

# Memorandum

**To:** General Faculty

**Date:** January 15, 2010

**Regarding:** Agenda, Faculty Senate Meeting, January 22<sup>nd</sup> at 3:00 pm in  
TLC 1-303

The agenda for the January 22<sup>nd</sup> Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the December 11, 2009 meeting ([See Addendum I](#))
4. Committee Reports

**Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)**

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

- A) College of Arts and Sciences
  - 1) Department of Biology
    - a) BIOL 3010  
Request: Add  
Action: Approved
  - 2) Department of Foreign Languages and Literature
    - a) B.A. in Foreign Languages (Spanish track, French track, Spanish with teacher certification track, French with teacher certification track)  
Request: Modify  
Action: Approved
  - 3) Department of Mass Communications and Theatre Arts
    - a) Mass Communications  
Request: Modify Program  
Action: Approved
  - 4) Department of Music

a) MUSC 4944  
Request: Add  
Action: Approved

b) MUSC 4945  
Request: Add  
Action: Approved

B) College of Education

1) Department of Curriculum and Instruction

a) MGED 4261L  
Request: Add  
Action: Approved

b) MGED 4264L  
Request: Add  
Action: Approved

c) MGED 4265L  
Request: Add  
Action: Approved

d) MGED 4271L  
Request: Add  
Action: Approved

C) Richards College of Business

1) Department of Management

a) MGNT 3617  
Request: Delete  
Action: Approved

**Information Items:**

A) College of Education

1) Department of Curriculum and Instruction

a) MGED 4261  
Request: Modify  
Action: Approved

b) MGED 4265  
Request: Modify  
Action: Approved

c) MGED 4271  
Request: Modify

Action: Approved

**Committee II: Academic Policies and Procedures (Chair, Janet Donohoe)**

**Action Item:**

- A) Proposed changes to the Undergraduate Catalog concerning declaration of a major by the time a student reaches 60 hours (see [Addendum III](#)).
- B) Faculty Handbook, Section 103.06, Instruments for Evaluating Teaching  
The committee proposes moving teaching evaluations to an online system (see [Addendum IV](#) for proposed deletions/additions).
- C) Proposed revisions for the University Student Evaluation Instrument (see [Addendum V](#)).
- D) Proposed questions for on-line courses (see [Addendum VI](#)).

**Committee XI: Technology Planning Committee (Chair, Danilo Baylen)**

**Information Item**

- A) Final Draft of the 2010-2015 IT Strategic Plan (see [Addendum VII](#)).
5. Old Business
  6. New Business
- A) Correction of Faculty Senate Minutes of November 13, 2009 to reflect passage of COGS action items.
7. Announcements
  8. Adjournment

# **Addendum I**

# University of West Georgia Faculty Senate Meeting

**December 11, 2009**  
**Draft Minutes**

**1. Call to Order** The meeting was convened in room 1-305 of the Technology-enhanced Learning Center. The meeting was called to order by Chair pro-tem Chris Huff at 3:06 p.m.

**2. Roll Call:** *Present:* Anderson, Ashford, Austin, Beylin, Baumstark, Cook, Donohoe, Epps, Hancock, Hazari, Hooper, Huff, McCord, Mbaye, Ogletree, Rollins.

*Absent:* Boldt, Chowns, Crean, DeFoor, Elman, Hasbun, Hatfield, Hodges, Kang, Luken, Packard, Payne, Shook, Snipes.

**3. Approval of Minutes.** The minutes of the October 9, 2009 meeting of the Faculty Senate were approved by voice vote with no objection.

## **4. Committee Reports**

### **Committee I: Undergraduate Academic Programs**

The proposals of Committee I were presented to the Senate by Jean Cook, in place of the Committee's Chair. By unanimous consent, all the proposed curriculum changes were presented within a single motion, which was approved by voice vote without objection. This motion included the following changes:

- A.1.a. B.A. in English, modify Area F
- A.1.b. B.A. English, modify secondary education track
- A.1.c. modify Film minor to include ENGL 4385 as elective
- A.2.a. modify minor in Spanish
- A.3.a. add HIST 4413
- A.3.b. add HIST 4422
- B.1. a. delete PHED 3601
- B.1.b. delete PHED 3608
- B.1.c. delete PHED 3618
- B.1.d. delete PHED 4608
- B.1.e. delete PHED 4667
- B.1.f. delete PHED 4677
- B.1.g. delete PHED 4687
- B.1.h. delete PHED 4688
- B.1.i. PWLA 1625
- B.1.j. PWLA 1627
- B.1.k. PWLA 1631
- B.1.l. PWLA 1633
- B.1.m. PWLA 1640
- B.1.n. PWLA 1681

Information items A.1 and A.2 were presented (modification of PHIL 2100, 2110, 2120 and THEA 4415).

## **Committee II: Academic Policies and Procedures (Janet Donohoe, Chair)**

Information Item A was presented by Donohoe (recommendations for changes to graduation).

## **Committee IX: Graduate Studies (Skip Clark, Chair)**

The proposals of Committee I were presented to the Senate by Clark. By unanimous consent, all the proposed curriculum changes were presented within a single motion, which was approved by voice vote without objection. This motion included the following changes:

- A.1.a. add HIST 5413
- A.1.b. add HIST 5422
- B.1.a. add CEPD 7145
- C.1.a. add NURS 6187
- C.1.b. modify NURS 6287
- C.1.c. modify NURS 6387

## **5. Old Business**

No old business was proposed.

## **6. New Business**

No new business was proposed.

## **7. Announcements**

The following announcement was made by Huff: a reminder of the University social later that day at Chowns' house.

## **8. Adjournment**

Without objection the meeting was declared adjourned at 3:30 p.m.

# **Addendum II**

## Course Update Request (Add, Delete, Modify)

### Originator

Biology Department	College of Arts and Sciences College	Zot, Henry Originator
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### Action

 Add    Modify    Delete

### Modifications

 Prerequisites    Description    Title    Credit    See Comments

### Course Details

BIOL	3010	Biology for Middle Grades Education
Prefix	Number	Course Title

(Non-credit for biology major or minor.) A course that emphasizes the conceptual basis for the Georgia middle grades life sciences performance standards. This course broadens understanding of the fundamental concepts of animal organ systems, animal physiology, parts and functions of vascular plants, reproduction, and ecological principles. A foundational course in biology is assumed.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

BIOL 1107 and BIOL 1107L

### Corequisites

### Rationale

The purpose of this proposal is to address a need for an upper division biology course focused on the topics that prepares a teacher for meeting the Georgia performance standards for middle grades life sciences. Presently, all of the upper division mathematics and science courses in the Middle Grade Education (MGED) program for math/science concentration are designed specifically for teachers except the biology requirement. Evidence suggests that recent graduates of the MGED program have been more confident in attempting the GACE exam in mathematics than in science. It is hoped that a greater percentage of MGED graduates will opt for the science exam given better preparation specifically in the areas of biology likely to be encountered on the GACE exam.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

### Comments

TEAC Approval Required

### College Approvals

Zot, Henry [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

### Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

*Master Syllabus*  
*BIOL 3010*  
*Biology for Middle Grades Education*

*Prerequisite*

Completion of BIOL 1107 and BIOL 1107L

*Course Text*

- Sadava/Heller/Orians/Purves/Hillis. 2008. LIFE, 8<sup>th</sup> edition. [REQUIRED.]
- Dzialowski/McGuire/Goodloe/Guild/Glase. 2008. Student Study Guide [HIGHLY RECOMMENDED]
- i-clicker response pad [REQUIRED] – available in the book store. Must be registered and activated – see syllabus topic ‘Clickers’ below.

