

Memorandum

To: General Faculty

Date: April 19, 2017

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

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

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

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

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

- A) College of Arts and Humanities
 - 1) History
 - a) [Asian Studies Minor](#)
Request: Add
- B) College of Education
 - 1) Sport Management, Wellness, and Physical Education Department
 - a) [Minor in Health and Community Wellness](#)
Request: Add
 - 2) Literacy and Special Education Department
 - a) [SPED 3700: Introduction to Special Education and Severe Disabilities](#)
Request: Add
 - b) [SPED 3704: Assessment of Students with Severe Disabilities](#)
Request: Add
 - c) [SPED 3750: Diverse Experiences Practicum](#)
Request: Add
 - d) [SPED 3760: Curriculum and Methods I: Students with Severe Disabilities](#)
Request: Add
 - e) [SPED 4722: Collaboration: Services for Students with Severe Disabilities](#)
Request: Add

- f) [SPED 4760: Curriculum and Methods II: Students with Severe Disabilities](#)
Request: Add
- C) College of Science and Mathematics
 - 1) Geosciences Department
 - a) [Bachelor of Science with a Major in Geography](#)
Request: Modify
 - b) [GEOG 4600: Applied Climatology](#)
Request: Add
- D) College of Social Sciences
 - 1) Political Science Department
 - a) [Bachelor of Arts with a Major in Political Science](#)
Request: Modify
 - b) [Bachelor of Science with a Major in Political Science](#)
Request: Modify
- E) Honors College and Interdisciplinary Studies
 - 1) Center for Interdisciplinary Studies Department
 - a) [XIDS 4000: Interdisciplinary Capstone](#)
Request: Add

Information Items:

- A) College of Arts and Humanities
 - 1) English Department
 - a) [ENGL 4000: Studies in British Literature I](#)
Request: Modify
 - b) [ENGL 4002: Studies in British Literature II](#)
Request: Modify
 - c) [ENGL 4003: Studies in American Literature I](#)
Request: Modify
 - d) [ENGL 4005: Studies in American Literature II](#)
Request: Modify
 - 2) Theater Department
 - a) [Bachelor of Arts with a Major in Theater](#)

Request: Modify

B) Honors College and Interdisciplinary Studies

1) Center for Interdisciplinary Studies Department

- a) [XIDS 2002: What Do You Really Know About the Science of Sustainability?](#)

Request: Add

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

Action Items (Addendum III):

A) College of Education

1) Early Childhood through Secondary Education

- a) [SEED 8200: Culminating Project for the SEED Ed. S.](#)

Request: Add

- b) [SEED 8202: Culminating Experience for the SEED Ed. S. Project](#)

Request: Add

- c) [Specialist in Education with a Major in Secondary Education](#)

Request: Modify

2) Literacy and Special Education

- a) [SPED 6701: Characteristics and Needs of Students with Severe Disabilities](#)

Request: Add

- b) [SPED 7720: Assessment of Students with Severe Disabilities](#)

Request: Add

- c) [SPED 7732: Collaboration and Inclusion in Programs for Students with Severe Disabilities](#)

Request: Add

- d) [SPED 6776: Curriculum & Instructional Strategies for Students with Severe Disabilities](#)

Request: Add

- e) [SPED 6777: Curriculum & Instructional Strategies for Students with Severe Disabilities](#)

Request: Add

- f) [SPED 6751: Behavioral Strategies for Students with Severe Disabilities](#)
Request: Add
 - g) [Autism Endorsement](#)
Request: Add
 - h) [Master of Arts \(MAT in Special Education\), Special Education General Curriculum Track](#)
Request: Add
 - i) [Master of Arts \(MAT in Special Education\), Special Education Adapted Curriculum Track](#)
Request: Add
 - j) [Master of Education with a Major in Reading Instruction](#)
Request: Modify
- 3) Communication Sciences and Professional Counseling
- a) [Doctor of Education in Professional Counseling and Supervision](#)
Request: Modify
- 4) Leadership, Research, and School Improvement
- a) [Doctor of Education with a Major in School Improvement, Concentration in Early Childhood Education](#)
Request: Add

Information Items:

- A) College of Education
 - 1) Literacy and Special Education
 - a) [Specialist in Education with a Major in Special Education \(Ed. S.\)](#)
Request: Modify

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

Information Item:

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

Committee VII: Student Affairs Committee

Information Item:

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

Committee VIII: Technology Committee (Craig Schroer, Chair)

Information Item:

- A) Dr. Craig Schroer will serve as chair of the Facilities and Technology committee during AY 2017-18

Committee IX: Facilities and Services (Molly McCullers, Chair)

Action Item (Addendum IV):

- A) AY 2017-18 Parking Code

Committee XI: Intercollegiate Athletics Committee (Michelle Frazier Trotman Scott, Chair)

Information Item:

- A) Dr. Ashley Smallwood will serve as chair of the Intercollegiate Athletics and University Advancement committee during AY 2017-18

Committee XII: Budget (Bradford Yates, Chair)

Information Item:

- A) Dr. Leanne DeFoor will serve as chair of the Budget committee during AY 2017-18

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (Addenda V-VIII, below):

- A) UWG Faculty Handbook, Modification of Section 209
- 1) UWG Faculty Handbook
 - a) Section 209, Office Hours (**Addendum V**)
Request: Modify
- B) UWG Procedure 2.7.9, Office Hours
- 1) UWG Academic Affair Policies
 - a) UWG Procedure 2.7.9, Office Hours (**Addendum VI**)
Request: Approve
- C) UWG Faculty Handbook, Modification of Section 206
- 1) UWG Faculty Handbook
 - a) Section 206, Final Examinations (**Addendum VII**)

Request: Modify

D) UWG Procedure 2.7.11, Final Examinations

1) UWG Academic Affair Policies

a) UWG Procedure 2.7.11, Final Examinations (**Addendum VIII**)

Request: Approve

Information Item:

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

5. Old Business

6. New Business

7. Announcements

A) Myrna Gantner. Elimination of pre-majors per Title IV requirements and implementation steps for meeting federal regulations

B) Dale Driver and Annemarie Eades. IT governance process, Steering Board, and Business Integrations Team

C) Call for Senate liaison to the Wellness Committee

D) Introduction of new Senators for AY 21017-18

8. Adjournment

Addendum I: Minutes

Faculty Senate Meeting

Draft Minutes

March 17, 2017

1. Call to order

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

2. Roll call

Present:

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

Absent:

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

3. Minutes

A) Approval of Minutes from February 24, 2017

Minutes approved by unanimous vote.

4. Committee Reports

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

Action Items:

A) College of Science and Mathematics

1) Chemistry Department

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

Request: Modify

Item approved by unanimous vote.

2) Mathematics Department

a) [MATH 1112: Trigonometry](#)

Request: Add

Item approved by unanimous vote.

Information Item:

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

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

Action Items:

- A) College of Education

- 1) Department of Communication Sciences and Professional Counseling

- a) [SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society](#)

Request: Add

Item approved by unanimous vote.

- b) [SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing](#)

Request: Add

Item approved by unanimous vote.

- c) [Master of Education with a Major in Speech-Language Pathology](#)

Request: Modify

Item approved by unanimous vote.

- d) [CEPD 9210 History of Higher Education](#)

Request: Add

Item approved by unanimous vote.

- e) [CEPD 9211 Organizational Theory](#)

Request: Add

Item approved by unanimous vote.

- f) [CEPD 9212 Advanced Seminar in Leadership](#)

Request: Add

Item approved by unanimous vote.

- g) [CEPD 9213 Critical Issues in Higher Education](#)

Request: Add

Item approved by unanimous vote.

- h) [CEPD 9214 Analysis of Higher Education Literature](#)

Request: Add

Item approved by unanimous vote.

- i) [CEPD 9215 Advanced Legal Issues and Policy Analysis](#)

Request: Add

Item approved by unanimous vote.

- j) [CEPD 9216 Values and Ethics in Higher Education Leadership](#)

Request: Add

Item approved by unanimous vote.

- k) [CEPD 9217 Diversity Issues in Higher Education](#)

Request: Add

Item approved by unanimous vote.

- l) [CEPD 9218 Higher Education Finance and Advancement](#)

Request: Add

Item approved by unanimous vote.

- m) [CEPD 9219 Governance in Higher Education](#)

Request: Add

Item approved by unanimous vote.

- n) [CEPD 9220 Enrollment Management](#)

Request: Add

Item approved by unanimous vote.

- o) [CEPD 9221 Qualitative Research in a Higher Education Environment](#)

Request: Add

Item approved by unanimous vote.

- p) [CEPD 9222 Quantitative Research in a Higher Education Environment](#)

Request: Add

Item approved by unanimous vote.

- q) [CEPD 9223 Applied Research Practices](#)

Request: Add

Item approved by unanimous vote.

- r) [CEPD 9224 Institutional Assessment and Program Effectiveness](#)

Request: Add

Item approved by unanimous vote.

- s) [CEPD 9225 Directed Doctoral Research](#)

Request: Add

Item approved by unanimous vote.

Information Items:

- A) College of Social Sciences
 - 1) Criminology Department
 - a) [Master of Arts with a Major in Criminology—academic grade policy for graduate catalogue](#)
Request: Modify
- B) Dr. Susan Hall-Webb will serve as chair of the Graduate Programs Committee chair during AY 2017-18.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (Figures One-Four):

- A) UWG Policy 2.2, Promotion
 - 1) UWG Academic Affair Policies
 - a) UWG Policy 2.2, Promotion (**Figure One**)
Request: Approve

Item approved by unanimous vote.

- B) UWG Policy 2.3, Tenure
 - 1) UWG Academic Affair Policies
 - a) UWG Policy 2.3, Tenure (**Figure Two**)
Request: Approve

Item approved by unanimous vote.

- C) UWG Policy 2.4, Recurring Evaluations
 - 1) UWG Academic Affair Policies
 - a) UWG Policy 2.4, Recurring Evaluations (**Figure Three**)
Request: Approve

Item approved by unanimous vote.

- D) Revised Senate committees (**Figure Four**)
Request: Approve

Item approved by unanimous vote.

5. Old Business

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

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

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

*Blair, aye
Bohannon, absent
Boldt, Joey Smith substituting and voting as proxy, aye
Butler, aye
Connell, aye
DeFoor, nay
Elman, absent
Farran, aye
Fujita, Basu-Dutt substituting and voting as proxy, aye
Gerhardt, aye
Henderson, aye
Hipchen, aye
Hoang, absent
Johnson, Chumney substituting and voting as proxy, aye
Lee, Pazzani substituting and voting as proxy, aye
Lopez, aye
Mahmoud, aye
Mbaye, absent
McCord, aye
McCullers, absent
McGuire, absent
McKendry-Smith, absent
Miller, aye
Mindrila, aye
Neely, absent
Ogletree, Head substituting and voting as proxy, aye
Pencoe, absent
Remshagen, aye
Roberts, aye
Robinson, absent
Rutledge, Besnosov substituting and voting as proxy, aye
Schoon, abstain
Schroer, absent
Seay, nay*

Self, aye
Smallwood, absent
Stanfield, aye
Sterling, aye
Stuart, aye
Tefend, absent
Trotman-Scott, aye
Varga, aye
Velez-Castrillon, aye
Webb, aye
Welch, aye
Williams, Van Valen substituting and voting as proxy, aye
Willox, aye
Yates, aye
Zamostny, aye
Zot, aye

Results:

35 aye

2 nay

1 abstention

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

6. New Business

A) Nominations for Chair-Elect and Parliamentarian

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

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

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

Matt Varga made a motion to request that the PCCI draft a more inclusive statement of support.

Lara Willox, the Senate's PCCI liaison, agreed to take this request to that group.

7. Announcements

A) Lara Willox, Campus Inclusion Committee campus climate survey

The committee will conduct this survey again in coming weeks.

8. Adjournment

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

Respectfully Submitted,

Dr. Angela Insenga

Associate Professor

Executive Secretary of the Faculty Senate and General Faculty

Figure One

UWG POLICY NUMBER: 2.2

UWG POLICY NAME: Promotion

POLICY:

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

CONTEXT:

This policy applies to:

- All UWG faculty

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

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

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: Promotion

Previous Versions: N/A

Oversight: Chief Academic Officer

Additional Resources:

Board of Regents Policies

- Board of Regents Policy Manual
 - 8.3.5 Evaluation of Personnel
 - 8.3.6 Criteria for Promotion
- Academic & Student Affairs Handbook
 - 4.7 Evaluation of Faculty
- Human Resources Administrative Practice Manual: Classification, Compensation, and Payroll

Associated Procedures:

- Time Limits
- Criteria for Promotion
- Evaluation Process
- Appeal of Negative Evaluation

Figure Two

UWG POLICY NUMBER: 2.3

UWG POLICY NAME: Tenure

POLICY:

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

CONTEXT:

This policy applies to:

- All UWG faculty, units and employees implementing the associated procedures.

The purpose of this policy is to ensure that tenure is granted based on a faculty member's achievements in teaching and student learning, scholarship and creative activity, and professional service.

