the purpose of which would be to work with individuals and/or groups of the university community regarding their unique concerns and conflicts and to promote fair and equitable solutions to such concerns and conflicts through such strategies as the following: **listening**; **offering information** about UWG policies, procedures, the services of this and other offices; presenting options for resolving concerns (e.g., **coaching** individuals and/or groups to assist them in achieving their goals themselves, **facilitating communication** with another face to face, **shuttle diplomacy** between individuals and/or groups to assist communication, **mediation** to reach a mutually-created agreement, etc.). The Office would also **make recommendations for institutional change** when the ombudspersons think it appropriate. This office would serve as a campus resource for officials in formulating or modifying policy and procedures, raising issues that may surface as a result of a gap between the stated goals of the institution and actual practice. It can function as a sensor within the campus community to identify problems or trends that affect the entire campus or significant parts of the community; if appropriate it could recommend creative ways to address these concerns.
2. That such an office be staffed with two persons – a **faculty ombudsperson** and a **staff ombudsperson**.
The Office of the Ombudsperson would also be responsible for designing and conducting training programs for the campus community in dispute/conflict resolution, negotiation skills and theory, civility, and related topics.
Ombudspersons staffing this office should, ideally, hold a graduate degree, and be familiar with the roles and responsibilities of faculty, staff, students and administrators on a university campus. They should be designated neutrals or impartial dispute resolution practitioners whose major function is to provide confidential and informal assistance to constituents of the university or college communities (including students, staff, faculty and/or administrators). They should have received training from and work in accordance with the Code of Ethics and Standards of Practice of the International Ombudsman Association (IOA).

This office would be established under section 107 in the *Faculty Handbook* [Dispute Resolution and Grievance Procedure] which would state the following:

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. In situations where a faculty member desires confidential advice on the handling of a complaint, seeks advice on procedures and policies or feels uncomfortable in bringing a concern directly to an administrator, he or she is encouraged to discuss the situation with a Faculty Ombudsperson in the Office of the Ombudsperson.

The Office of the Ombudsperson is a confidential resource for all faculty on the campus. Its role is that of a neutral who advocates not for a specific individual, but for equity, fair process, and compliance with institutional policy and procedure. It acts as a complaint receiver for persons who believe they have been treated unfairly, coaches persons to help them independently resolve difficult situations, and offers facilitation or mediation in an effort to assist persons in conflict to reach fair resolutions. The Office of the Ombudsperson is a confidential, informal, impartial, neutral and non-adversarial alternative for the resolution of work-related problems and concerns. A request for assistance from the Office of the Ombudsperson does not preclude the faculty member from subsequently utilizing other dispute resolution processes available on or off campus. The Office of the Ombudsperson is not an office of notice to the University. The Faculty Ombudsperson strives to follow the standards of the University and of the International Ombudsman Association. The Faculty who staff this Office report to the President.

If such informal efforts do not resolve the dispute, the parties may choose to utilize the services of the Alternative Dispute Resolution (ADR) program at the University of West Georgia (see section 107.01) and/or may pursue resolution of disputes through established grievance procedures (see section 107.02).

[A similar passage would be inserted in the Employee Handbook, under **Alternative Dispute Resolution.**]

It is further recommended that this proposal be forwarded to the Committee on Alternative Dispute Resolution at the University of West Georgia and that further development of policy and procedures regarding this concept be sought from that committee.

Passed on a voice vote.