*Course Description*

(Non-credit for biology major or minor.) A course that emphasizes the conceptual basis for the Georgia middle grades life sciences performance standards. This course broadens understanding of the fundamental concepts of animal organ systems, animal physiology, parts and functions of vascular plants, reproduction, and ecological principles. A foundational course in biology is assumed.

*Learning Outcomes*

With successful completion of this course, a teacher of middle grades science will be able to

- identify and describe the major structures and critical functions of the animal organ systems including digestive, circulatory, respiratory, excretory, endocrine, reproductive and nervous.
- relate the general concept of homeostasis to the functions of epithelial, connective, muscle, and nervous tissues.
- compare and contrast asexual and sexual reproductive mechanisms and strategies of living species.
- identify and describe the major structures of the vascular plant body and the mechanisms required for the transport of nutrients.
- relate fundamental ecological principals to the success of living species.

### *Attendance Policy*

*Quizzes* will be given during each class. There is no make up for missed quizzes. The quizzes will be answered by the i-clicker response pad only.

### *Grading*

Exams (4)	60%
Comprehensive Final	20%
Quizzes	20%

- All exams will be multiple choice. Four sectional exams and a final comprehensive exam will be given. The lowest grade of the 5 exams will be dropped.
- Quizzes will be multiple choice. Total points for each quiz will be 5.

## BIOLOGY 3010

### Lecture Topic and Exam Schedule

Date	Topic	Chapter
8/13	The Plant Body	1
8/18	The Plant Body (con't)	1
8/20	Transport in Plants	3
8/25	Transport in Plants (con't) & Reproduction in Flowering Plants	3 & 6
8/27	Reproduction in Flowering Plants (con't)	6
9/1	Plant Nutrition & Regulation of Growth	4
9/3	Exam I	1,3,4,6
9/8	Physiology, Homeostasis, & Temp Regulation	8
9/10	Physiology, Homeostasis, & Temp Regulation (con't)	8
9/15	Animal Hormones	9
9/17	Animal Reproduction	10
9/22	Animal Reproduction (con't)	10
9/24	Animal Development	11
9/29	Exam II	8-11
10/1	Neurons and Nervous Systems (pp 942-947) & Sensory Systems	12 & 13
10/6	Sensory Systems (con't) Last day to withdraw with a W.	13
10/8	Mammalian Nervous System (pp 984-993, 999)	14
10/13	Nutrition, Digestion and Absorption	18
10/15	No Class – Fall Break	
10/20	Circulatory Systems	17
10/22	Circulatory Systems (con't)	17
10/27	Salt and Water Balance and Nitrogen Excretion	19
10/29	Salt and Water Balance and Nitrogen Excretion	19
11/3	Exam III	12-14, 17-19
11/5	Population Ecology	22
11/10	Population Ecology (con't)	22
11/12	Community Ecology	23
11/17	Community Ecology (con't)	23
11/19	Ecosystems & Conservation Biology	24 & 25
11/24	Conservation Biology	25
	December	
12/1	Exam IV	22-25
12/8	Final Exam 5:30 pm – 7:30 pm	comprehensive

## 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 checked="" 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*
*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):**

Delete ENGL 2300 (Practical Criticism) as a requirement for the B.A. with a major in Foreign Languages (Spanish track, French track, Spanish with teacher certification track, French with teacher certification track) and replace with three additional hours of electives. Justification: Practical Criticism will no longer be offered as a 2000-level course after the current academic year. Old and new program sheets for each of the four tracks are attached. Please note that upon review of the current certification program sheets mathematical errors were found (the hours totalled 124 rather than the 121 indicated). This means that for the certification tracks, the deletion of ENGL 2300 will not bring about a 3-hour increase in elective hours.

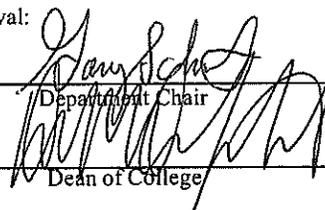
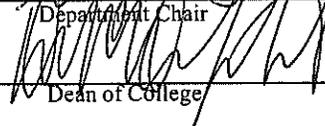
Prerequisite(s) \_\_\_\_\_

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

Effective Date\*: Fall / 2010  
Term/Year

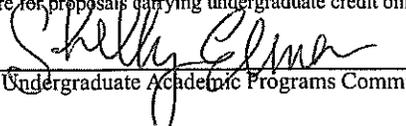
Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	11/23/09 Date	Department Chair (if cross listed)	Date
	12/7/09 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).

	1/13/10 Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs      Date

**THE UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES**

Bachelor of Arts in Foreign Languages and Literature: **FRENCH TRACK**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
 (Last) (First) (Middle)

Transfer Institution(s) \_\_\_\_\_

r U.S./GA Constitution                      r U.S./GA History                      r Regent's Exam

**CORE AREAS A-F**

<b>CORE AREA A: ESSENTIAL SKILLS</b>	<b>Hrs. Req.</b>	<b>Hrs Completed</b>	<b>Hrs. Remaining</b>
1. ENGL 1101	3		
2. ENGL 1102	3		
3. MATH 1111**	3		
<b>CORE AREA B: INSTITUTIONAL PRIORITIES</b>			
1. PHIL 2110**	3		
2. INTERDISCIPLINARY ELECTIVE	2		
<b>CORE AREA C: HUMANITIES AND FINE ARTS</b>			
1. XIDS 2100**	3		
2. HUMANITIES ELECTIVE	3		
<b>CORE AREA D: NATURAL SCIENCE, MATH &amp; TECHNOLOGY</b>			
1. LAB SCIENCE	4		
2. NON-LAB SCIENCE	6		
<b>CORE AREA E: SOCIAL SCIENCES</b>			
1. HIST 1111 or HIST 1112	3		
2. HIST 2111 or HIST 2112	3		
3. POLS 1101	3		
4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**	3		
<b>CORE AREA F: MAJOR SPECIFIC COURSES</b>			
1. FREN 1002, 2001, 2002	0-9		
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, GRMN/SPAN 1001-1002	3-9		
<b>MAJOR COURSES: FRENCH (31)</b>			
1. FREN 3100, 3220, 3221, 4150, 4310 or 4320, 4484*	16		
2. SELECT 3: FREN 3210, 3450, 4210, 4220, 4230, 4240, 4785	9		
3. SECOND LANGUAGE: through 2001	3		
<b>ELECTIVES</b>			
French Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language			
ELECTIVE:	32		
<b>TOTAL NUMBER OF HOURS FOR A FRENCH MAJOR</b>	<b>120</b>		

\*Senior Capstone Required Course

\*\*Suggested Courses to be taken for major (others may substitute)

\*\*\*Every student must take 2 DSW courses, one must be in the major.