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

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: Tenure

Previous Versions: N/A

Oversight: Chief of Human Resources

Additional Resources:

Board of Regents Policies

- Board of Regents Policy Manual
 - 8.3.4 Notice of Employment and Resignation
 - 8.3.5 Evaluation of Personnel
 - 8.3.7 Tenure and Criteria for Tenure
 - 8.3.9 Discipline and Removal of Faculty Members
 - 8.3.11 Faculty Contract Forms
- Academic & Student Affairs Handbook
 - Section 4.0 Academic Personnel

Associated Procedures:

- Time Limits
- Criteria for Tenure

Figure Three

UWG POLICY NUMBER: 2.4

UWG POLICY NAME: Recurring Faculty Evaluations

POLICY:

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

CONTEXT:

This policy applies to:

- All UWG faculty, deans, and chairs

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

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

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: Evaluations

Previous Versions: N/A

Oversight: Chief Academic Officer

Additional Resources:

Board of Regents Policies

- Board of Regents Policy Manual
 - 8.3.5 Evaluation of Personnel
- Academic & Student Affairs Handbook
 - 4.7 Evaluation of Faculty
- Human Resources Administrative Practice Manual: Performance Evaluation

Associated Procedures:

- Annual Evaluation
- Pre-Tenure Review (“Third Year Review”)
- Post-Tenure Review
- Evaluation of Chairs
- Evaluation of Deans

Figure Four: Final Draft of Senate Sub-Committee Descriptions

Undergraduate Programs Committee

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

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

Graduate Programs Committee

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

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

Academic Policies

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

The chair of the Academic Policies Committee will represent the Senate on the university calendar committee.

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

Faculty Development Committee

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

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

Institutional Planning Committee

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

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

Student Affairs Committee

Purpose: to serve in an advisory capacity to the Vice President for Student Affairs and Enrollment Management and to recommend policy and procedures concerning financial aid, orientation, housing, health, career and counseling services, student security and safety, student discipline, student publications, student organizations and government, student development, internship programs, and other student matters referred to the committee. It is recommended that

members of this committee be invited to serve on related committees across campus, e.g., SAFBA.

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

Facilities and Information Technology Committee

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

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

Intercollegiate Athletics and University Advancement Committee

Purpose: to serve in an advisory capacity to the Vice President of Business and Finance and Vice President for University Advancement, to recommend policy and procedures concerning athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; and to oversee the enforcement of conference, association and accreditation rules and regulations; to recommend policy and procedures concerning university public relations, alumni relations, marketing, university events, and convocations; to consult on priorities for fund raising and capital campaigns. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., athletic budget, graduation ceremony planning committee.

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

Budget Committee

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

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

Rules Committee

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

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

Diversity and Internationalization Committee

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

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

Teaching, Learning, & Assessment Committee

Purpose: to advise the Provost and Vice President for Academic Affairs and the Vice President for Information Technology and Chief Information Officer; to consult with ITS regarding issues related to instruction and research on campuses and online; to advise and assist with QEP

implementation; to advise the Center for Teaching and Learning; and to advise the Executive Director of Extended Learning (eCore, continuing education, distance and distributed education, satellite campuses.) It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: one appointed by the Provost and Vice President for Academic Affairs, one appointed by the Vice President for Information Technology and Chief Information Officer, one appointed by the Executive Director of Extended Learning, and the Director of Assessment; one student, appointed by SGA. (Total: 15)

Figure Five

UWG Faculty Senate’s Declaration of Support for International Faculty and Students and the Value of a Global Education

We, the members of the University of West Georgia Faculty Senate, affirm our commitment to uphold our university’s global educational mission and values. At a time when some members of the UWG community have expressed concern about the effects of unfolding travel and immigration policies on their work and lives, we declare our support for our international students, staff, and faculty, and we also assert our commitment to give all of our students a global education, with full access to international resources that are integral to their success.

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

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

- 1) The UWG value of inclusiveness. We declare that it is essential to our university’s educational mission to have globally diverse faculty and students, and we oppose discrimination against any of our students and faculty.
- 2) The UWG value of achievement. As our university’s mission statement declares, we are committed to the “academic and social success of our students, staff and faculty,” and we therefore oppose any unwarranted barriers that will impede access to global opportunities that are critical to the “academic and social success” of our faculty, staff, and students.
- 3) The UWG value of caring. Because we are committed to “consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve,” we declare our support for our international community members and for all faculty who are persisting in their efforts to give their students a global education in the midst of current challenges.

Signed:
Faculty Senate

Addendum II: UPC

Program View (Read-Only)

Attachments

Current File: Asian Studies Proposal Feb 22 2016 modified April 13 2017--FINAL.pdf

Originator

College of Arts and Humanities
College

History Department
Department

Pidhainy, Ihor
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

Honors College
College

Center for Interdisciplinary Studies
Department

Asian Studies Program
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Minor

Spring
Effective Semester/Year

2017

Degree Name

Modification-Details

N/A

Rationale

See Attached

(Max 4000 characters)

(Max 4000 characters)

Attachments

Current File: Asian Studies Proposal Feb 22 2016 modified April 13 2017-FINAL.pdf

SAGSGOG-Substantive-Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to clenks@westga.edu

Check all that apply to this program

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

Comments

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

(Max. 4000 characters)

College Approvals

Ihor Pidhainy [APPROVED 2016-03-07]

Originator of Process or Document

Other Approvals

Cale Self [APPROVED 2016-11-07]

Chair, Undergraduate Programs Committee

Final Approval

Proposal for Minor in Asian Studies

Submitted by

Faculty members of

College of Arts and Humanities

College of Education

College of Science and Mathematics

College of Social Sciences

February 24, 2016

Modified April 13, 2017

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

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

I. Program Title:

Minor in Asian Studies

II. Rationale for Proposal

An Asian Studies Program (ASP) would bring immense benefits to the University of West Georgia. It would meet needs and interests of the university, students, faculty and the community. It would also help boost our school in a number of areas: as an intellectual leader in West Georgia; maintain our status with aspirant and peer institutions; meet criteria of our strategic plan; further efforts at diversity in our school and community; and it would help bond us with our international students and collaborating partner institutions.

The needs and interests of our university: The ASP will diversify and elevate the standing of the University of West Georgia. The ASP will make UWG more attractive to our Asian partners (sister schools and international students). This attractiveness will draw greater student interest and attendance from overseas.

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

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

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

Administration is also interested in this as we expand our offerings on Asia. One of the great benefits of our school's faculty, though, is that no additional faculty or resources would be required for this. It would also allow us to meet the criteria of our strategic plan, which we highlight below. Staff also showed great interest in Asian studies in a survey we administered. Finally, this is also an excellent way to promote diversity.

We would be meeting the interests and needs of our community. In the state of Georgia, there are some 310,000 Asian and Asian-Americans, the vast majority who live in the Greater Atlanta area. (US Census information 2010). In particular, there are sizeable Chinese, Korean, Indian and Bhutanese populations. Further, there is community interest, particularly on the part of the Chamber of Commerce, whose interest in attracting Asian businesses to Carrollton would be enhanced by our own efforts in establishing a program. (This would provide a nexus between Asia and our local community).

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

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

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

III. Learning Outcomes

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

IV. Contribution to University Vision, Mission, and Values

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

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

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

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

V. Contribution to UWG Strategic Plan

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

Create and cultivate new partnerships to support strategic initiatives: This will be done through the growth of the Asian Studies Program and its connections with study-abroad programs.

Expand community awareness, visibility, and support of university activities and mutually beneficial partnerships: It will also serve as a touchstone for the larger community by allowing a go-to for business in search of expertise and also future employees.

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

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

VII. Contribution to College of Arts and Humanities Mission:

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

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;

- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

VIII. Required Courses:

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

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

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

Sample of Courses that Potentially Fulfill Elective Requirement:

Art Department

ART 3210 History of Non-Western Art

EO
3A

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

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

EO
3A

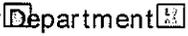
Education

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

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

Foreign Language Department

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

Geography Department 

GEOG 1013 World Geography

History Department 

Hist 3315 Civilization of India

HIST 3351 Imperial Russia

HIST 4419 The Cold War

Hist 4385 Special Topics (all new courses in Hist must be taught under this number initially)

Late Imperial History

Early China

Buddhism (Approved by Philosophy to be cross-referenced as PHIL 4385 – Special Topics)

Women in East Asia

Central Asia: Society and Culture

Hist 4430 Vietnam War

Hist 4433 Introduction to Modern China

Hist 4443 Introduction to Modern Japan

HIST 4446 Soviet Russia

Hist 4485 History of US Immigration

Sociology

SOCI 4325 Social Change in the Middle East

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

Philosophy

Phil 4385 – Special Topics

Buddhism (cross-referenced from Hist 4385)

Islamic Philosophy (to be proposed)

Psychology

PSYC 4130 – Eastern and Transpersonal Psychologies

Other Courses:

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

IX. Program Coordinator

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

X. Assessment Plan

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

- An online quiz that serves as a checklist on aspects of Asian studies. (I envision something like 50-100 questions that require response). Students could retake the quiz as often as they needed to. This quiz will be administered at least twice--once when the student signs up for the minor and once during the semester before the student graduates. It will not be evaluated for a grade but will be used for assessment purposes. (Administered in XIDS 4000)

- An outgoing essay that connects their study of Asia with their discipline/major/profession. This would be read by the program director, and could be done in consultation with a faculty member of the discipline/major/profession. This would be strictly for assessment purposes and not be evaluated for grade. (Administered in XIDS 4000)
- A portfolio of key assignments from Asian Studies classes along with other Asian activities (such as study abroad/away; participation in Asian local events etc). This could be submitted digitally (on-line) or through hard-copy. Upon signing up for the minor, the student will be informed of the portfolio requirement and the program coordinator will provide models/examples as well as regular check-ins. A portfolio will include, at a minimum: (Administered in XIDS 4000)
 - For each course taken to satisfy the minor, one piece of work
 - For each of those courses, one reflective essay (~1-2 pages) discussing its contribution to the student's understanding of Asia;
 - A reflective essay (~3+ pages) relating two of the courses taken to satisfy the minor, comparing and contrasting the different perspectives on Asia the student developed through them.



Appendices to

Proposal for Minor in Asian Studies Program

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

University of West Georgia, Faculty and Staff interested in Asian Studies

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

Administrators

Steve Bronack (former) Assistant Dean of College of Education

Maria Doyle Director of Education Abroad Office

Michael Jiang Director of International Student Admissions and Programs

Doris Kieh Program Co-ordinator, Department of Center for Diversity and Inclusion, Student Affairs and Enrollment Management

Georgia Schools	Program/Center	Faculty: Core/affl	Asian Studies M/Min hours	Lang Requirements	Languages
Elite [GA] [51]					
Ga Tech	Asian Studies Sam Nun School Of Intl Affairs Chinese/Jpn/K	22 5/7/3	Intl affairs + ML BSc App L & Intcltr affairs BSc [51+] GI Econ & ML M/m/cert	24+6 (Ch or J) 18 (Ch or J) 24 + 7 (Ch of J)	Arabic, Ch, J, I Persian
U of GA	Center for A S	90+	Asian St Cert 18 Ch L&Lit M 30 min J L&Lit M 30 min K: minor	(Adv Lvl Foreign lang) 12+ (Ch/J)	Ch, J, K, Arabi Urdu, Sanskrit, Bengali, Indonesian, Turkish, Persian, Pash
Emory	Mid E& SAsian East Asian Rus& EAsian Lang&Cult	22 27	M 47 M 39/ m 16		Arabic (full), Hebrew (f), Hindi (f), Persian, Tibetan [ME&SA] Ch (M, min), J (M, min), K
Georgia State	Asian Studies Center	25/38	Interdis Studies BA [52] 67 [starts Spring 2016] Mid East min 12	12+ (various)	Arabic (full) Ch (full) J (min) 12-15 K (1-2) Turkish (1-2)
Agnes Scott	Asian Studies	6	Min 18	6 (Ch or J)	Chinese (6)

Peer Inst					J (6)
Georgia Southern State	Asian Studies InDis St (History)		18	None (recommended)	J (m:15 + 12) Ch (m:15+ 12)
Kennesaw	Asian Studies	Scattered	BA Proposed 72 Min 15	BA: 18 Min: 3 (Lang&culture)	Arabic (I & II) Hindi (I & II) Ch (full!!!) J (I & II) Kor
Valdosta st	Asian Council [pan-Georgia universities]	Scattered	Certificate [but no major/minor]		Mandarin Arabic
Central Washington U	Asia Pacific Studies	12/9	M 61-65 min 31-32	M 30/m 15	Ch (m) J (M/m)
E Kentucky U	Asian Studies	35	Min 18 Certificate 12	Min 6	J (c: 15)
Sam Houston St	[Ch. Students and Scholars Assoc]		Xxxx		
Stephen F. Austin	None		Xxxx		
U of Central Missouri	None				Ch (I&II) J (I&II)
U of Colorado Col Springs	None				J min 18 Ch (I&II)
Uof Minn Duluth	Chinese Area Studies		Maj Min		
Uof N Colorado	Asian Studies	8	BA 64	BA 28	Ch min 18

			Min 22	Min 10	
Uof Tenn Chattanooga	UTC Asia Program (K-12 teachers mainly)		Min 18	None	J (intermedia
West Illinois U			Interntl studies minor	None	Ch (ele&int) J (ele & int)
Aspirant <input type="checkbox"/> <input type="checkbox"/>					
Ball State			Min 15-17	Min: 8	J M:37 min:2 Ch Min: 22+3
Indiana University of Pennsylvania	Asian Studies	14	BA 33+ Min 18	BA: Intermediate Level Min: 3	Ch J Kor Arabic Hindi
James Madison	Asian Studies (Cross Disciplinary Programs)	16	Min 18	None	Arabic M&mi Ch: minor J & Persian (2 yrs)
Uof N Carolina - Wilmington	Intl Studies (Asia Concentration)	8	Asia Con: 15	None (?)	Ch (intro & Fudan prof) J (1 st & 2 nd)
U of N Iowa	None				Ch (3 courses
Others <input type="checkbox"/> <input type="checkbox"/>					
Columbus St	None	scattered	Asn St min	15	
Ga Regents	None				
Albany St	None				