For students entering Fall 2010

# 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.
<b>Area A. Essential Skills</b>	<b>9</b>			<b>Content*4</b>	<b>28</b>		
ENGL 1101	3			FREN 3100	3		
ENGL 1102	3			FREN 3223	3		
MATH 1101 OR 1111	3			FREN 3221	3		
				FREN 4150	3		
<b>Area B. Institutional Priorities</b>	<b>5</b>			FREN 4310 or 4320	3		
PHIL2110**	3						
Approved Elective: Music 1110 or XIDS 2002	2			FREN electives 3000 level or above	9		
				FREN 4484	1		
<b>Area C. Humanities/ Arts</b>	<b>6</b>			HIST 1111 or 1112	3		
XIDS 2100**	3						
SPAN/GRMN 1001**	3						
<b>Area D. Natural science, Math, &amp; Technology</b>	<b>10</b>						
Lab Science	4						
Non-Lab Science	6						
				GPA of 2.7 required for admission to TEP			
<b>Area E. Social Science</b>	<b>12</b>			<b>Professional Education</b>	<b>27</b>		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 7	3		
POLS 1101	3			FORL 4502* 6,7,8	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2,8	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
<b>Area F. Program Related Courses</b>	<b>18</b>			MEDT 3401 (MEDT 2401 is a pre-requisite or can test out)	3		
EDUC 2110, 2120, 2130	9			<b>Other Requirements</b>			
FREN 2001, 2002	6						
GRMN or SPAN 1002	3			Foreign Language (2001) other than FREN	3		
Elective	3						
<b>Subtotal</b>	<b>63</b>			<b>Subtotal</b>	<b>58</b>		
				<b>TOTAL</b>	<b>121</b>		

\*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. \*8 Successful completion of on-line portfolio Foliotek

\*5 Discipline-Specific Writing 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. \*\* recommended course

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

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

Revised 11/2009

Proposed Program  
**UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES**

Bachelor of Arts: Major in **FOREIGN LANGUAGES AND LITERATURES, SPANISH TRACK**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
(Last) (First) (Middle)

Transfer Institution(s) \_\_\_\_\_

r U.S./GA Constitution

r U.S./GA History

r Regent's Exam

**CORE AREAS A-F**

<b>CORE AREA A: ESSENTIAL SKILLS</b>	Hrs. Req.	Hrs Completed	Hrs. Remaining
1. ENGL 1101	3		
2. ENGL 1102	3		
3. MATH 1111	3		
<b>CORE AREA B: INSTITUTIONAL PRIORITIES</b>			
1. PHIL 2110**	3		
2. INTERDISCIPLINARY ELECTIVE	2		
<b>CORE AREA C: HUMANITIES AND FINE ARTS</b>			
1. XIDS 2100**	3		
2. HUMANITIES ELECTIVE	3		
<b>CORE AREA D: NATURAL SCIENCE, MATH &amp; TECHNOLOGY</b>			
1. LAB SCIENCE	4		
2. NON-LAB SCIENCE	6		
<b>CORE AREA E: SOCIAL SCIENCES</b>			
1. HIST 1111 or HIST 1112	3		
2. HIST 2111 or HIST 2112	3		
3. POLS 1101	3		
4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**	3		
<b>CORE AREA F: MAJOR SPECIFIC COURSES</b>			
1. SPAN 1002, 2001, 2002	0-9		
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002	3-9		
<b>MAJOR COURSES: SPANISH</b>			
SELECT 5: 3102, 3030, 4012 or 4013, 4040, 4170, 4484*	16		
SELECT 3: SPAN 3101, SPAN 3450, 4003, 4004, 4006, 4007, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785	9		
SECOND LANGUAGE: through 2001	3		
<b>ELECTIVES</b>			
Spanish Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language			
ELECTIVE:	32		
<b>TOTAL NUMBER OF HOURS FOR A SPANISH MAJOR</b>	<b>120</b>		

\*Senior Capstone Required Course

\*\*Suggested Courses to be taken for major

\*\*\*Every student must take 2 DSW courses, one must be in the major.

For students entering Fall 2008

Rev 11/2009

# 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.
<b>Area A. Essential Skills</b>	<b>9</b>			<b>Content*4</b>	<b>28</b>		
ENGL 1101	3						
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
<b>Area B. Institutional Priorities</b>	<b>5</b>			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	9		
				SPAN 4484	1		
<b>Area C. Humanities/ Arts</b>	<b>6</b>			HIST 1111 or 1112	3		
XIDS 2100**	3						
FREN/GRMN 1001**	3						
<b>Area D. Natural science, Math, &amp; Technology</b>	<b>10</b>						
Lab Science	4						
Non-Lab Science	6						
				GPA of 2.7 required for admission to TEP			
<b>Area E. Social Science</b>	<b>12</b>			<b>Professional Education</b>	<b>27</b>		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 7	3		
POLS 1101	3			FORL 4502* 6,7,8	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2,8	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
<b>Area F. Program Related Courses</b>	<b>18</b>			MEDT 3401 (MEDT 2401 is a pre-requisite or may test out)	3		
EDUC 2110, 2120, 2130	9			<b>Other Requirements</b>			
SPAN 2001, 2002	6						
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
<b>Subtotal</b>	<b>63</b>			<b>Subtotal</b>	<b>61</b>		
				<b>TOTAL</b>	<b>121</b>		

\*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.

Foliotek

\*5 DSW 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.

\*\* recommended course

\*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 Successful completion of on-line portfolio

Revised 3/2009

## Course or Program Addition, Deletion or Modification Request

Department: Mass Communications College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: <u>  </u> / <u>  </u> / <u>  </u> Lecture/Lab/Total			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <b>Action</b>  <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 checked="" type="checkbox"/> Other                 </td> <td style="width: 33%; padding: 5px;"> <b>Credit</b>  <input type="checkbox"/> Undergraduate  <input type="checkbox"/> Graduate  <input type="checkbox"/> Other*  <small>*Variable credit must be explained</small> </td> <td style="width: 33%; padding: 5px;"> <b>Frequency</b>  <input checked="" type="checkbox"/> Every Term  <input type="checkbox"/> Yearly  <input type="checkbox"/> Other                 </td> </tr> </table>				<b>Action</b> <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 checked="" type="checkbox"/> Other	<b>Credit</b> <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<b>Frequency</b> <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other
<b>Action</b> <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 checked="" type="checkbox"/> Other	<b>Credit</b> <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<b>Frequency</b> <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: <u>  </u> / <u>  </u> / <u>  </u> 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\*:    /    /     
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:     Letter Grade     Pass/Fail     Other

Approval:

	12-4/09	Department Chair (if cross listed)	Date
	12/7/09	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).

	1/13/10	Chair, Committee on Graduate Studies	Date
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## Proposed Mass Communications Program Modification

### Convergence Journalism Emphasis

### Multimedia Storytelling Emphasis

### Public Relations Emphasis

#### Core Area F - 18 Hours

COMM 1110  
COMM 1154  
COMM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note

Prerequisites for Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Core Area F - 18 Hours

COMM 1110  
COMM 1154  
COMM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note

Prerequisites for Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Core Area F - 18 Hours

COMM 1110  
COMM 1154  
COMM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note

Prerequisites for Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Courses Required for Degree - 60 Credit Hours

#### Major Required Courses - 24 Credit Hours

COMM 3301  
COMM 3303  
COMM 3352  
COMM 4402  
COMM 4421  
COMM 4450  
COMM 4454  
COMM 4484

#### Courses Required for Degree - 60 Credit Hours

#### Major Required Courses - 24 Credit Hours

COMM 3301  
COMM 3350  
COMM 3351  
COMM 3352  
COMM 4452  
COMM 4454  
COMM 4484  
COMM 4485 - Media Programming

#### Courses Required for Degree - 60 Credit Hours

#### Major Required Courses - 24 Credit Hours

COMM 3301  
COMM 3313  
COMM 4413  
COMM 4451  
COMM 4454  
COMM 4484  
COMM 4485 - ~~PR~~ Campaigns  
COMM 4485 - ~~PR~~ Crisis Communication

→ Public Relations

#### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit

Hours; Select 7 Courses From List if Minor = 15

Credit Hours; At Least 4 Courses From List Must Be

COMM Courses; Note Prerequisites

COMM 3302    COMM 4453    MKTG 3809  
COMM 3313    COMM 4481    SOCI 3273  
COMM 3351    COMM 4485    SOCI 3603  
COMM 3352    COMM 4486    SOCI 3943  
COMM 3353    ABE 3106    SOCI 4323  
COMM 3357    ABE 4118  
COMM 4403    MKTG 3803

#### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit

Hours; Select 7 Courses From List if Minor = 15

Credit Hours; At Least 4 Courses From List Must Be

COMM Courses; Note Prerequisites

COMM 3303    COMM 4453    FILM 3200  
COMM 3353    COMM 4481    MKTG 3803  
COMM 3356    COMM 4485    MKTG 3809  
COMM 3357    COMM 4486    SOCI 3273  
COMM 4402    ABE 3106    SOCI 3603  
COMM 4403    ABE 4118    SOCI 3943  
COMM 4451    ENGL 3200    SOCI 4323

#### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit

Hours; Select 7 Courses From List if Minor = 15

Credit Hours; At Least 4 Courses From List Must Be

COMM Courses; Note Prerequisites

COMM 3302    COMM 4450    MKTG 3803  
COMM 3303    COMM 4452    MKTG 3809  
COMM 3351    COMM 4481    PSYC 3600  
COMM 3352    COMM 4485    SOCI 3273  
COMM 3353    COMM 4486    SOCI 3603  
COMM 3357    ABE 3100    SOCI 3943  
COMM 4402    ABE 3106    SOCI 4323  
COMM 4403    ABE 4118  
COMM 4421    ENGL 3405

Minor Courses 15 - 18 Hours

Minor Courses 15 - 18 Hours

Minor Courses 15 - 18 Hours

## **Rationale**

### **Proposed Mass Communications Program Modification**

Fall 2010, the Mass Communications program plans to begin the preliminary application process with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). As an ACEJMC accredited program, Mass Communications would join a distinguished list of two such programs within the state (Savannah State University and the University of Georgia), and 19 such programs within the contiguous states of Alabama, Florida, North Carolina, South Carolina, and Tennessee. Moreover, accreditation would strengthen recruitment and RPG initiatives, and advance efforts to position the university as an institution of choice within the robust tier of comprehensive universities, a USG and UWG strategic goal.

In accordance with ACEJMC *Curriculum and Instruction* standard, the proposed program modification “enables students to learn the knowledge, competencies, and values the Council defines for preparing students to work in a diverse global and domestic society.” Moreover, the modification reflects a balance of theoretical, conceptual and professional skills courses to prepare students to think critically, creatively, and collaboratively to meet the demands of a complex, technological media landscape.

# ACEJMC Accrediting Standards

## 2. Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

### **Professional Values and Competencies:**

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

Units requesting evaluation of a graduate program must also demonstrate how their master's graduates attain this additional core competency:

- contribute to knowledge appropriate to the communications professions in which they work.

Indicators:

(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

ACEJMC requires each unit seeking initial accreditation to include in its self-study report the number of semester or quarter hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two academic years before an initial accreditation visit.

Units seeking re-accreditation must determine the percentage of students meeting the 80/65 or 116/94 requirement, but they are not required to provide a full census of classes.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed one semester course (or its equivalent) if the internship is away from the institution, and, for the most part, supervised by media professionals rather than academics.

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Evidence:

Student records and transcripts  
Unit bulletins and brochures  
Syllabi and other course materials  
Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching  
Class rosters  
Records and statistics on and evaluations of internships, with and without academic credit

For units requesting evaluation of a professional graduate program:

Indicator:

At least half of the required credit hours must be in professional skills courses that are appropriate to professional communication careers.

Evidence:

Course syllabi and other documents demonstrating that the unit has a professional graduate curriculum that prepares master's degree graduates for significant professional careers that provide leadership and influence.  
Undergraduate student records and transcripts demonstrating student experience equivalent to liberal arts education.

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Music Department	College of Arts and Sciences College	Hibbard, Kevin R. (Dr.) Originator
--	---	---------------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
MUSC	4944	Half Composition Recital			
Prefix	Number	Course Title			
Preparation and presentation of a Half Composition Recital. The undergraduate Composition major is expected to present a half recital during the junior year consisting of 20-30 minutes of his/her original compositions.					
Course Catalog Description					
0	2	2	Fall - 2010	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> Permission of the Applied Composition instructor	<b>Corequisites</b> Concurrent with the second semester of MUSC 4410: Applied Composition
--	--

<b>Rationale</b> This course addition is to restore 2 credit hours to the Half Recital for Composition majors, as was previously the case. The same course number (MUSC 4941) has been used for both Principal Applied and Composition Recitals. 2-3 years ago, we moved credit hours from recitals to Principal Applied lessons, and failed to retain credit hours in composition recitals. We now seek to establish a separate course and number for Composition Recitals in order to restore the credit hours as required in that degree program.
---

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 3	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
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<b>College Approvals</b>
Hibbard, Kevin R. (Dr.) [ APPROVED ]
Chair, Course Department
Overfield, Denise [ APPROVED ]
Associate Dean, College of Arts and Sciences

<b>Cross Listing Approvals</b>
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

<b>Other Approvals</b>
Elman, Rochelle [ APPROVED ]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ REQUIRED ]
Chair, Faculty Senate

Course Additions for Half and Full Composition Recitals – approved by faculty April 2, 2009

**MUSC 4944: Half Composition Recital**

2 credit hours 0/2/2

Prerequisite: Concurrent with the second semester of MUSC 4410: Applied Composition, and permission of Applied Composition Instructor.

Catalog description: Preparation and presentation of a Half Composition Recital. The undergraduate Composition major is expected to present a half recital during the junior year consisting of 20-30 minutes of his/her original compositions.

Rationale: Required for graduation.

**Other requirements or conditions:**

The undergraduate Composition major is expected to perform a half recital during the Junior year of 20-30 minutes of original compositions. Prior to the presentation of a degree recital, the proposed student degree recital must be presented for approval to a committee of three faculty. The hearing will consist of the entire program, and will include the same personnel as the proposed recital. All accompanied pieces and ensemble pieces must be performed with the accompaniment or complete ensemble. The Composition committee will consist of the student's composition teacher and two other faculty. Approval requires that a majority of the committee concurs that the recital is ready for performance at the time of the hearing.

Degree-recital hearings must occur a minimum of three weeks prior to the recital. Recitals that are not approved may be heard again after an additional semester of composition study. Following a successful Recital Hearing, the Recital Hearing approval form signed by all members of the faculty committee will serve as the Cashen Hall reservation form and program copy. This form can be obtained from the department office.

**Measurable Course Objectives/Learning Outcomes**

The student will:

1. demonstrate competence as a composer in a public forum.
2. demonstrate the ability to present a realized portfolio of compositions in a public forum.
3. provide thorough and accurate printed program information (i.e., titles, composition dates, movement titles, program notes, etc.).

**Primary Reference(s) (text, Current Literature, etc.)**

Presentation of original compositions.

**Evaluation and Grading Criteria (Exams, Papers, Performances, Projects, Portfolios, etc.)**

Grades will be determined by the level of preparation, the quality of the performance, the appropriateness of the repertoire, and/or the quality of the compositions. The Applied Composition instructor will determine the final grade.