Savannah St	None				

Comparative Programs at UWG

Program	Faculty	M/min/cert	hours	Language Rqmt
Africana Studies	4 (?)	Minor	15 hours	none
Canadian Studies	?	Certificate	18 hours	
Classical Studies	12	Minor	15 hours	optional
Gender & Sexuality	24	Min	15 hours	
Latin American?		Minor	12-18 hours	6 hours
Women's Studies	27	Minor	15 hours	

Specific Requirements for a Minor

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

From: <http://www.westga.edu/undergrad/1812.htm>



INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE					
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p>	DEPARTMENT:		PL-SLO 1	PL-SLO 2	PL-SLO 3	
	PROGRAM:	COURSES	Summarize changes in Asia's (or particular places within the region) relationship to the rest of the world in a historical framework	Demonstrate knowledge of specific aspects of particular Asian civilizations, including but not limited to religion, economics, environment, politics, culture, society, etc.	Demonstrate a multi-disciplinary understanding of Asia.	
<p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p>		1 ART 3210		I,R		
		2 ASN 4385 (to be proposed)				
<p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your</p>		3 ECED 4285/SPED 4785		I,R		
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	EDUC 2120		I,R	
		5	FORL 1598		I	
		6	FORL 1599		I	
		7	FORL 1698		I	
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level.	8	FORL 1699		I	
		9	FORL 1798		I	
		10	FORL 1799		I	
		11	FORL 2200		I	

<p>Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p>	<p>Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>							
		12	FORL 3111		I,R			
	<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level.</p> <p>Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>		13	FORL 43000		I,R		
			14	GEOG 1013	I	I		
			15	HIST 3315	I,R	I,R		
			16	HIST 3351	I,R	I,R		
			17	HIST 4419	I,R	I,R		
	<p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	<p>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p>		18	HIST 4385	I,R	I,R	
				19	HIST 4430	I,R	I,R	
				20	HIST 4433	I,R	I,R	
				21	HIST 4443	I,R	I,R	
				22	HIST 4446	I,R	I,R	
				23	HIST 4485	I,R	I,R	
				24	SOCI 4325	I,R	I,R	
		25	SOCI 4999	I,R	I,R			
	26	PHIL 4385		I,R				
	27	PSYC 4130		I,R				
	28	XIDS 4000	M	M	I,R, M			

Program View (Read-Only)

Attachments

Current File: [Rationale.docx](#)

Originator

College of Education
College

Sport Management, Wellness, and Physical Education
Department

Stewart, Bridgette
Originator

What would you like to do?

- Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

- Program Name Program Description Degree Name See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College

Sport Management, Wellness, and Physical Education
Department

Minor in Health and Community Wellness
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Minor in Health and Community Wellness
Degree Name

Fall
Effective Semester/Year

2017

Modification-Details

(Max 4000 characters)

Rationale

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

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

Coursework Eligible to Fulfill the Minor Requirement:

- CMWL 4100 Wellness Coaching
- PHED 3210 Healthy Eating and Nutrition
- PHED 3220 Health Promotion, Education, and Program Evaluation
- PHED 3240 Current Issues and Trends
- PHED 4501 Contemporary Health Issues
- PHED 4603 Advanced Concepts of Personal Training

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

(Max 4000 characters)

Attachments

Current File: [Rationale.docx](#)

Comments

(Max 4000 characters)

SAGSGOC-Substantive Change

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

Send questions to clenks@westga.edu

Check all that apply to this program

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

College Approvals

Brian Mosier [APPROVED 2017-03-09]

Chair, Course Department

Laura Smith [APPROVED 2017-03-14]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Rationale:

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

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

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

GLOBAL WELLNESS ECONOMY: \$3.7 trillion in 2015



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



Compatible Majors

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

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

Proposed Requirements:

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

Coursework Eligible to Fulfill the Requirement:

CMWL 4100	Wellness Coaching
PHED 3210	Healthy Eating and Nutrition
PHED 3220	Health Promotion, Education, and Program Evaluation
PHED 3240	Current Issues and Trends
PHED 4501	Contemporary Health Issues
PHED 4603	Advanced Concepts of Personal Training

***CMWL 2100 Introduction to Health and Community Wellness**

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

***PHED 2628 First Aid and CPR for Education Majors**

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

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

****CMWL 4100 Wellness Coaching**

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

****PHED 3210 Healthy Eating and Nutrition**

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

****PHED 3220 Health Promotion, Education, and Program Evaluation**

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

****PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership**

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

****PHED 4501 Contemporary Health Issues**

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. In addition, the course focuses on the behavioral,

social, economic, and community factors that influence health. Students examine the influences of the family, school, and culture on an individual's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course also includes teaching strategies and peer teaching experiences. Finally, the course will significantly explore the myriad opportunities for a career in the allied health professions.

****PHED 4603 Advanced Concepts of Personal Training**

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

***Elective courses (pick 4 of the 6 listed)*

Course View (Read Only)

Attachments

Current File: [SPED3700-Intro_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED Number

Introduction to Special Education and Severe Disabilities Course Title

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

Course Catalog Description

3 Lec Hrs

Lab Hrs

3 Credit Hrs

Fall - 2017 Effective Term

Every Term Frequency

Letter Grade Grading

Prerequisites

Teacher Education Admission TE

Gorequisites

Rationale

We are adding a certification option to our BSEd program that would enable students to earn certification in either general curriculum or adapted curriculum. This course is the introduction to special education course for the adapted curriculum concentration.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED3700-Intro_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-01-12]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



College of Education

SPED 3700 Introduction to Special Education and Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses:

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

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

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

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

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

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

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

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

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare

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graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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

COURSE INFORMATION

Course Description

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

Prerequisites: Admission to Teacher Education

Corequisites:

Required Text

Westling, D. L., Fox, L., & Carter, E. W. (2015). Teaching students with severe disabilities (5th ed.). Boston, MA: Pearson.

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

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

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

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

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

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Course References: "

Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (Eds.). (2014). Equity and full participation for individuals with severe disabilities: A vision for the future. Baltimore, MD:

Batshaw, M. L., Roizen, N. J. & Lotrecchiano, G. R. (Eds.). (2013). Children with disabilities. Baltimore, MD: Brookes.

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). Mental retardation: An introduction to intellectual disabilities (7th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Brown, F. A., McDonnell, J. J. & Snell, M. E. (Eds.) (2016). Instruction of students with severe disabilities (8th ed.). Boston, MA: Pearson.

Chapman, R. (2015). The everyday guide to special education law (3rd ed.). Denver, CO: Mighty Rights Press.

Cook, B. G., & Tankersley, M. G. (2013). Research-based practices in special education. Boston, MA: Pearson.

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Hallahan, D., Kauffman, J., & Pullen, P. (2015). *Exceptional learners: An introduction to special education* (13th ed.). Boston, MA: Pearson.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore, MD: Brookes.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Turnbull, A. A., Turnbull, H. R., Wehmeyer, M. L., & Shogren (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Boston, MA: Pearson.

Wehmeyer, M. L. (2013). *The story of intellectual disability: An evolution of meaning, understanding, and public perception*. Baltimore, MD: Brookes.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Yell, M. L. (2016). *The law and special education* (4th ed.). Boston, MA: Pearson.

Approaches to Instruction

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

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

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

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

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

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Course Objectives and Learning Outcomes

Students will:

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

- et al., 2016; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi; InTASC 2, 5, 9, 10)
3. Summarize and discuss terminology and definitions of disabilities identified in federal and state special education law and regulations, as well as in official sources from other relevant entities (e.g., Social Security Administration) (Batshaw, Roizen, & Lotrecchiano, 2013; Hallahan et al., 2015; Turnbull et al., 2016; Yell, 2016; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC/GaPSC 1/i; InTASC 2, 9)
 4. Compare and contrast characteristics and support needs of persons of various ages who have various types and levels of disabilities (Batshaw et al., 2013; Hallahan et al., 2015; Turnbull et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1,2)
 5. Summarize and discuss major features of special education processes, including screening, prereferral, referral, evaluation, eligibility determination, development of individualized education programs, placement in the least restrictive environment, provision of related services, disciplinary and dispute issues, and transition of students with disabilities (Chapman, 2015; Hallahan et al., 2015; Turnbull et al., 2016; Yell, 2016) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)
 6. Recognize and discuss the impact of family, community, economic, linguistic, and cultural variables on identification of and services for individuals with disabilities across the lifespan Hallahan et al., 2015; Kalyanpur & Harry, 2012; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Turnbull et al., 2016; Wehmeyer, 2013) (Standards: CEC/GaPSC 1/l, 6/vi; InTASC 2)
 7. Define and discuss various perspectives and viewpoints regarding terminology and definitions related to severe disabilities (Beirne-Smith, Patton, & Kim, 2006; Brown, McDonnell, & Snell, 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)
 8. Identify etiology and diagnostic factors, including features and implications of health, sensory, and medical aspects of severe disabilities (Batshaw et al., 2013; Brown et al., 2016; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/l, 7/vii; InTASC 1, 2)
 9. Summarize features of persons with severe disabilities in major developmental/functional domains (cognitive, academic, social/emotional, motoric, self-care, etc.), including contrasting these with typical development (Batshaw et al., 2013; Beirne-Smith et al., 2006; Brown et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1, 2)
 10. Discuss political, social, and professional factors, including classic studies and major contributors, influencing perceptions of and services for individuals with severe disabilities (Agran, Brown, Hughes, Quirk, & Ryndak, 2014; Brown et al., 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)
 11. Recognize and discuss the impact of an individual with severe disability on the family, school, and community (Agran et al., 2014; Beirne-Smith et al., 2006; Brown et al., 2016; Turnbull et al., 2015; Westling et al., 2015) (Standards: CEC/GaPSC 1/l, 7/vii; InTASC 10)
 12. Identify features and characteristics of appropriate educational and support services for persons with severe disabilities, including use of technology, evidence-based and "best" practices, assessment strategies and resources, person-centered planning, self-advocacy and self-determination strategies, instructional and differentiation strategies, collaborative teaming, and behavioral strategies designed to promote individual growth

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and establish a positive and safe learning environment (Agran et al., 2014; Brown et al., 2016; Cook & Tankersley, 2013; Wehmeyer et al., 2017; Westling et al., 2015)
(Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)

13. Recognize and use appropriate resources (school, community, etc.) for provision of educational and support services to individuals with severe disabilities and their families (Agran et al., 2014; Brown et al., 2016; Porter et al., 2014; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling & Fox, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 7, 9, 10)
 - CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. Quizzes (8 quizzes, each worth 6 points; lowest grade will be dropped; total 42 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on the textbook and other instructional materials. Study information will be provided.
(Course Objectives 1-13)
2. Discussions (6 discussions, each worth 3 points; total 18 points toward final grade)
Discussions (using the Discussions tool in CourseDen) will be set up for six specific class topics related to the portion of the course specifically focusing on Severe Disabilities. Graduate students will provide leadership for the discussions. Guidelines will be provided for both graduate and undergraduate participants.
(Course Objectives 2, 6, 10, 11, 12, 13)
3. Projects (3 projects, one worth 8 points and two worth 4 points; total 16 points)
Two projects will focus on disability types, while the third will focus on provision of educational services to learners with severe disabilities. Products will be shared with all classmates. Specific guidelines will be provided.
(Course Objectives 3, 4, 8, 9, 12)
4. Activities/Participation (24 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-13)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines.

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

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

Grading

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = <60 points

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CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connections and Student Handbook and the Undergraduate Catalog.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:

- a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
 3. Opportunities for extra credit will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
 4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

14. **Submission of Assignments:**

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

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- required for this class, the requirements are not the same as those outlined for Purdue students.
- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
 - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. Be sure to submit assignments in a form that is accessible to the course instructors. Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. Please make sure that all assignments are submitted as directed in the assignments. Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. Label assignments properly. Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as The Scoop (a publication available online through the Registrar’s Office), the Connections and Student Handbook, and the Undergraduate Catalog. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. One general suggestion if you are having problems: Try another browser or another device. CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up

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in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

Network Etiquette: Communication in an online environment takes special consideration.

Some tips for online communication include the following:

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

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days.

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Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.

Class Schedule Information

SPED 37__ Introduction to Special Education and Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic Readings	Assignment Name & Due Date** *** Additional information will be provided in CourseDen.
1	Course Overview Historical, Legal, and Philosophical Perspectives Professional Resources Syllabus; Items in Week One Module	
2	Terminology and Definitions Disability Types and Characteristics Georgia Special Education Rule 5; items in Weeks Two-Three Module	Quiz ONE
3	(continued)	
4	Special Education Processes Overview Items in Week Four Module	Disability Project due Quiz TWO
5	Family, Community, and Cultural Variables Items in Week Five Module	
6	Severe Disabilities: Historical & Social Influences Severe Disabilities: Terminology & Definitions Westling et al., Chs. 1-2; items in Week Six Module	Discussion #1: Influences Quiz THREE
7	Severe Disabilities: Etiologies & Diagnoses; Specific Disabilities and their Characteristics Westling, Ch. 1; items in Weeks Seven-Nine Module	Quiz FOUR
8	(continued)	
9	(continued)	Quiz FIVE
10	Severe Disabilities: Physical, Health, & Sensory Aspects Westling et al., Chs. 13-14; items in Week Ten Module	Quiz SIX
11	Severe Disabilities: Developmental Features Items in Week Eleven Module	Severe Disability Type Project due
12	Severe Disabilities: Family & Lifespan Concerns Westling et al., Ch. 4; items in Week Twelve	Discussion #2: Family Impact Discussion #3: Adulthood

SPED 37__ Introduction to Special Education and Severe Disabilities Sample

Week	Topic/Activity***/Reading Assignment* Topic Readings	Assignment Name & Due Date** *** Additional information will be provided in CourseDen.
	Module	Quiz SEVEN
13	Severe Disabilities: Educational and Support Services Selected sections of the Westling et al. text; items in Weeks Thirteen-Fifteen Module	Discussion #4: Placement
14	(continued)	Discussion #5: Instruction
15	(continued)	Quiz EIGHT Services Project due
16	Finals Week/Wrap-Up Professional Resources, revisited Items in Week Sixteen Module	Discussion #6: Professional Resources Late Submissions/Resubmissions due.

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

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

***Specific components of the Activities/Participation assignment do not appear in this schedule.

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Course View (Read Only)

Attachments

Current File: SPED3704-Assessment-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED 3704
Prefix Number

Assessment of Students with Severe Disabilities
Course Title

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

Course Catalog Description

3 Lec Hrs

3 Lab Hrs

3 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

Admission to Teacher Education

Corequisites

Rationale

We are revising our BSEd program to provide a certification concentration in adapted curriculum. This is the assessment course that would be part of that certification concentration.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED3704-Assessment-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-01-12]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



College of Education

SPED 3704 Assessment of Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

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

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral

study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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

COURSE INFORMATION

Course Description

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

Prerequisites: Admission to Teacher Education

Corequisites:

Required Texts

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

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

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

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

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

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

Course References:

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.

American Educational Research Association (AERA), American Psychological Association (APA), National Council for Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.

Brown, F. A., McDonnell, J. J. & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Kleinart, H. L., & Kearns, J. F. (2010). *Alternate assessment for students with significant cognitive disabilities: An educator's guide*. Baltimore, MD: Brookes.

McCallum, S., Bracken, B., & Wasserman, J. (2001). *Essentials of nonverbal assessment*. New York, NY: Wiley.

- McLean, M., Wolery, M., & Bailey, D. B. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Pierangelo, R. A., & Giuliani, G. A. (2017). *Assessment in special education: A practical approach*. Boston, MA: Pearson.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. B. (2013). *Assessment in special and inclusive education* (12th ed.). Florence, KY: Cengage.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.
- Simeonsson, R. J., & Rosenthal, S. L. (Eds.). (2001). *Psychological and developmental assessment: Children with disabilities and chronic conditions*. New York, NY: Guilford.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Wodrich, D. L. (1997). *Children's psychological testing: A guide for nonpsychologists* (3rd ed.). Baltimore, MD: Brookes.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1700 minutes
Participating in specific activities/projects	450 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe the purpose of evaluation and explain the relationship between curriculum, instruction, and assessment (Brown, McDonnell, & Snell, 2016; Kleinart & Kearns, 2010; McLean, Wolery, & Bailey, 2004; Pierangelo & Giuliani, 2017; Salvia, Ysseldyke, & Bolt, 2013; Shafer & Lissitz, 2009; Venn, 2014; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii, 4/iv, 5/v; INTASC*** 4, 6, 7)
2. Define basic terminology used in assessment (McLean et al., 2004; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv;

- InTASC 6)
3. Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum, Bracken, & Wasserman, 2001; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2010; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 6, 7)
 4. Create, administer and score teacher-produced assessments to assess student strengths and weaknesses (Brown et al., 2016; Kleinart & Kearns, 2010; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; INTASC 6)
 5. Develop a behavioral performance objective (Alberto & Troutman, 2017; Brown et al., 2016; Westling et al., 2015) (Standards: CEC/GaPSC 5/v; InTASC)
 6. Use assessment information to plan student IEP goals and objectives and describe ways to use assessment results in planning and making curricular decisions (Brown et al., 2016; McLean et al., 2004; Pierangelo & Guiliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling & Fox, 2015; Shermis & Di Vesta, 2011) (Standards: CEC/GaPSC 1/i, 4/iv, 5/v; InTASC 4, 6, 7)
 7. Write educational assessment reports (AERA, APA, & National Council for Measurement in Education, 2014; Pierangelo & Guiliani, 2017; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 8. Evaluate the special education instructional program (Alberto & Troutman, 2017; Brown et al., 2016; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 6, 9)
 9. Identify issues involved in preschool assessment (McCallum, Bracken, & Wasserman, 2001; McLean et al., 2004; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 10. Identify issues in career/vocational assessment (Brown et al., 2016; Pierangelo & Guiliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 11. Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and students with special needs (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum et al., 2001; McLean et al., 2004; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 1, 2, 6)
 12. Interpret scores from standardized tests as they relate to classroom practices (American Educational Research Association, American Psychological Association, National Council for Measurement in Education, 2014; Brown et al., 2016; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 13. Develop rubrics and checklists to use in grading (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 14. Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices (Brown et al., 2016; Kleinart & Kearns, 2010; McLean et al., 2004; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 7/vii; InTASC 6, 10)
 15. Demonstrate knowledge and skill in valid grading procedures (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)

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

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 9 points; lowest grade will be dropped; total 45 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-13)
2. **Assessment Reports** (total 30 points)
One report will be written based on results of two standardized tests administered by the student, an academic achievement or developmental test administered directly and an adaptive behavior test administered by interview. A second report will be written based on results of a criterion-referenced test or strategy and will include a program planning component. Specific guidelines will be provided.
(Course Objectives 5, 6, 7, 12, 14)
4. **Activities/Participation** (25 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-13)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at

a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. Submission of Assignments:

- a. **APA is the required style for students in education programs at UWG.** Components of APA style will be required for specific portions of specific assignments (e.g., references in the Test Review). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:
http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmkr=229646108. **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**
- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
- e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
- f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or

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

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Assessment of Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic Readings	Assignment Name & Due Date**,*** Additional information will be provided in CourseDen.
1	Course Overview Assessment Basics Ethics <i>Syllabus; designated portions of Venn text, Chs. 1-2; Items in Week One Module</i>	Quiz ONE

SPED 37__ Assessment of Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
2	General Assessment Concepts and Skills <i>designated portions of Venn text, Chs 3-5; items in Weeks Two-Three Module</i>	
3	(continued)	Quiz TWO
4	Assessment of Intelligence and Adaptive Behavior <i>Venn text, Ch. 6; items in Weeks Four-Five Module</i>	
5	(continued)	Quiz THREE
6	Developmental Assessment Language Assessment Behavior Assessment <i>Venn text, Ch. 7, designated portions of Ch. 8, Ch. 9; items in Weeks Six-Seven Module</i>	
7	(continued)	Quiz FOUR
8	Specialized Assessment Concepts and Skills (focus on Severe Disabilities) <i>Westling et al. text, Chs. 5-6; Georgia DOE website; items in Weeks Eight-Ten Module</i>	Test Report #1 due
9	(continued)	
10	(continued)	Quiz FIVE
11	Classroom Assessment <i>designated portions of Venn text, Chs. 11-15; Westling et al. text, Ch. 7; items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	
13	(continued)	Quiz SIX
14	Planning based on Assessment	
15	(continued)	Test Report #2 due
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbooks. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major</p>		

SPED 37__ Assessment of Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment^{**} Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
assignments, papers, and exams are in bold. <i>*** Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</i>		

Course View (Read Only)

Attachments

Current File: [Proposed SPED 3750.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED **3750**
Prefix Number

Diverse Experiences Practicum
Course Title

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

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Fall - 2017
Effective Term

Spring and Fall
Frequency

S/U/I
Grading

Prerequisites

Admission to Teacher Education

Gorequisites

Rationale

We are adding this course to provide a more structured focus on working with students from a diverse background.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

We are adding this course to provide a more structured focus on working with students from a diverse background.

Attachments

Current File: Proposed_SPED_3750.pdf

College Approvals

John Ponder [APPROVED
2016-12-16]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



College of Education

SPED 3750: Diverse Experiences Practicum

Class Meeting Time/Location

Instructor:

Office Location:

Office Hours:

Online hours (if applicable):

Telephone: (678) 839-6567

WestGa E-mail:

Fax: (678) 839-6162

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

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

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

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

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

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education

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

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

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

Suggested Text:

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

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

Course References:

- Cartledge, G. Y., Gardner, R., & Ford, D. Y. (2009). *Diverse learners with exceptionalities; Culturally responsive teaching in the inclusive classroom*. Boston, MA: Pearson.
- Cohen, M. K., Gale, M., & Meyer, J. M. (2005). *Survival guide for the first-year special education teacher* (Rev. ed). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Council for Exceptional Children. (2015). *What every special educator must know: Ethics, standards, and guidelines for special educators* (7th ed.). Arlington, VA: Author.
- deBettencourt, L. U., & Howard, L. A. (2007). *The effective special education teacher: A practical guide for success*. Upper Saddle, NJ: Pearson/Prentice Hall.
- Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston, MA: Allyn & Bacon.
- Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms*. Thousand Oaks, CA: Corwin.
- Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2016). *Special education considerations for english language learners: Delivering a continuum of services* (2nd ed.). Philadelphia, PA: Caslon Publishing.
- Kuder, S. J. (2013). *Teaching students with language and communication disabilities* (4th ed.). Boston, MA: Pearson.

APPROACHES TO INSTRUCTION

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

COURSE OBJECTIVES

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings (College of Education Field Experience Handbook; Council for Exceptional Children, 2015; deBettencourt & Howard, 2007; Friend & Cook, 2007) (CEC* & INTASC** 6);
2. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family needs, and specific handicapping conditions (Cohen, Gayle, Meyer, 2005; Hamayan, Marler, Sanchez-Lopez, & Damico, 2016) (INTASC CEC & INTASC 1-7);
3. demonstrate awareness of implications of cultural and linguistic diversity (including issues for English Language Learners) in relationship to communication, assistive technology, and educational programs for learners with disabilities (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standards: *CEC & **INTASC 1, 6, 7)
4. Demonstrate through reflection and conversation with peers methods for creating culturally responsive learning environments to engage individuals with exceptionalities in meaningful

learning activities and social interactions (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standard: *CEC & INTASC 2)

*CEC refers to the initial preparation standards of the Council for Exceptional Children available from: <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

**INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium available from: www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

Assignments and Evaluation Procedures

1. **Attendance:** Students will demonstrate regular and timely ATTENDANCE in the school setting and at University meetings. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. Attendance at University meetings also is required. In cases of illness or emergencies, students are responsible for notifying the principal and the supervising teacher, and must also notify their University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented. (Objectives #1-4; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)
2. **Code of Ethics and Standards of Conduct:** follow the Code of Ethics for Educators (Georgia PSC), as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor, the Department Chairperson, and/or the Director of the Office of Field Experiences.(Objectives #1-3; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)
3. **Weekly Reflection:** Students will write a weekly reflection based on their observation in the schools. Specific topics to observe and reflect on will be provided each week. Sample topics include: a. What are some benefits that you've experienced from collaborating with others who come from a background that is different from yours? What services and supports are in place in the school where you are observing that are designed to help and support students who are English Language Learners? How is the learning environment where you are observing responsive to the diverse needs of the students? What are some examples you've observed of educators incorporating students' interests and/or cultural experiences into the curriculum? (Objectives 1-3, instructor evaluation)
4. **Diversity Project:** Students will engage in a project designed to enhance knowledge and use of information focused on cultural and language diversity in relationship to communication, technology, and educational programs. (Objectives 3 & 4, rubric)

Evaluation Procedures:

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

Attendance	REQUIRED for a grade of S
Following the Georgia Code of Ethics and CEC Code of Ethics	REQUIRED for a grade of S
Weekly Reflection	REQUIRED for a grade of S
Diversity Project	REQUIRED for a grade of S

Grading Policy:

All activities must be completed satisfactorily to pass the class.

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

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

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism

occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. As a program policy, if an Ed.S. student plagiarizes an assignment, the assignment will be a zero without opportunity to resubmit. Plagiarizing may result in a zero for the course. It may also result in dismissal from the EdS program.

Attendance:

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

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

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

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

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

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on

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

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

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Communication Rules:

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

- Be sensitive and reflective to what others are saying.

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

Expected Response Times

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

CLASS OUTLINE (Schedule) (planned)

Week	Topic	Assignment
1	Course Overview Get Acquainted	
2	Observations in schools	Weekly reflection
3	Observations in schools	Weekly reflection
4	Observations in schools	Weekly reflection
5	Observations in schools	Weekly reflection
6	Observations in schools	Weekly reflection
7	Observations in schools	Weekly reflection
8	Observations in schools	Weekly reflection
9	Observations in schools	Weekly reflection
10	Observations in schools	Weekly reflection
11	Observations in schools	Weekly reflection
12	Observations in schools	Weekly reflection

13	Observations in schools	Weekly reflection
14	Observations in schools	Weekly reflection
15	Observations in schools	Weekly reflection
16	Observations in schools	Weekly reflection Diversity Project

Course View (Read Only)

Attachments

Current File: [SPED3760-CandM-ONE-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

3760

Number

Curriculum and Methods I: Students with Severe Disabi

Course Title

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

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

SPED 3700

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: **20**

Comments

Attachments

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

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
Proposed Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

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D2L UWG Online Help (M-F:8 AM – 5 PM)

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Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

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The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Duker, P., Didden, R., & Sigafos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

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

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

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1400 minutes

Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii; InTASC*** 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i/3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)
8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,

2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
 - CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

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

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation	CourseDen records, Rubrics, Checklists	30 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. Submission of Assignments:

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

- over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic Readings	Assignment Name & Due Date**, *** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i>	
2	Goals and Planning <i>Westling et al., Chs. 5-6; items in Week Two</i>	Quiz ONE
3	Specific Curricular Resources <i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs <i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i>	
6	(continued)	Quiz THREE
7	Instructional Strategies <i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i>	
8	(continued)	
9	Progress Monitoring <i>Westling et al., Ch. 9; items in Week Nine Module</i>	Quiz FOUR
10	Lesson Planning Assistive Technology <i>Westling et al., Ch. 19; items in Week Ten Module</i>	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students <i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i>	

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity ^{***} /Reading Assignment* Topic Readings	Assignment Name & Due Date ^{**} , ^{***} <i>Additional information will be provided in CourseDen.</i>
15	(continued)	Quiz SIX
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: <i>Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.</i> Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***<i>Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</i></p>		

Course View (Read Only)

Attachments

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

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

3760

Number

Curriculum and Methods I: Students with Severe Disabi

Course Title

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

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites
SPED 3700

Gorequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: [SPED3760-CandM-ONE-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf](#)

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 3760 Curriculum and Methods I: Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Duker, P., Didden, R., & Sigafoos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

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

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

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1400 minutes

Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii; InTASC*** 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i/3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)
8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,

2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
 - CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

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

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines.