Course Additions for Half and Full Composition Recitals – approved by faculty April 2, 2009

### **MUSC 4945: Full Composition Recital**

~~3 credit hours-0/3/3~~

~~Prerequisite: Concurrent with the second semester of MUSC 4410: Applied Composition following the completion of MUSC 4944: Half Composition Recital, and permission of applied Composition Instructor.~~

~~Catalog description: Preparation and presentation of a Full Composition Recital. The undergraduate Composition major is expected to present a full recital during the senior year consisting of 40-60 minutes of his/her original compositions.~~

~~Rationale: Milestone experience, required for graduation.~~

#### **Other requirements or conditions:**

~~The undergraduate Composition major is expected to perform a full recital during the senior year of 40-60 minutes of original compositions. Prior to the presentation of a degree recital, the proposed student degree recital must be presented for approval to a committee of three faculty. The hearing will consist of the entire program, and will include the same personnel as the proposed recital. All accompanied pieces and ensemble pieces must be performed with the accompaniment or complete ensemble. The Composition committee will consist of the student's composition teacher and two other faculty. Approval requires that a majority of the committee concurs that the recital is ready for performance at the time of the hearing.~~

~~Degree recital hearings must occur a minimum of three weeks prior to the recital. Recitals that are not approved may be heard again after an additional semester of composition study. Following a successful Recital Hearing, the Recital Hearing approval form signed by all members of the faculty committee will serve as the Cashen Hall reservation form and program copy. This form can be obtained from the department office.~~

#### **Measurable Course Objectives/Learning Outcomes**

~~The student will:~~

- ~~1. demonstrate undergraduate level mastery as a composer in a public forum.~~
- ~~2. demonstrate the ability to present a realized portfolio of compositions in a public forum.~~
- ~~3. provide thorough and accurate printed program information (i.e., titles, composition dates, movement titles, program notes, etc.).~~

#### **Primary Reference(s) (text, Current Literature, etc.)**

~~Presentation of original compositions.~~

#### **Evaluation and Grading Criteria (Exams, Papers, Performances, Projects, Portfolios, etc.)**

~~Grades will be determined the level of preparation, the quality of the performance, the appropriateness of the repertoire, and/or the quality of the compositions. The Applied Composition instructor will determine the final grade.~~

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## Course Update Request (Add, Delete, Modify)

**Originator**

Music Department	College of Arts and Sciences College	Hibbard, Kevin R. (Dr.) Originator
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**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

MUSC	4945	Full Composition Recital
Prefix	Number	Course Title

Preparation and presentation of a Full Composition Recital. The undergraduate Composition major is expected to present a full recital during the senior year consisting of 40-60 minutes of his/her original compositions.

**Course Catalog Description**

0	3	3	Fall - 2010	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

MUSC 4944 and permission of Applied Composition instructor

**Corequisites**

Concurrent with final semester of MUSC 4410: Applied Composition

**Rationale**

This course addition is to restore 3 credit hours to the Full Recital for Composition majors, as was previously the case. The same course number (MUSC 4942) has been used for both Principal Applied and Composition Recitals. 2-3 years ago, we moved credit hours from recitals to Principal Applied lessons, and failed to retain credit hours in composition recitals. We now seek to establish a separate course and number for Composition Recitals in order to restore the credit hours as required in that degree program.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 3

**Comments**

TEAC Approval Required

**College Approvals**

Hibbard, Kevin R. (Dr.) [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

**MUSC 4944: Half Composition Recital**

~~2 credit hours - 0/2/2~~

~~Prerequisite: Concurrent with the second semester of MUSC 4410: Applied Composition, and permission of Applied Composition Instructor.~~

~~Catalog description: Preparation and presentation of a Half Composition Recital. The undergraduate Composition major is expected to present a half recital during the junior year consisting of 20-30 minutes of his/her original compositions.~~

~~Rationale: Required for graduation.~~

**~~Other requirements or conditions:~~**

~~The undergraduate Composition major is expected to perform a half recital during the Junior year of 20-30 minutes of original compositions. Prior to the presentation of a degree recital, the proposed student degree recital must be presented for approval to a committee of three faculty. The hearing will consist of the entire program, and will include the same personnel as the proposed recital. All accompanied pieces and ensemble pieces must be performed with the accompaniment or complete ensemble. The Composition committee will consist of the student's composition teacher and two other faculty. Approval requires that a majority of the committee concurs that the recital is ready for performance at the time of the hearing.~~

~~Degree recital hearings must occur a minimum of three weeks prior to the recital. Recitals that are not approved may be heard again after an additional semester of composition study. Following a successful Recital Hearing, the Recital Hearing approval form signed by all members of the faculty committee will serve as the Cashen Hall reservation form and program copy. This form can be obtained from the department office.~~

**~~Measurable Course Objectives/Learning Outcomes~~**

~~The student will:~~

- ~~1. demonstrate competence as a composer in a public forum.~~
- ~~2. demonstrate the ability to present a realized portfolio of compositions in a public forum.~~
- ~~3. provide thorough and accurate printed program information (i.e., titles, composition dates, movement titles, program notes, etc.).~~

**~~Primary Reference(s) (text, Current Literature, etc.)~~**

~~Presentation of original compositions.~~

**~~Evaluation and Grading Criteria (Exams, Papers, Performances, Projects, Portfolios, etc.)~~**

~~Grades will be determined by the level of preparation, the quality of the performance, the appropriateness of the repertoire, and/or the quality of the compositions. The Applied Composition instructor will determine the final grade.~~

Course Additions for Half and Full Composition Recitals – approved by faculty April 2, 2009

**MUSC 4945: Full Composition Recital**

3 credit hours 0/3/3

Prerequisite: Concurrent with the final semester of MUSC 4410: Applied Composition following the completion of MUSC 4944: Half Composition Recital, and permission of applied Composition Instructor.

Catalog description: Preparation and presentation of a Full Composition Recital. The undergraduate Composition major is expected to present a full recital during the senior year consisting of 40-60 minutes of his/her original compositions.

Rationale: Milestone experience; required for graduation.

**Other requirements or conditions:**

The undergraduate Composition major is expected to perform a full recital during the senior year of 40-60 minutes of original compositions. Prior to the presentation of a degree recital, the proposed student degree recital must be presented for approval to a committee of three faculty. The hearing will consist of the entire program, and will include the same personnel as the proposed recital. All accompanied pieces and ensemble pieces must be performed with the accompaniment or complete ensemble. The Composition committee will consist of the student's composition teacher and two other faculty. Approval requires that a majority of the committee concurs that the recital is ready for performance at the time of the hearing.

Degree-recital hearings must occur a minimum of three weeks prior to the recital. Recitals that are not approved may be heard again after an additional semester of composition study. Following a successful Recital Hearing, the Recital Hearing approval form signed by all members of the faculty committee will serve as the Cashen Hall reservation form and program copy. This form can be obtained from the department office.

**Measurable Course Objectives/Learning Outcomes**

The student will:

1. demonstrate undergraduate-level mastery as a composer in a public forum.
2. demonstrate the ability to present a realized portfolio of compositions in a public forum.
3. provide thorough and accurate printed program information (i.e., titles, composition dates, movement titles, program notes, etc.).

**Primary Reference(s) (text, Current Literature, etc.)**

Presentation of original compositions.

**Evaluation and Grading Criteria (Exams, Papers, Performances, Projects, Portfolios, etc.)**

Grades will be determined the level of preparation, the quality of the performance, the appropriateness of the repertoire, and/or the quality of the compositions. The Applied Composition instructor will determine the final grade.

### Course Update Request (Add, Delete, Modify)

**Originator**

Curriculum and Instruction  
Department

College of Education  
College

Barry, June A.  
Originator

**Action**

Add  Modify  Delete

**Modifications**

Prerequisites  Description  Title  Credit  See Comments

**Course Details**

MGED 4261L Methods for Integrating Language Arts and Social Studies Lab  
Prefix Number Course Title

This course consists of the field experience that accompanies MGED 4261.

**Course Catalog Description**

0	2	1	Fall - 2010	Yearly	S/U/IP
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4261

**Corequisites****Rationale**

Because of ADP, the lab component of this course had to split off in order for supervisors to be paid. MGED 4261 has always had field experience (or lab) as a part of the course.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

**Comments**

TEAC Approval Required

**College Approvals**

Harkins, Donna [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus****MGED 4261L****METHODS FOR INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>UWG Distance Learning  
<http://distance.westga.edu/>UWG On-Line Connection  
<http://www.westga.edu/~online/>Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>University Bookstore  
<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4261.

This course consists of the field experience that accompanies MGED 4261.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

4. follow the directions of the professor of MGED 4261 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- 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.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4261.  
*Objectives 1- 4*

### Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience

also involves communicating with the professor for MGED 4261 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

### Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

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

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

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

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

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## **CLASS OUTLINE**

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4261. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

### Course Update Request (Add, Delete, Modify)

**Originator**

Curriculum and Instruction  
Department

College of Education  
College

Barry, June A.  
Originator

**Action**

Add  Modify  Delete

**Modifications**

Prerequisites  Description  Title  Credit  See Comments

**Course Details**

MGED 4264L Methods for Integrating Science and Math Lab  
Prefix Number Course Title

This course consists of the field experience that accompanies MGED 4264.

**Course Catalog Description**

0	2	1	Fall - 2010	Yearly	S/U/IP
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4264

**Corequisites****Rationale**

Because of ADP, the lab component of this course had to split off in order for supervisors to be paid. MGED 4264 has always had field experience (or lab) as a part of the course.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

**Comments**

TEAC Approval Required

**College Approvals**

Harkins, Donna [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus**

**MGED 4264L**

**METHODS FOR INTEGRATING SCIENCE AND MATH LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

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

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

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

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

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

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

## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4264.

This course consists of the field experience that accompanies MGED 4264.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

4. follow the directions of the professor of MGED 4264 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2009-2010).  
Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- 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.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4264.  
*Objectives 1- 4*

## Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4264 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

## Grading

- S -- Candidate successfully passes the field experience.
- U -- Candidate is unsuccessful in passing the field experience.

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

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*

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

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

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

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4264. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

## Course Update Request (Add, Delete, Modify)

### Originator

Curriculum and Instruction Department	College of Education College	Barry, June A. Originator
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### Action

 Add    Modify    Delete

### Modifications

 Prerequisites    Description    Title    Credit    See Comments

### Course Details

MGED	4265L	Instructional Design & Classroom Mgt in the Middle School Lab
Prefix	Number	Course Title

This course consists of the field experience that accompanies MGED 4265.

### Course Catalog Description

0	2	1	Fall - 2010	Yearly	S/U/IP
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4265.

### Corequisites

### Rationale

Because of ADP, the lab component of this course had to split off in order for supervisors to be paid. MGED 4265 has always had field experience (or lab) as a part of the course.

### Planning Info

 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

### Comments

 TEAC Approval Required

### College Approvals

Harkins, Donna [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

### Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus**

**MGED 4265L**

**INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE SCHOOL LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

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

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

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

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

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

University Bookstore

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

## **COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4265.

This course consists of the field experience that accompanies MGED 4265.

## **CONCEPTUAL FRAMEWORK**

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

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

## **COURSE OBJECTIVES**

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and  
  
(*Professional Excellence; Field Based Inquiry; and the Betterment of Society*)
4. follow the directions of the professor of MGED 4265 concerning assignments related to field experiences.  
  
(*Professional Excellence; Field Based Inquiry; and the Betterment of Society*)

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- 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.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4265.  
*Objectives 1- 4*

## Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4265 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

## Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

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

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*

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

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

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

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4265. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

**Proposed Syllabus**

**MGED 4265L**

**INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE SCHOOL LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

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

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

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

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

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

University Bookstore

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

## **COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4265.

This course consists of the field experience that accompanies MGED 4265.

## **CONCEPTUAL FRAMEWORK**

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

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

## **COURSE OBJECTIVES**

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and  
  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*
4. follow the directions of the professor of MGED 4265 concerning assignments related to field experiences.  
  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2009-2010).  
Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- 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.
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- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4265.  
*Objectives 1- 4*

## Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4265 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

## Grading

- S -- Candidate successfully passes the field experience.
- U -- Candidate is unsuccessful in passing the field experience.

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

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*

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

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

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

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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## CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4265. They vary from semester to semester.

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Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
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Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

## Course Update Request (Add, Delete, Modify)

**Originator**

 Curriculum and Instruction  
 Department

 College of Education  
 College

 Barry, June A.  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 MGED 4271L Middle Grades Curriculum Lab  
 Prefix Number Course Title

This course consists of the field experience that accompanies MGED 4271.

**Course Catalog Description**

0	2	1	Fall - 2010	Yearly	S/U/IP
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4271

**Corequisites**
**Rationale**

Because of ADP, the lab component of this course had to split off in order for supervisors to be paid. MGED 4271 has always had field experience (or lab) as a part of the course.

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

Present or Projected Annual Enrollment: 20

**Comments**
 TEAC Approval Required

**College Approvals**

Harkins, Donna [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus**

**MGED 4271L**

**MIDDLE GRADES CURRICULUM LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

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

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

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

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

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

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

## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4271.

This course consists of the field experience that accompanies MGED 4271.

## CONCEPTUAL FRAMEWORK

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

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## COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

4. follow the directions of the professor of MGED 4271 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

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

**Required Text:** *Teacher education handbook: Policies and procedures.* (2009-2010).  
Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### **References:**

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- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
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## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4271.  
*Objectives 1- 4*

### **Evaluation Procedures**

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the

progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4271 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

## Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
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3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or*

*options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

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

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

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

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Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## **CLASS OUTLINE**

Candidates are expected to report to their assigned school when instructed to do so by the Office

of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4271. They vary from semester to semester.

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Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
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Week 9	Field Placement
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Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

**Proposed Syllabus**

**MGED 4271L**

**MIDDLE GRADES CURRICULUM LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support:

CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

University Bookstore  
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## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4271.

This course consists of the field experience that accompanies MGED 4271.

## CONCEPTUAL FRAMEWORK

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

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## COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);

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2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

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*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

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*(Professional Excellence; Field Based Inquiry; and the Betterment of Society)*

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progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4271 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

## Grading

S -- Candidate successfully passes the field experience.

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

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

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

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or*

*options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

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

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

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## **CLASS OUTLINE**

Candidates are expected to report to their assigned school when instructed to do so by the Office

of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4271. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>	Richards College of Business	Runyan, Elizabeth
Management Department	College	Originator

<b>Action</b>	<b>Modifications</b>
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

<b>Course Details</b>						
MGNT	3617	Business Presentations				
Prefix	Number	Course Title				
<p>Designed to help you create, conduct and assess professional multimedia presentations with the use of computer software. The focus of this course is to enhance your oral presentation skills using overheads for team briefings, slides for sales meetings, and outlines and notes for audience participation.</p>						
Course Catalog Description						
3.00		3.00	-			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>
See hard copy catalog for pre-requisites.

<b>Corequisites</b>

<b>Rationale</b>
The Department of Management does not plan on offer this course in the future.