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

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation	CourseDen records, Rubrics, Checklists	30 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class

- over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i>	
2	Goals and Planning <i>Westling et al., Chs. 5-6; items in Week Two</i>	Quiz ONE
3	Specific Curricular Resources <i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs <i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i>	
6	(continued)	Quiz THREE
7	Instructional Strategies <i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i>	
8	(continued)	
9	Progress Monitoring <i>Westling et al., Ch. 9; items in Week Nine Module</i>	Quiz FOUR
10	Lesson Planning Assistive Technology <i>Westling et al., Ch. 19; items in Week Ten Module</i>	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students <i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i>	

SPED 37 Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
15	(continued)	Quiz SIX
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Course View (Read Only)

Attachments

Current File: SPED4722 Collaboration ProposedSyllabus BSEAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED 4722
Prefix Number

Collaboration: Services for Students with Severe Disabi
Course Title

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

Course Catalog Description

3 Lec Hrs

3 Lab Hrs

3 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

SPED 3700

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

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

Attachments

Current File: SPED4722 Collaboration ProposedSyllabus BSEdAdaptedCurriculumProgram.pdf

College Approvals

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

John Ponder [APPROVED
2017-01-23]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 4722 Collaboration: Services for Students with Severe Disabilities
PROPOSED Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

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

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

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

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

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

Course References:

- Alper, S., Ryndak, D. L., & Schloss, C. A. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston, MA: Allyn & Bacon.
- Batshaw, M. L., Roizen, N. J. & Lotrecchiano, G. R. (Eds.). (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

- Carter, E. W., Cushing, L. S., & Kennedy, C. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore, MD: Brookes.
- Cartledge, C. Y., & Gardner, R., & Ford, D. Y. (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom*. Boston, MA: Pearson.
- Causton, J. (2009). *The paraprofessional's handbook for effective support in inclusive classrooms*. Baltimore, MD: Brookes.
- Downing, J. E. (2008). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (3rd ed.). Baltimore, MD: Brookes.
- Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.
- Friend, M., & Cook, L. (2017) *Interactions: Collaboration skills for school professionals* (8th ed.). Boston, MA: Pearson.
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.
- Haring, N. G., & Romer, L. T. (1995). *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships*. Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2006). *Social relationships and peer support* (2nd ed.). Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2013). *Modifying schoolwork* (2nd ed.). Baltimore, MD: Brookes.
- Kalyanour, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore, MD: Brookes.
- King-Sears, M. E., Janney, R., & Snell, M. E. (2006). *Collaborative teaming* (3rd ed.). Baltimore, MD: Brookes.
- Leach, D. (2010). *Bringing ABA into your inclusive classroom*. Baltimore, MD: Brookes.
- Orelve F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Pickett, A. L. & Gerlach, K. (2003). *Supervising paraeducators in educational settings: A team approach*. Austin, TX: Pro-Ed.
- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (2nd ed.). Baltimore, MD: Brookes.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Sileo, N. M., & Prater, M. A. T. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Boston, MA: Pearson.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

Approaches to Instruction

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

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

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

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

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

Course Objectives and Learning Outcomes

Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelove, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC*/GaPSC** 2/ii, 6/vi, 7/vii; InTASC*** 10)
2. Explain the skills, roles, and contributions of school and other personnel involved in services to students with severe disabilities and their families (Brown et al., 2016; King-Sears et al., 2006; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)
3. Identify strategies for working effectively with paraeducators (paraprofessionals) in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelove et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelove et al., 2016; Rainforth & York-Barr, 1997; Sileo & Prater, 2010; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelove et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii,6/vi; InTASC 10)
6. Define and discuss the features of integrated versus isolated therapy/education, as well as approaches for integrating highly specialized instruction into general education classes and other settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2008; Giangreco, Cloninger, & Iverson, 2011; Leach, 2010; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 7, 10)
7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs

- (Alper, Ryndak, & Schloss, 2001; Brown et al., 2016; Browder & Spooner, 2006, 2011, 2014; Downing, 2008, 2010; Giangreco et al., 2007; Haring & Romer, 1995; Leach, 2010; Schafer & Lissitz, 2009; Janney & Snell, 2013; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii, 3/iii, 4/iv, 5/v, 7/vii; InTASC 3-8, 10)
8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2006; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)
 9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Sileo & Prater, 2010; Turnbull et al., 2015; Westing et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
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Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-9)
2. **Collaboration Project** (20 points)
Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.
(Course Objectives 1-4, 6, 9 – depending on nature of project)
3. **Inclusion Project** (20 points)
Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.
(Course Objectives 5-9 – depending on nature of project)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-9)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.

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

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

3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
5. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

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

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

Course View (Read Only)

Attachments

Current File: SPED4760-CandM-TWO-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED Number
Prefix

Curriculum and Methods II: Students with Severe Disat
Course Title

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

Course Catalog Description

3 Lec Hrs

3 Lab Hrs

3 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
SPED 3700

Corequisites

Rationale

This is the second methods course that will be part of the adapted curriculum concentration for the BSEd in special education. Students who complete this concentration will be eligible for a teaching certificate in special education adapted curriculum.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED4760-CandM-TWO-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 4760 Curriculum and Methods II: Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.
- Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

McNaughton, D. B., & Beukelman, D. R. (Eds.). (2010). *Transition strategies for adolescents and young adults who use AAC*. Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Shogren, K. A. (2013). *Self-determination and transition planning*. Baltimore, MD: Brookes.

Sitlington, P. L., Clark, G. M., & Neubert, D. (2010). *Transition education and services for students with disabilities* (5th ed.). Boston, MA: Allyn & Bacon.

Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Thousand Oaks, CA: Corwin.

Test, D. W. (2012). *Evidence-based instructional strategies for transition*. Baltimore, MD: Brookes.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Walker, P. M., & Rogan, P. M. (2007). *Make the day matter!: Promoting typical lifestyles for adults with significant disabilities*. Baltimore, MD: Brookes.

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brookes.

Wehman, P. (2013). *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore, MD: Brookes.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1000 minutes
Participating in specific activities/projects	1000 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe curricular content needs for secondary-age students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Shafer & Lissitz, 2009; Smith, DeMarco, & Worley, 2009; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 1/I, 3/iii; InTASC 1, 4)
2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelove, et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelove et al., 2016; Smith et al., 2009; Wehmeyer et al, 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelove et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sitlington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehman, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/I, 6/vi, 7/vii; InTASC 2, 3, 9,10)
6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelove et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)
7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)
8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)

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Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-8)
2. **Child Change Project** (25 points)
Students will plan, implement, and evaluate instruction with a focus learner or small group, using a “teaching design.” Guidelines will be provided.
(Course Objectives 2, 3, 4)
3. **Transition Project** (13 points)
Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
(Course Objectives 5-8)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-8)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	32 points total (5 quizzes @ 8 points each, with the lowest grade dropped)
2. Child Change Project	Rubric	25 points total
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- o **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.**

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

1. Submission of Assignments:

a. **APA is the required style for students in education programs at UWG.**

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

http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-

[_utmv=-&_utmk=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmk=229646108)). **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite,

which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.

- e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar's Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 47__ Curriculum and Methods II: Students with Severe Disabilities Sample		
Week	Topic/Activity ^{***} /Reading Assignment*	Assignment Name & Due Date ^{**} , ^{***} <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Secondary Programs	

	Syllabus; items in Weeks One-Two Module	
2	(continued)	Quiz ONE
3	Curriculum and Instructional Strategies for Adolescents – General Designated sections of Westling et al., Chs. 15-18; items in Weeks Three-Four Module	
4	(continued)	
5	Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self-Advocacy Items in Weeks Five-Six Module	Quiz TWO
6	(continued)	Quiz THREE
7	Planning, Implementing, and Evaluating Instruction Items in Weeks Seven-Eight Module	
8	(continued)	
9	Adult Issues and Status of Adults with Severe Disabilities Items in Week Nine Module	
10	Factors in Transition Westling et al., Ch. 21; items in Weeks Ten-Eleven Module	
11	Transition Assessment, Planning, Management Westling et al., Ch. 21; items in Weeks Eleven-Twelve Module	
12	(continued)	Quiz FOUR
13	Collaboration, including with Adult Service Agencies Items in Weeks Thirteen-Fifteen Module	Transition Project due
14	(continued)	
15	(continued)	Quiz FIVE
16	Finals Week/Wrap-Up Best Practices in Transition Items in Week Sixteen Module	Late Submissions/Resubmissions due
<p>* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Week		
1	Course Overview Secondary Programs Syllabus; Westling et al., Ch. 2; Items in Week One Module	
2	Goals and Planning Westling et al., Chs. 5-6; items in Week Two	Quiz ONE
3	Specific Curricular Resources designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs Westling et al., Chs. 11-14; Items in Weeks Five-Six Module	
6	(continued)	Quiz THREE
7	Instructional Strategies Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module	
8	(continued)	
9	Progress Monitoring Westling et al., Ch. 9; items in Week Nine Module	Quiz FOUR
10	Lesson Planning Assistive Technology Westling et al., Ch. 19; items in Week Ten Module	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction Items in Weeks Eleven-Thirteen Module	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module	

Week		
15	(continued)	Quiz SIX
16		
<p>* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Modification Details

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

Attachments

Current File: Modifications of Area F and concentrations FIXED.pdf

SAGSCOC-Substantive Change
Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

Slight modifications to Area F and two degree concentrations.

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2017-03-08]

Chair, Course Department

Scott Gordon [APPROVED 2017-03-28]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Summary:

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

1) Modify Core Area F

Area F (CURRENT)	18		Area F (PROPOSED)	
GEOG 1013 World Geography	1-3		GEOG 1013 World Geography	3
GEOG 2083 Introduction to Geographic Analysis	3		GEOG 2083 Introduction to Geographic Analysis	3
MATH 2063 Introductory Statistics OR one of the following: MATH 1634 Calculus, Analytical Calculus , or Geometry II (if not taken in the core)	3		MATH 2063 Introductory Statistics OR MATH 1634 Calculus (if not taken in Area D)	0-4
GEOG 2553 Introduction to GIS & Mapping Sciences	3		GEOG 2553 Introduction to GIS & Mapping Sciences (if not taken in Area D)	0-3
Two laboratory science courses (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography	0-8		1000-2000 level courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS	6-8
Additional courses as necessary from COSM, COSS, or COAH	0-6		MATH credit from Area A and D	1-2
			Additional courses as necessary from COSM, COSS, or COAH	0-5

2) Modify Human Geography concentration by adding GEOG 2202 to the major requirements

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2017-18

HUMAN GEOGRAPHY

Core Areas A-E **42**

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

Area F **18**

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

Major Requirements **60**

All of the following **15-21**

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

**Add this
course to the
list**

Three of the following **9**

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

3000/4000 level hours from GEOG **6**

Minor and/or electives **21-30**

* If not taken in Area D

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

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2015-16

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements **60**

Core Areas A-E **42**

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

Area F **18**

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

Major Requirements **60**

One of the following **3**

GEOG 1112 Weather & Climate
GEOG 1113 Landform Geography
GEOG 2202 Environmental Science
CS 1030 Introduction to Computer Concepts
CS 1300 Introduction to Computer Science
CISM 2201 Foundations of Computer Applications

Add GEOG 2201,
CS 1030 and
1300, and CISM
2201 to this list.



All of the following **15-18**

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

Remove



Three of the following **12**

GEOG 4562 Airphoto Interpretation & Photogrammetry
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4753 Contemporary GIS Applications
GEOG 4755 GIS Database Design
GEOG 4757 Programming & Customization in GIS

4) Update requirements for all concentrations to reflect these changes. The attached program sheets for each of the four BS Geography concentrations are proposed for 2017-2018: They incorporate the changes proposed above (Modifications 1-3).