<b>Planning Info</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:

<b>Comments</b>
<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
_____ Gainey, Thomas [ APPROVED ] _____ Chair, Course Department  [ ]

<b>Cross Listing Approvals</b>
_____ N/A _____ Chair, Cross Listed Department  _____ N/A _____ Associate Dean, Cross Listed College

<b>Other Approvals</b>
_____ Elman, Rochelle [ APPROVED ] _____ Chair, Undergraduate Academic Programs Committee  _____ N/A _____ Chair, TEAC

<b>FINAL APPROVAL</b>
_____   _____ Aldrich, Michael [ REQUIRED ] _____ Chair, Faculty Senate

# **Addendum III**

## **Undergraduate Academic Policies**

### **Advisement and Course Selection**

Page 100 in the Current Undergraduate Catalog (<http://www.westga.edu/assets/docs/UG-current.pdf>)

Every undergraduate student must officially declare a major at or before the completion of 60 semester hours (this includes transfer credits). ~~A declaration of a pre-major such as pre-communication or pre-psychology will not fulfill this requirement.~~ A hold will be placed on registration until a major is declared.

# **Addendum IV**

## **Suggested changes to the Faculty Handbook regarding Evaluations of Teaching.**

Deletions are ~~stricken through~~, additions are in ***bold italics***.

### **103.06 Instruments for Evaluating Teaching**

Evaluation of a faculty member's work should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

Although evaluation of classroom success is necessarily somewhat subjective, three modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: self-evaluation, evaluation by the department chair, and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.

With the exception of USG ecore courses the instruments of evaluation are standard forms for all departments. For ecore courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. In ~~June of 1996~~ ***January 2010*** the Faculty Senate passed a policy ~~of centralizing the form and~~ ***for an online*** procedure for course evaluation. As of that date, all faculty must use the ~~Scantron form~~ ***online system*** titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final week of each semester. Any college, department, or area, however, may add questions to the self-evaluation form or the department chair's form which make the forms apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the

candidate.) In place of the standard forms, non-teaching areas may devise their own forms to evaluate fulfillment of duties.

~~The faculty member should receive the forms shortly after mid-semester from the department chair. They will be sorted by class and section number, with the correct number of forms per section, and placed in a manila envelope and marked with an identifying label. The labels are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be *made available online* delivered during the last two weeks of classes. **The evaluation instrument will cease to be available to students prior to grades being posted for the semester. Students will be expected to complete the evaluation on their own time.** and it should be administered by a student or faculty proxy, not by the faculty member teaching the class. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. If the class is being taught at a remote site, the instructor should provide the proctor with a stamped envelope addressed to the departmental office that the student can drop in the mail. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the office and the instructor shall make arrangements for receiving the forms.)~~

At the end of the semester, *after grades have been submitted by the instructor*, these ~~Scantron~~ *online* forms will be ~~sent to~~ *processed by* Instructional Technology Services (ITS) *and results will be e-mailed to the faculty member and to the department to file.* ~~for processing and returned to the department to file. Once the grades have been turned in by the instructor, her or she may review the data and open ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and post-tenure review.~~

Student evaluation forms shall be an official part of the administrative evaluation process. The department chair's evaluation and the self-evaluation in company with the published or unpublished student evaluations shall be in the department chair's care and the cumulative file shall be available only to the faculty member, his or her department chair, college dean or area supervisor, the provost and vice president for academic affairs, and the president except when the faculty member is being considered for promotion or tenure. When the faculty member is being considered for promotion or tenure, the entire file shall be made available to the appropriate review and/or advisory committee. If the self-evaluation and department chair's evaluation are computerized, code symbols shall be used to ensure anonymity.

Copies of the forms for student evaluation (103.0601), self-evaluation (103.0602) and the evaluation by the department chair ( 103.0603 ) are given on the next pages. 103.0601  
Instructor/Course Evaluation Questionnaire

# **Addendum V**

**Suggested Revisions for the University's Student Evaluation Instrument  
Submitted by the AP and P Sub-Committee to Revise the SEI**

**QUANTITATIVE SECTION (for measurement, this section will make use of the current Likert Scale)**

***Student-Centered Questions***

1. I correctly utilized all required course texts and materials.
2. I regularly attended class.
3. I was punctual.
4. I was well-prepared for class.
5. I avidly participated in all class activities.
6. If/When I struggled with course material, I sought help from the professor or from resources provided to me.
7. This course challenged my intellect.

***Discipline-Centered Questions***

1. Class discussions and/or activities helped me to understand the subject matter.
2. Course assignments helped me to understand the subject matter.
3. Course content was presented effectively.
4. Required course texts and/or materials helped me to understand the subject matter.
5. Test content was representative of assigned material.
6. Tests and/or assignments required problem solving, critical thinking, and/or creative thought.

***Instructor-Centered Questions***

1. The instructor demonstrates knowledge of his/her discipline.
2. The instructor clearly explains course expectations.
3. The instructor clearly explains how students will be evaluated.
4. The instructor evaluates and returns tests and assignments in a reasonable period of time.
5. The instructor presents material in an organized manner.
6. The instructor communicates effectively.
7. The instructor demonstrates respect for students.
8. The instructor is receptive and responsive to the sharing of ideas during class discussions.
9. The instructor offers and is available for individual assistance.

**QUALITATIVE SECTION (questions to be placed on the back for student exposition)**

1. What are the most important things you learned in this course?
2. How will you use the knowledge you gained in future classes and/or in your chosen profession?
3. Explain any positive changes you would like to see made to this course.
4. Comment specifically on the value of texts, class materials, assignments, and class activities.
5. Comment on the evaluation methods utilized—fairness, difficulty, ease, etc.
6. Comment on the instructor's overall effectiveness as a teacher in his/her discipline.

# **Addendum VI**

**Additional Questions to be Asked of Students Who Matriculate in Online Courses  
(for measurement, this section will make use of the current Likert Scale)**

1. The deadlines for the assignments, quizzes, etc. were fair.
2. The instructor responded to my questions in a reasonable period of time.
3. The instructor conducted this class in an organized way.
4. The quizzes helped me to learn the material.
5. The quizzes helped to prepare me for the exams.
6. The assignments helped me learn the material.
7. The assignments helped to prepare me for the exams.
8. The discussions helped me learn the material.
9. The discussions helped to prepare me for the exams.
10. The exams helped to reinforce what I learned from the assignments.
11. I learned more than I would have if I had taken this course in a traditional classroom.

# **Addendum VII**

## **University of West Georgia**

### **2010-2015 Information Technology Strategic Plan**

#### **I. Introduction**

The Information Technology Strategic Plan 2010-2015 is an updated version of the 2002 – 2009 IT Strategic Plan. Many of the original goals are still appropriate; however, updated strategies help ensure alignment with the UWG Strategic Plan for 2010- 2015.

#### **Definition of Information Technology (IT)**

Information technology is a broad term used to describe a multitude of applications for computing and communications technology in support of an institution's mission and activities. This typically includes computers, networking equipment, telephony, video distribution and transmission equipment, multimedia and similar computer-based audiovisual equipment, electronic or digital printing equipment, and other related hardware. Additionally, the term information technology may be used to include both software that operates on this equipment and data retained by these hardware and software mechanisms. When considering data, software, hardware (and their associated instructional, research, or business processes), the term information systems is generally used.

#### **Information Technology Support at UWG**

The University commits significant resources annually to incorporate technological advances into both its academic and operations areas. Information technology support is primarily centralized and provided by the department of Information Technology Services (ITS). Information technology assets are distributed across the University with equipment located within each College or School under Academic Affairs, within the divisions of Business and Finance, Student Affairs, and University Advancement, and under the Chief Information Officer (CIO). ITS supplies assistance in the effective deployment of technology to all areas of the University including Distance Education initiatives. Coordination of IT support is provided through participation in the Faculty Senate's Technology Planning Committee (TPC), which includes representation from each division. Additional coordination occurs through the activities of various technology groups and committees within individual campus units and departments.