- **Human Geography**
- **Physical Geography**
- **Environmental Sustainability**
- **GIS**

B.S. Degree with a Major in Geography

2017-18

HUMAN GEOGRAPHY

Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2013 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG 1013, BIOL, CHEM, GEOL, PHYS (6.17)	
Additional 1000/2000 level hours from COSM, COSS, COAH as necessary (0.5)	
Major Requirements	60
All of the following	15-21
GEOG 1112 Weather & Climate # 1113 Landform Geography # 2202 Environmental Science #	
GEOG 2503 Cultural Geography*	
GEOG 3010 Political Geography	
GEOG 3253 Economic Geography	
GEOG 3643 Urban Geography	
GEOG 4013 Faculty Mentored Research	
GEOG 4014 Geography Capstone	
Three of the following	9
GEOG 3015 Selected Topics in Regional Geography	
GEOG 3405 Geographies of Sustainability	
GEOG 3644 Atlanta's Geographies	
GEOG 4253 Seminar in Economic Geography	
GEOG 4500 Moral Geographies	
GEOG 4643 Seminar in Urban Geography	
3000/4000 level hours from GEOG	6
Minor and/or electives	21-30

* If not taken in Area D
+ If not taken in Area E
If not taken in Area D or F

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

HUMAN GEOGRAPHY

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	9		All of the following:	15-21
	ENGL 1101			GEOG 1112 or 1113 or 2202	
	ENGL 1102			GEOG 2503	
	MATH 1113			GEOG 3010	
	Area B	4		GEOG 3253	
	B1			GEOG 3643	
	B2			GEOG 4013	
	Area C	6		GEOG 4014	
	C1			Three of the following:	9
	C2			GEOG 3015	
	Area D (Option II)	11		GEOG 3405	
	D1 Lab Science			GEOG 3644	
	D1 Lab Science			GEOG 4253	
	D2			GEOG 4500	
	Area E	12		GEOG 4643	
	E1 HIST 1111 or 1112			Three GEOG 3000/4000	9
	E2 HIST 2111 or 2112			1)	
	E3 POLS 1101			2)	
	E4			3)	
	Area F	18		Minor and/or electives	21-30
	GEOG 1013				
	GEOG 2012				
	GEOG 2553				
	MATH 2063 or 1634				
	MATH credits				
	Two courses from GEOG 101, CHEM 101				
	CS 101, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

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ENVIRONMENTAL SUSTAINABILITY

Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2033 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS (6.17)	
Additional 1000/2000 level hours from COSM, COSS, or COAH as necessary (0.5)	
Major Requirements	60
All of the following	21-24
GEOG 1112 Weather & Climate [□]	
GEOG 2202 Environmental Science	
GEOG 3405 Geographies of Sustainability	
GEOG 4400 Energy & Sustainability	
GEOG 4700 Global Environmental Change	
GEOG 4033 Faculty Mentored Research	
GEOG 4034 Geography Capstone	
GEOG 4036 Internship	
Two of the following	6
GEOG 3253 Economic Geography	
GEOG 3643 Urban Geography	
GEOG 3713 Meteorology	
GEOG 3300 Biogeography	
GEOG 3900 Ecological Climatology	
GEOG 4103 Geography of Soils and Water	
GEOG 4500 Moral Geographies	
GEOG 4900 Dendrochronology	
3000/4000 level hours from approved courses	9
Minor and/or electives	21-27

* If not taken in Area D
If not taken in Area D or F

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

ENVIRONMENTAL SUSTAINABILITY

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	9		All of the following:	21-24
	ENGL 1101			GEOG 1112	
	ENGL 1102			GEOG 2202	
	MATH 1113			GEOG 3405	
	Area B	4		GEOG 4016	
	B1			GEOG 4400	
	B2			GEOG 4700	
	Area C	6		GEOG 4013	
	C1			GEOG 4014	
	C2			Two of the following:	6
	Area D (Option II)	11		GEOG 3253	
	D1 Lab Science			GEOG 3643	
	D1 Lab Science			GEOG 3713	
	D2			GEOG 3110b	
	Area E	12		GEOG 3900	
	E1 HIST 1111 or 1112			GEOG 4103	
	E2 HIST 2111 or 2112			GEOG 4500	
	E3 POLS 1101			GEOG 4900	
	E4			Three approved courses	9
	Area F	18		1)	
	GEOG 1013			2)	
	GEOG 2013			3)	
	GEOG 2553			Minor and/or elective	21-27
	MATH 2063 or 1634				
	MATH credits				
	Two courses from GEOG, BOLL, CHEM, CS, GEOL, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

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PHYSICAL GEOGRAPHY

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2013 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG 1013, POLYCHEM, GEOL, or PHYS (6.1)	
Additional 1000/2000 level hours from COSM, COSS, or COAH as necessary (0.5)	
Major Requirements	60
All of the following	6-14
GEOG 1112 Weather & Climate [□]	
GEOG 1112L Weather & Climate Lab [□]	
GEOG 1113 Landform Geography [□]	
GEOG 1113L Landform Geography Lab [□]	
GEOG 4013 Faculty Mentored Research	
GEOG 4014 Geography Capstone	
Four of the following	12
GEOG 3713 Meteorology	
GEOG 3723 Physiography in the United States	
GEOG 3100 Biogeography	
GEOG 3900 Ecological Climatology	
GEOG 4103 Geography of Soils and Water	
GEOG 4400 Energy and Sustainability	
GEOG 4700 Global Environmental Change	
GEOG 4100 Advanced Topics in Biogeography	
GEOG 4900 Dendrochronology	
3000/4000 level hours from GEOG	12
Minor and/or electives	22-33

* If not taken in Area D

If not taken in Area D or F

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GEOGRAPHIC INFORMATION SCIENCE

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3) GEOG 2013 Introduction to Geographical Analysis (3) GEOG 2553 Introduction to GIS & Mapping Science* (0.3) MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4) MATH credits from Areas A and D (1.2) 1000/2000 level courses from GEOG, CS, POLS, CHEM, GEOL, or PHYS (6.13) Additional 1000/2000 level hours from COSM, COSS, or COAH as necessary (0.5)	
Major Requirements	60
One of the following	3
GEOG 1112 Weather & Climate ⁽³⁾ GEOG 1113 Landform Geography ⁽³⁾ GEOG 2202 Environmental Science CS 1030 Introduction to Computer Concepts CS 1300 Introduction to Computer Science CISM 2201 Foundations of Computer Applications	
All of the following	15
GEOG 3563 Introduction to Remote Sensing GEOG 4553 Geographic Information Systems GEOG 4554 Computer Cartography GEOG 4013 Faculty Mentored Research GEOG 4014 Geography Capstone	
Three of the following	12
GEOG 4562 Airphoto Interpretation & Photogrammetry GEOG 4564 Contemporary Remote Sensing Applications GEOG 4753 Contemporary GIS Applications GEOG 4755 GIS Database Design GEOG 4757 Programming & Customization in GIS GEOG 4193 Practicum in GIS	
3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM	12
Minor and/or electives	15-18

* If not taken in Area D
If not taken in Area D or F

Course View (Read Only)

Attachments

Current File: Sample_Climatology.pdf

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Rose, Shea
Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

GEOG 4600 Applied Climatology
Prefix Number Course Title

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

Course Catalog Description

03 Lec Hrs 0 Lab Hrs 3 Credit Hrs

Fall - 2017
Effective Term

Other
Frequency

Letter Grade
Grading

Prerequisites

GEOG 1112

Gorequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10-15

Comments

Attachments

Current File: Sample Climatology.pdf

College Approvals

James R. Mayer [APPROVED
2017-03-09]

Chair, Course Department

Scott Gordon [APPROVED
2017-03-28]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

GEOG 4600: Applied Climatology

Credit Hours: 3

Spring 2017, Tuesday 6:00-8:00 pm

Callaway Building, Room 245

Instructor: Dr. Shea Rose
Department of Geosciences, Callaway Annex, G-55
srose@westga.edu

Office hours: Mondays and Wednesdays (3:20-5:00) and by appointment

Phone: (678) 839-4067

Course Description:

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

Prerequisite:

GEOG 1112: Weather and Climate

Course Materials:

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

Course Objectives and Learning Outcomes:

Students will

1. Identify primary drivers of climate change.
2. Develop a hypothesis related to the impacts of climate features.
3. Analyze societal impacts of climate features or changes.

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

Midterm Exam	25	points	Grading Scale:
Final Exam	25	points	A: 90-100%
Chapter Reviews	20	points	B: 80-89%
Participation	30	points	C: 70-79%
			D: 60-69%
			F: 0-60%

Make-ups:

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

Academic Honesty Policy:

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

For additional university course policies see www.westga.edu/UWGSyllabusPolicies/.

CLASS SCHEDULE Applied Climatology (Subject to revision.)

<i>Week</i>	<i>Topics</i>
1	Jan. 10 Download E-text; Syllabus; Introduction to the Climate System
2	Jan. 17 Climate Observation and Tools
3	Jan. 24 Radiation Basics
4	Jan. 31 Water in Earth's System
5	Feb. 7 Global Atmospheric Circulation
6	Feb. 14 Urban Climates
7	Feb. 21 Exam 1
8	Feb. 28 Ocean-Atmosphere Interactions
9	Mar. 7 Climate Oscillations and Teleconnections
10	Mar. 14 Drivers of Climate Change
11	Mar. 21 Spring Break
12	Mar. 28 Proxy Data
13	Apr. 4 Global Climate Models
14	Apr. 11 Extreme Events
15	April Human Impacts
16	April 25 Exam 2

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

Program View (Read-Only)

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

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

Modifications
 Program Name
 Program Description
 Degree Name
 See Comments
Shared Governance Process Senate Action Item (See Procedure)

Program Selection
College of Social Sciences
Bachelor of Arts with a Major in Political Science
Existing Program (as shown in the DMA)
On Campus Program Location
Undergraduate Degree Level
Fall Effective Semester/Year
2017

Modification Details

PRE LAW TRACK ONLY:

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

SAGSGOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

CHANGE TO PRE LAW TRACK ONLY:

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

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

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

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

Modifications
 Program Name Program Description Degree Name See Comments Shared Governance Process
 Senate Action Item (See Procedure)

Program Selection
 College of Social Sciences
 Bachelor of Science with a Major in Political Science
 Existing Program (as shown in the DMA)
 Bachelor of Science with a Major in Political Science
 Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
 Bachelor of Science
 Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Effective Semester/Year: Fall 2017
 Program Location: On Campus
 Degree Level: Undergraduate

Modification-Details

CHANGE TO PRE LAW TRACK ONLY:

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

SAGSCOG Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

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

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Attachments

Current File: XIDSCapstoneCourseAdditionProposal--FINAL DRAFT.pdf

Originator

Center for Interdisciplinary Studies

Department

Honors College

College

Walter, Andy

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

XIDS Prefix 4000 Number

Interdisciplinary Capstone

Course Title

See attached.

Course Catalog Description

1-3 Lec Hrs

1-3 Lab Hrs

1-3 Credit Hrs

Fall - 2017 Effective Term

Yearly Frequency

Letter Grade Grading

Prerequisites

90 hours

Corequisites

Rationale
See attached.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: XIDSCapstoneCourseAdditionProposal--FINALDRAFT.pdf

College Approvals

Andy Walter [APPROVED
2017-04-11]

Originator of Process or Document

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

PROPOSED: COURSE ADDITION

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

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

As an **interdisciplinary course**, XIDS 4000 provides students an opportunity to develop the capacity for holistic, critical thinking and perspective-taking about the complexities of real-world questions and issues. In the words of Alan Repko (2007, p. 135), a leading interdisciplinarian, an interdisciplinary approach "means defying disciplinary limits on what theories, concepts, and methods are appropriate to a problem and being open to alternative methods of inquiry, using different disciplinary tools." As such, it does not negate disciplinary approaches. In fact, an interdisciplinary approach is grounded in disciplinary perspectives, endeavoring to critically integrate them to create something new (e.g. an explanation, a solution, a set of questions, etc.). Thus, it is an approach that appreciates both the depth but also the inevitable partiality of insights produced by those working within disciplinary boundaries. To refer to a definition frequently cited in the literature, "Interdisciplinary studies is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession...[It] draws on disciplinary perspectives and integrates their insights through the construction of a more comprehensive perspective" (Klein and Newell, 1997, pp. 292-294).

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

Students will demonstrate the ability to

- Evaluate the course topic from at least two distinct disciplinary perspectives.
- Assess the relationships among disciplinary insights relevant to the course topic (i.e., the extent to which they conflict with or complement each other).

- Develop **and articulate** an understanding of the course topic that is more comprehensive than is possible using single-discipline approaches.

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

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

Interdisciplinary Capstone (XIDS 4000)
Application Form

Proposing Faculty Member(s) _____

Capstone Title _____

Credit hours (1-3): _____

Department Chair Signature _____

CIDS Director Signature _____

STEP 1	Course Topic and Description
<p>A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.</p>	
<p>Catalog course description (~150 words)</p>	

STEP 2	Interdisciplinary Approach
<p>What question(s) about the course topic is the course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might really be about the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might really be about changes in the meanings and materialities of time and space.)</p>	
<p>List at least 2-3 disciplines from which the course explicitly draws.</p>	
<p>Describe how each of these disciplines relates to the theme or topic of the course.</p>	
<p>Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one.</p>	

How will the perspectives of these disciplines pertaining to the course theme or topic be integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines' concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of, solutions to, or perspectives on the theme or topic of the course.

STEP 3

Capstone Experience

What programmatic goals do you have for this course? In other words, what role does this course play in your degree program?

For example,

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

STEP 4

Academic Service Learning

If the course includes an academic service learning component, please provide any details here:

STEP 5

Tentative Syllabus

Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include course objectives, a preliminary reading list, and descriptions of some of the assignments.

Course View (Read Only)

Originator

English and Philosophy Department College of Arts and Humanities

Department Originator

Pearson, Meg

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

Shared Governance Process
Senate Information Item [\(See Procedure\)](#)

Course Details

ENGL

Prefix Number Course Title

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

Course Catalog Description

3.00 Lec Hrs	.00 Lab Hrs	3.00 Credit Hrs	Fall - 2017 Effective Term	Every Term Frequency	Letter Grade Grading
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Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator

English and Philosophy Department College of Arts and Humanities

Department College

Pearson, Meg
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

Shared Governance Process
Senate Information Item [\(See Procedure\)](#)

Course Details

ENGL

Prefix Number Course Title

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

Course Catalog Description			
3.00	.00	Fall - 2017	Letter Grade
Lec Hrs	Lab Hrs	Effective Term	Grading
		Every Term	
		Frequency	
	3.00		
	Credit Hrs		

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator: English and Philosophy Department
 Department: College of Arts and Humanities
 Originator: Pearson, Meg

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

Modifications: Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process: Senate Information Item (See Procedure)

Course Details: ENGL 4003 Studies in American Literature I
 Prefix Number Course Title

Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

Course Catalog Description				
3.00 Lec Hrs	.00 Lab Hrs	3.00 Credit Hrs	Fall - 2017 Effective Term	Every Term Frequency
				Letter Grade Grading

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator	English and Philosophy Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Pearson, Meg <small>Originator</small>
What would you like to do?			
<input type="radio"/> Add New Course <input checked="" type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course			
Modifications			
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments			
Course Details			
ENGL <small>Prefix</small>	4005 <small>Number</small>	Studies in American Literature II <small>Course Title</small>	
Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.			
Course Catalog Description			
3.00 <small>Lec Hrs</small>	.00 <small>Lab Hrs</small>	3.00 <small>Credit Hrs</small>	
		Fall - 2017 <small>Effective Term</small>	Every Term <small>Frequency</small>
			Letter Grade <small>Grading</small>

Shared Governance Process
Senate Information Item [\(See Procedure\)](#)

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cate Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Originator	<input type="text" value="College of Arts and Humanities"/> <small>College</small>	<input type="text" value="Theater Department"/> <small>Department</small>	<input type="text" value="Elman, Shelly"/> <small>Originator</small>
What would you like to do?			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program-Selection			
<input type="text" value="College of Arts and Humanities"/> <small>College</small>	<input type="text" value="Bachelor of Arts with a Major in Theatre"/> <small>Existing Program (as shown in the DMA)</small>		
<input type="text" value="Bachelor of Arts with a Major in Theatre"/> <small>Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)</small>	<input type="text" value="On Campus"/> <small>Program Location</small>	<input type="text" value="Undergraduate"/> <small>Degree Level</small>	
<input type="text" value="Bachelor of Arts"/> <small>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</small>	<input type="text" value="Fall"/> <small>Effective Semester/Year</small>	<input type="text" value="2017"/>	
Shared Governance Process <small>Senate Information Item (See Procedure)</small>			

Modification Details

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

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

(Max 4000 characters)

Rationale

We want to eliminate the pre-major designation that this sentence creates for incoming theatre majors. I is not a significant change to our program.

(Max 4000 characters)

SACSGOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Shelly Elman [APPROVED 2017-04-13]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-04-14]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator
 Center for Interdisciplinary Studies
 Department

Honors College
 College

Walter, Andy
 Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

Shared Governance Process
 Senate Information Item [\(See Procedure\)](#)

Course Details

XIDS
 Prefix

2002
 Number

The Science of Sustainability
 Course Title

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

Course Catalog Description

2.00
 Lec Hrs

Lab Hrs

2.00
 Credit Hrs

Fall - 2017
 Effective Term

Yearly
 Frequency

Letter Grade
 Grading

Corequisites

Prerequisites

Rationale

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

[Empty comment box]

College Approvals

Andy Walter [APPROVED
2017-03-29]

Originator of Process or Document

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Final Approval

learning activities and social interactions (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standard: *CEC & INTASC 2)

*CEC refers to the initial preparation standards of the Council for Exceptional Children available from: <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

**INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium available from: www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

Assignments and Evaluation Procedures

1. **Attendance:** Students will demonstrate regular and timely ATTENDANCE in the school setting and at University meetings. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. Attendance at University meetings also is required. In cases of illness or emergencies, students are responsible for notifying the principal and the supervising teacher, and must also notify their University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented. (Objectives #1-4; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)
2. **Code of Ethics and Standards of Conduct:** follow the Code of Ethics for Educators (Georgia PSC), as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor, the Department Chairperson, and/or the Director of the Office of Field Experiences.(Objectives #1-3; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)
3. **Weekly Reflection:** Students will write a weekly reflection based on their observation in the schools. Specific topics to observe and reflect on will be provided each week. Sample topics include: a. What are some benefits that you've experienced from collaborating with others who come from a background that is different from yours? What services and supports are in place in the school where you are observing that are designed to help and support students who are English Language Learners? How is the learning environment where you are observing responsive to the diverse needs of the students? What are some examples you've observed of educators incorporating students' interests and/or cultural experiences into the curriculum? (Objectives 1-3, instructor evaluation)
4. **Diversity Project:** Students will engage in a project designed to enhance knowledge and use of information focused on cultural and language diversity in relationship to communication, technology, and educational programs. (Objectives 3 & 4, rubric)

Evaluation Procedures:

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

Attendance	REQUIRED for a grade of S
Following the Georgia Code of Ethics and CEC Code of Ethics	REQUIRED for a grade of S
Weekly Reflection	REQUIRED for a grade of S
Diversity Project	REQUIRED for a grade of S

Grading Policy:

All activities must be completed satisfactorily to pass the class.

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

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

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism

occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest **Student Handbook** and the **Graduate Catalog**. As a program policy, if an Ed.S. student plagiarizes an assignment, the assignment will be a zero without opportunity to resubmit. Plagiarizing may result in a zero for the course. It may also result in dismissal from the EdS program.

Attendance:

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

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

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

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

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

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on

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

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

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Communication Rules:

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

- Be sensitive and reflective to what others are saying.

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

Expected Response Times

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

CLASS OUTLINE (Schedule) (planned)

Week	Topic	Assignment
1	Course Overview Get Acquainted	
2	Observations in schools	Weekly reflection
3	Observations in schools	Weekly reflection
4	Observations in schools	Weekly reflection
5	Observations in schools	Weekly reflection
6	Observations in schools	Weekly reflection
7	Observations in schools	Weekly reflection
8	Observations in schools	Weekly reflection
9	Observations in schools	Weekly reflection
10	Observations in schools	Weekly reflection
11	Observations in schools	Weekly reflection
12	Observations in schools	Weekly reflection

13	Observations in schools	Weekly reflection
14	Observations in schools	Weekly reflection
15	Observations in schools	Weekly reflection
16	Observations in schools	Weekly reflection Diversity Project

Course View (Read Only)

Attachments

Current File: [SPED3760-CandM-ONE-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

3760

Number

Curriculum and Methods I: Students with Severe Disabi

Course Title

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

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

SPED 3700

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: **20**

Comments

Attachments

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

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
Proposed Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Duker, P., Didden, R., & Sigafos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

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

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

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1400 minutes

Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii; InTASC*** 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i/3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafos, 2004; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)
8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,

2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)

9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
 - CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

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

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation	CourseDen records, Rubrics, Checklists	30 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. Submission of Assignments:

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

- over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date**, *** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i>	
2	Goals and Planning <i>Westling et al., Chs. 5-6; items in Week Two</i>	Quiz ONE
3	Specific Curricular Resources <i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs <i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i>	
6	(continued)	Quiz THREE
7	Instructional Strategies <i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i>	
8	(continued)	
9	Progress Monitoring <i>Westling et al., Ch. 9; items in Week Nine Module</i>	Quiz FOUR
10	Lesson Planning Assistive Technology <i>Westling et al., Ch. 19; items in Week Ten Module</i>	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students <i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i>	

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date** , *** <i>Additional information will be provided in CourseDen.</i>
15	(continued)	Quiz SIX
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Course View (Read Only)

Attachments

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

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

3760

Number

Curriculum and Methods I: Students with Severe Disabi

Course Title

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

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites
SPED 3700

Gorequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

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

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 3760 Curriculum and Methods I: Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Duker, P., Didden, R., & Sigafoos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

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

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

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1400 minutes

Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii; InTASC*** 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orellove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i/3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orellove, Sobsey, & Gilles, 2016; Westling, et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify and describe specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Downing, 2010; Duker, Didden, & Sigafos, 2004; Orellove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orellove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orellove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)
8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orellove, Sobsey, & Gilles, 2016; Shermis & Di Vesta,

- 2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

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

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation	CourseDen records, Rubrics, Checklists	30 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class. **Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class

- over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i>	
2	Goals and Planning <i>Westling et al., Chs. 5-6; items in Week Two</i>	Quiz ONE
3	Specific Curricular Resources <i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs <i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i>	
6	(continued)	Quiz THREE
7	Instructional Strategies <i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i>	
8	(continued)	
9	Progress Monitoring <i>Westling et al., Ch. 9; items in Week Nine Module</i>	Quiz FOUR
10	Lesson Planning Assistive Technology <i>Westling et al., Ch. 19; items in Week Ten Module</i>	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students <i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i>	

SPED 37 Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**}, ^{***} <i>Additional information will be provided in CourseDen.</i>
15	(continued)	Quiz SIX
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Course View (Read Only)

Attachments

Current File: SPED4722 Collaboration ProposedSyllabus BSEAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED 4722
Prefix Number

Collaboration: Services for Students with Severe Disabi
Course Title

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

Course Catalog Description

3 Lec Hrs

3 Lab Hrs

3 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

SPED 3700

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

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

Attachments

Current File: [SPED4722_Collaboration_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf](#)

College Approvals

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

John Ponder [APPROVED
2017-01-23]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 4722 Collaboration: Services for Students with Severe Disabilities
PROPOSED Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

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

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

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

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

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

Course References:

- Alper, S., Ryndak, D. L., & Schloss, C. A. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston, MA: Allyn & Bacon.
- Batshaw, M. L., Roizen, N. J. & Lotrecchiano, G. R. (Eds.). (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

- Carter, E. W., Cushing, L. S., & Kennedy, C. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore, MD: Brookes.
- Cartledge, C. Y., & Gardner, R., & Ford, D. Y. (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom*. Boston, MA: Pearson.
- Causton, J. (2009). *The paraprofessional's handbook for effective support in inclusive classrooms*. Baltimore, MD: Brookes.
- Downing, J. E. (2008). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (3rd ed.). Baltimore, MD: Brookes.
- Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.
- Friend, M., & Cook, L. (2017) *Interactions: Collaboration skills for school professionals* (8th ed.). Boston, MA: Pearson.
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.
- Haring, N. G., & Romer, L. T. (1995). *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships*. Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2006). *Social relationships and peer support* (2nd ed.). Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2013). *Modifying schoolwork* (2nd ed.). Baltimore, MD: Brookes.
- Kalyanour, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore, MD: Brookes.
- King-Sears, M. E., Janney, R., & Snell, M. E. (2006). *Collaborative teaming* (3rd ed.). Baltimore, MD: Brookes.
- Leach, D. (2010). *Bringing ABA into your inclusive classroom*. Baltimore, MD: Brookes.
- Orelve F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Pickett, A. L. & Gerlach, K. (2003). *Supervising paraeducators in educational settings: A team approach*. Austin, TX: Pro-Ed.
- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (2nd ed.). Baltimore, MD: Brookes.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Sileo, N. M., & Prater, M. A. T. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Boston, MA: Pearson.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

Approaches to Instruction

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

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

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

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

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

Course Objectives and Learning Outcomes

Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelove, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC*/GaPSC** 2/ii, 6/vi, 7/vii; InTASC*** 10)
2. Explain the skills, roles, and contributions of school and other personnel involved in services to students with severe disabilities and their families (Brown et al., 2016; King-Sears et al., 2006; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)
3. Identify strategies for working effectively with paraeducators (paraprofessionals) in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelove et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelove et al., 2016; Rainforth & York-Barr, 1997; Sileo & Prater, 2010; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelove et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii,6/vi; InTASC 10)
6. Define and discuss the features of integrated versus isolated therapy/education, as well as approaches for integrating highly specialized instruction into general education classes and other settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2008; Giangreco, Cloninger, & Iverson, 2011; Leach, 2010; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 7, 10)
7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs

- (Alper, Ryndak, & Schloss, 2001; Brown et al., 2016; Browder & Spooner, 2006, 2011, 2014; Downing, 2008, 2010; Giangreco et al., 2007; Haring & Romer, 1995; Leach, 2010; Schafer & Lissitz, 2009; Janney & Snell, 2013; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii, 3/iii, 4/iv, 5/v, 7/vii; InTASC 3-8, 10)
8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2006; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)
 9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Sileo & Prater, 2010; Turnbull et al., 2015; Westing et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-9)
2. **Collaboration Project** (20 points)
Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.
(Course Objectives 1-4, 6, 9 – depending on nature of project)
3. **Inclusion Project** (20 points)
Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.
(Course Objectives 5-9 – depending on nature of project)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-9)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.

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

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

3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
5. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

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

Course View (Read Only)

Attachments

Current File: SPED4760-CandM-TWO-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED Number

Curriculum and Methods II: Students with Severe Disat
Course Title

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

Course Catalog Description

3 Lec Hrs

Lab Hrs

3 Credit Hrs

Fall - 2017 Effective Term

Every Term Frequency

Letter Grade Grading

Prerequisites
SPED 3700

Corequisites

Rationale

This is the second methods course that will be part of the adapted curriculum concentration for the BSEd in special education. Students who complete this concentration will be eligible for a teaching certificate in special education adapted curriculum.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED4760-CandM-TWO-AdaptedCurriculum_ProposedSyllabus_BSEdAdaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-01-17]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 4760 Curriculum and Methods II: Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

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

Prerequisite: SPED 3700

Corequisite:

Required Text

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.
- Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

McNaughton, D. B., & Beukelman, D. R. (Eds.). (2010). *Transition strategies for adolescents and young adults who use AAC*. Baltimore, MD: Brookes.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Shogren, K. A. (2013). *Self-determination and transition planning*. Baltimore, MD: Brookes.