#### **Scope of this Plan**

This planning document applies to all information technology and information systems of the UWG. These include information technology systems planned, developed, operated and supported by ITS and in? the other divisions. In addition, this document may have implications relating to information technology contracted through outside entities and provided by the University System of Georgia and other statewide agencies. The major goals and initiatives recommended by this plan

are strategically significant to all units of the University. This document is intended to reflect major institutional directions with subsequent addition and modification to include corresponding plans of respective units within the University.

This Information Technology Strategic Plan is intended to be a living document, the primary purpose of which is to serve as an IT coordination tool for the institution.

## **II. IT Purpose and Vision**

### **UWG's Technology Purpose:**

The purpose of IT for the University is to employ comprehensive technology resources, services, and solutions that support the achievement of its mission and goals. Those coordinating IT services will work together to provide campus-wide leadership through dynamic policies and practices, accountability, and responsive stewardship of resources.

### **A Vision for Information Technology Effectiveness**

The vision for Information Technology Effectiveness at this University is that:

- All faculty, staff and students will have access to information via a reliable, secure and robust networking and computing infrastructure as appropriate to each individual or local unit of the University.
- Each faculty member will be able to make full and effective use of technology in instruction and research through individually appropriate training and use of resources.
- Staff will be able to make full and effective use of technology for administrative purposes and research through individually appropriate training and use of resources.
- Courses and programs that are delivered electronically, or have technology-integrated components, will be improved and expanded.
- Support for all users of technology will not only be appropriate for their individual and local unit needs but also systematically deployed by the University as a whole to maximize delivery to and to minimize complexity and inconvenience for the user.
- Administrative support for the academic mission will be enhanced by appropriately employing information technology to enhance administrative process effectiveness and efficiency.
- Selection of technology solutions will be informed by analyses of benefits and associated costs.

- The University will utilize enhancements in technology to strengthen and develop the many relationships that sustain an institution and its students, alumni, donors and partners.

### **III. Strategic Statements and Goals**

#### **Goal One: Enhance Teaching and Learning**

The University will provide an environment for learning and development empowered by technology. Users will have access to informational, educational, communication, collaborative, and research resources both inside and outside the classroom. Delivery of academic services will be enhanced by the use and integration of appropriate technology. The University will seek to identify and increase the benefits accrued by the use of technology for instruction, learning, and the delivery of research materials.

##### *Strategies*

1. Facilitate collaboration among academic units to deliver quality instruction that uses technology to engage students.
2. Work with faculty to plan and create technology-enhanced classrooms and distance learning environments that encourage and support excellence.
3. Support the innovative use of instructional technology by:
  - Demonstrating how effective use and integration of technology impacts and enhances student learning.
  - Modeling effective IT use for faculty emulation.
  - Disseminating timely information about new and emerging technologies that can impact teaching and learning.

#### **Goal Two: Support Information Accessibility and Enhance the Campus Infrastructure and Manage IT Operations**

The University will develop and maintain a robust, secure, and flexible infrastructure that allows efficient and reliable access to information and accurate data for learning, teaching, research, and decision-making. Services are expected to be ubiquitous, to enhance the user's ability to accomplish work, and to present no significant obstacles for accomplishment. The University will provide an IT operational environment where collaboration and communication are given priority.

##### *Strategies*

1. Ensure that costs are effectively managed, appropriate funds are provided, and life-cycle replacement plans are developed for classroom technologies, major IT infrastructure, equipment, and applications.

2. Match resources with services, explore resource alternatives, and ensure that resources are shared and used to their maximum potential and that services are continually improved.
3. Support campus wide efforts to develop assessment plans, business continuity plans, disaster recovery plans, and security awareness.

### **Goal Three: Increase Customer Focus**

The University will use IT to encourage and support an environment in which characteristics of its customers - students, faculty, staff, and the West Georgia community – are identified, their needs are understood, relationships and expectations are effectively managed, and high-quality services and support are fostered. The University will enhance processes associated with establishing, servicing, and retaining relationships with students, faculty, staff, alumni, vendors, the University System of Georgia, and the community.

#### *Strategies*

1. Develop a set of comprehensive support services that include traditional and just-in-time training opportunities for customers.
2. Provide a means for the dissemination of information about the accessibility of IT resources to the campus community by developing a service catalog and associated service level agreements for IT services.
3. Increase opportunities to collect and review customer feedback.
4. Develop a set of strategies that improve relations with the campus and external constituents.

### **Goal Four: Ensure Continuous Innovation and Improvement**

The University will anticipate, plan, and implement information and instructional technology capabilities and solutions in a manner that provides the greatest overall benefit to the communities served by the University of West Georgia. Planning, assessment, and process reengineering will be a part of a culture of continuous improvement.

#### *Strategies*

1. Develop a process for the identification and adoption of effective technologies that evaluates a broad set of factors, including user needs, total cost of ownership, sustainability, and security.
2. Review current methods of assessing IT service and support delivery, and make improvements as needed.

3. Provide professional development opportunities for IT staff to ensure that they have the skills necessary to support and improve the campus IT environment.
4. Develop a life-cycle for policy and procedure management that ensures business practices are up to date and well managed.

#### **IV. Process for Evaluation and Change of this Strategic Plan**

##### **Documentation of Unit Participation**

All university unit assessments and annual reports will include a section addressing any action taken to align its activities with the strategies listed in this IT Strategic Plan.

##### **Evaluation of Participation**

The Faculty Senate Technology Planning Committee will conduct a periodic (ideally a three year review cycle) evaluation of campus technology and unit alignment with the strategies articulated in this Strategic Plan. The TPC evaluation will include a summary of the committee's findings and may include recommendations for increased activity to fulfill participation in the IT Strategic Plan.

#### **V. Map of IT Strategic Goals to UWG Strategic Plan Goals**

<b>IT Strategic Plan Goal</b>	<b>UWG Strategic Plan Goal</b>
Enhance Learning	Guiding Principle 1
Support Information Accessibility & Infrastructure	Guiding Principle 1 and 2
Increase Customer Focus	Guiding Principle 2
Ensure Continuous Innovation & Improvement	Guiding Principle 1 and 3

#### **VI. Resources**

1. UWG Strategic Plan 2010 – 2015  
[http://www.westga.edu/vpaa/index\\_7819.php](http://www.westga.edu/vpaa/index_7819.php)
2. UWG Mission Statement  
[http://www.westga.edu/index\\_2427.php](http://www.westga.edu/index_2427.php)
3. USG's IT Strategic Plan  
[http://www.usg.edu/usgweb/iitsp/documents/docs/Learning\\_Without\\_Limits\\_4\\_1\\_02.pdf](http://www.usg.edu/usgweb/iitsp/documents/docs/Learning_Without_Limits_4_1_02.pdf)

4. USG Strategic Plan

<http://www.usg.edu/strategicplan/>

5. USG Vision, Mission and Goals Statements

[http://www.usg.edu/regents/vision\\_mission\\_goals/](http://www.usg.edu/regents/vision_mission_goals/)

6. UWG Unit and Department Mission Statements

7. UWG Annual Reports

8. Town Hall meetings conducted fall, 2008 by the Technology Planning Committee and departmental responses to the annual "Evaluation of IT Report" questions.

[http://www.westga.edu/%7Edbaylen/TPC/2007-2008Evaluation\\_CampusIT.pdf](http://www.westga.edu/%7Edbaylen/TPC/2007-2008Evaluation_CampusIT.pdf)

9. University of California at Northridge IT Strategic Plan

[http://www.csun.edu/it/security/secplan/CSUNInformationSecurityPlan2007V9\\_0509.doc](http://www.csun.edu/it/security/secplan/CSUNInformationSecurityPlan2007V9_0509.doc)

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