Sitlington, P. L., Clark, G. M., & Neubert, D. (2010). *Transition education and services for students with disabilities* (5th ed.). Boston, MA: Allyn & Bacon.

Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Thousand Oaks, CA: Corwin.

Test, D. W. (2012). *Evidence-based instructional strategies for transition*. Baltimore, MD: Brookes.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Walker, P. M., & Rogan, P. M. (2007). *Make the day matter!: Promoting typical lifestyles for adults with significant disabilities*. Baltimore, MD: Brookes.

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brookes.

Wehman, P. (2013). *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore, MD: Brookes.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1000 minutes
Participating in specific activities/projects	1000 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe curricular content needs for secondary-age students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Shafer & Lissitz, 2009; Smith, DeMarco, & Worley, 2009; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 1/I, 3/iii; InTASC 1, 4)
2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelove, et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelove et al., 2016; Smith et al., 2009; Wehmeyer et al, 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelove et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sitlington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehman, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/I, 6/vi, 7/vii; InTASC 2, 3, 9,10)
6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelove et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)
7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)
8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)

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

Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-8)
2. **Child Change Project** (25 points)
Students will plan, implement, and evaluate instruction with a focus learner or small group, using a “teaching design.” Guidelines will be provided.
(Course Objectives 2, 3, 4)
3. **Transition Project** (13 points)
Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
(Course Objectives 5-8)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-8)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Undergraduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.

3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. Submission of Assignments:

a. **APA is the required style for students in education programs at UWG.**

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

http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-

[_utmv=-&_utmk=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmk=229646108)). **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite,

which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.

- e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person's first name and doe is equivalent of the person's last name. The underscore line separates the person's name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the "bottom of the pile" for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar's Office), the *Connections and Student Handbook*, and the *Undergraduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 47__ Curriculum and Methods II: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment*	Assignment Name & Due Date**, *** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Secondary Programs	

Week		
1	Course Overview Secondary Programs Syllabus; Westling et al., Ch. 2; Items in Week One Module	
2	Goals and Planning Westling et al., Chs. 5-6; items in Week Two	Quiz ONE
3	Specific Curricular Resources designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs Westling et al., Chs. 11-14; Items in Weeks Five-Six Module	
6	(continued)	Quiz THREE
7	Instructional Strategies Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module	
8	(continued)	
9	Progress Monitoring Westling et al., Ch. 9; items in Week Nine Module	Quiz FOUR
10	Lesson Planning Assistive Technology Westling et al., Ch. 19; items in Week Ten Module	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction Items in Weeks Eleven-Thirteen Module	
12	(continued)	
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module	

Week		
15	continued	Quiz SIX
16		
<p>* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

Program View (Read-Only)

Attachments

Current File: [ModificationsofAreaFandconcentrations_FIXED.pdf](#)

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Walter, Andy
Originator

What would you like to do?

- Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

- Program Name Program Description Degree Name See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics

Bachelor of Science with a Major in Geography
Existing Program (as shown in the DMA)

Track or Concentration (to not specify a track, do not c
Track or Concentration

Bachelor of Science with a Major in Geography

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Undergrad
Degree Level

Bachelor of Science

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall
Effective Semester/Year

2017

Modification Details

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

Attachments

Current File: Modifications of Area F and concentrations FIXED.pdf

SAGSCOC-Substantive Change
Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

Slight modifications to Area F and two degree concentrations.

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2017-03-08]

Chair, Course Department

Scott Gordon [APPROVED 2017-03-28]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Summary:

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

1) Modify Core Area F

Area F (CURRENT)	18		Area F (PROPOSED)	
GEOG 1013 World Geography	1-3		GEOG 1013 World Geography	3
GEOG 2083 Introduction to Geographic Analysis	3		GEOG 2083 Introduction to Geographic Analysis	3
MATH 2063 Introductory Statistics OR one of the following: MATH 1634 Calculus, Analytical Calculus, or Geometry II (if not taken in the core)	3		MATH 2063 Introductory Statistics OR MATH 1634 Calculus (if not taken in Area D)	0-4
GEOG 2553 Introduction to GIS & Mapping Sciences	3		GEOG 2553 Introduction to GIS & Mapping Sciences (if not taken in Area D)	0-3
Two laboratory science courses (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography	0-8		1000-2000 level courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS	6-8
Additional courses as necessary from COSM, COSS, or COAH	0-6		MATH credit from Area A and D	1-2
			Additional courses as necessary from COSM, COSS, or COAH	0-5

2) Modify Human Geography concentration by adding GEOG 2202 to the major requirements

B.S. Degree with a Major in Geography

2017-18

HUMAN GEOGRAPHY

Core Areas A-E **42**

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

Area F **18**

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

Major Requirements **60**

All of the following **15-21**

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

Add this
course to the
list

Three of the following **9**

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

3000/4000 level hours from GEOG **6**

Minor and/or electives **21-30**

* If not taken in Area D

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

B.S. Degree with a Major in Geography

2015-16

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography GEOG 2083 Introduction to Geographical Analysis GEOG 2553 Introduction to GIS & Mapping Science* MATH 2063 Introductory Statistics or MATH 1634 Calculus MATH credits from Areas A and D 1000-2000 level courses from <u>GEOG</u> , <u>CS</u> , BIOL, CHEM, GEOL, or PHYS Additional 1000-2000 level hours from COSM, <u>COSS</u> , or <u>COAH</u> as necessary	
Major Requirements	60
One of the following	3
GEOG 1112 Weather & Climate GEOG 1113 Landform Geography GEOG 2202 Environmental Science CS 1030 Introduction to Computer Concepts CS 1300 Introduction to Computer Science CISM 2201 Foundations of Computer Applications	<p>← Add GEOG 2201, CS 1030 and 1300, and CISM 2201 to this list.</p>
All of the following	15-18
GEOG 2553 Introduction to GIS & Mapping Science GEOG 3563 Introduction to Remote Sensing GEOG 4553 Geographic Information Systems GEOG 4554 Computer Cartography GEOG 4083 Faculty-Mentored Research GEOG 4084 Geography Capstone	<p>..... Remove</p>
Three of the following	12
GEOG 4562 Airphoto Interpretation & Photogrammetry GEOG 4564 Contemporary Remote Sensing Applications GEOG 4753 Contemporary GIS Applications GEOG 4755 GIS Database Design GEOG 4757 Programming & Customization in GIS	

Syllabus; items in Weeks One-Two Module		
2	(continued)	Quiz ONE
3	Curriculum and Instructional Strategies for Adolescents – General Designated sections of Westling et al., Chs. 15-18; items in Weeks Three-Four Module	
4	(continued)	
5	Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self-Advocacy Items in Weeks Five-Six Module	Quiz TWO
6	(continued)	Quiz THREE
7	Planning, Implementing, and Evaluating Instruction Items in Weeks Seven-Eight Module	
8	(continued)	
9	Adult Issues and Status of Adults with Severe Disabilities Items in Week Nine Module	
10	Factors in Transition Westling et al., Ch. 21; items in Weeks Ten-Eleven Module	
11	Transition Assessment, Planning, Management Westling et al., Ch. 21; items in Weeks Eleven-Twelve Module	
12	(continued)	Quiz FOUR
13	Collaboration, including with Adult Service Agencies Items in Weeks Thirteen-Fifteen Module	Transition Project due
14	(continued)	
15	(continued)	Quiz FIVE
16	Finals Week/Wrap-Up Best Practices in Transition Items in Week Sixteen Module	Late Submissions/Resubmissions due
<p>* Includes only information about required textbook. Additional items from a variety of sources will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</p>		

4) Update requirements for all concentrations to reflect these changes. The attached program sheets for each of the four BS Geography concentrations are proposed for 2017-2018: They incorporate the changes proposed above (Modifications 1-3).

- **Human Geography**
- **Physical Geography**
- **Environmental Sustainability**
- **GIS**

B.S. Degree with a Major in Geography

2017-18

HUMAN GEOGRAPHY

Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2013 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG 1013, BIOL, CHEM, GEOL, PHYS (6.1)	
Additional 1000/2000 level hours from COSM, COSS, COAH as necessary (0.5)	
Major Requirements	60
All of the following	15-21
GEOG 1112 Weather & Climate 1.1, 1.13 Landform Geography 1.2, 2202 Environmental Science 1.1	
GEOG 2503 Cultural Geography*	
GEOG 3010 Political Geography	
GEOG 3253 Economic Geography	
GEOG 3643 Urban Geography	
GEOG 4013 Faculty Mentored Research	
GEOG 4014 Geography Capstone	
Three of the following	9
GEOG 3015 Selected Topics in Regional Geography	
GEOG 3405 Geographies of Sustainability	
GEOG 3644 Atlanta's Geographies	
GEOG 4253 Seminar in Economic Geography	
GEOG 4500 Moral Geographies	
GEOG 4643 Seminar in Urban Geography	
3000/4000 level hours from GEOG	6
Minor and/or electives	21-30

* If not taken in Area D
+ If not taken in Area E
If not taken in Area D or F

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

HUMAN GEOGRAPHY

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	9		All of the following:	15-21
	ENGL 1101			GEOG 1112 or 1113 or 2202	
	ENGL 1102			GEOG 2503	
	MATH 1113			GEOG 3010	
	Area B	4		GEOG 3253	
	B1			GEOG 3643	
	B2			GEOG 4013	
	Area C	6		GEOG 4014	
	C1			Three of the following:	9
	C2			GEOG 3015	
	Area D (Option II)	11		GEOG 3405	
	D1 Lab Science			GEOG 3644	
	D1 Lab Science			GEOG 4253	
	D2			GEOG 4500	
	Area E	12		GEOG 4643	
	E1 HIST 1111 or 1112			Three GEOG 3000/4000	9
	E2 HIST 2111 or 2112			1)	
	E3 POLS 1101			2)	
	E4			3)	
	Area F	18		Minor and/or electives	21-30
	GEOG 1013				
	GEOG 2012				
	GEOG 2553				
	MATH 2063 or 1634				
	MATH credits				
	Two courses from GEOG 101, CHEM 101				
	CS 101, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

2017-18

ENVIRONMENTAL SUSTAINABILITY

Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2033 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, PHYS (6.17)	
Additional 1000/2000 level hours from COSM, COSS, COAH as necessary (0.5)	
Major Requirements	60
All of the following	21-24
GEOG 1112 Weather & Climate [□]	
GEOG 2202 Environmental Science	
GEOG 3405 Geographies of Sustainability	
GEOG 4400 Energy & Sustainability	
GEOG 4700 Global Environmental Change	
GEOG 4033 Faculty Mentored Research	
GEOG 4034 Geography Capstone	
GEOG 4036 Internship	
Two of the following	6
GEOG 3253 Economic Geography	
GEOG 3643 Urban Geography	
GEOG 3713 Meteorology	
GEOG 3300 Biogeography	
GEOG 3900 Ecological Climatology	
GEOG 4103 Geography of Soils and Water	
GEOG 4500 Moral Geographies	
GEOG 4900 Dendrochronology	
3000/4000 level hours from approved courses	9
Minor and/or electives	21-27

* If not taken in Area D
If not taken in Area D or F

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

ENVIRONMENTAL SUSTAINABILITY

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	9		All of the following:	21-24
	ENGL 1101			GEOG 1112	
	ENGL 1102			GEOG 2202	
	MATH 1113			GEOG 3405	
	Area B	4		GEOG 4016	
	B1			GEOG 4400	
	B2			GEOG 4700	
	Area C	6		GEOG 4013	
	C1			GEOG 4014	
	C2			Two of the following:	6
	Area D (Option II)	11		GEOG 3253	
	D1 Lab Science			GEOG 3643	
	D1 Lab Science			GEOG 3713	
	D2			GEOG 3110b	
	Area E	12		GEOG 3900	
	E1 HIST 1111 or 1112			GEOG 4103	
	E2 HIST 2111 or 2112			GEOG 4500	
	E3 POLS 1101			GEOG 4900	
	E4			Three approved courses	9
	Area F	18		1)	
	GEOG 1013			2)	
	GEOG 2013			3)	
	GEOG 2553			Minor and/or elective	21-27
	MATH 2063 or 1634				
	MATH credits				
	Two courses from GEOG, BOLL, CHEM, CS, GEOL, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

2017-18

PHYSICAL GEOGRAPHY

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3)	
GEOG 2013 Introduction to Geographical Analysis (3)	
GEOG 2553 Introduction to GIS & Mapping Science* (0.3)	
MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4)	
MATH credits from Areas A and D (1.2)	
1000/2000 level courses from GEOG 1013, POLYCHEM, GEOL, or PHYS (6.1)	
Additional 1000/2000 level hours from COSM, COSS, or COAH as necessary (0.5)	
Major Requirements	60
All of the following	6-14
GEOG 1112 Weather & Climate [□]	
GEOG 1112L Weather & Climate Lab [□]	
GEOG 1113 Landform Geography [□]	
GEOG 1113L Landform Geography Lab [□]	
GEOG 4013 Faculty Mentored Research	
GEOG 4014 Geography Capstone	
Four of the following	12
GEOG 3713 Meteorology	
GEOG 3723 Physiography in the United States	
GEOG 3100 Biogeography	
GEOG 3900 Ecological Climatology	
GEOG 4103 Geography of Soils and Water	
GEOG 4400 Energy and Sustainability	
GEOG 4700 Global Environmental Change	
GEOG 4100 Advanced Topics in Biogeography	
GEOG 4900 Dendrochronology	
3000/4000 level hours from GEOG	12
Minor and/or electives	22-33

* If not taken in Area D

If not taken in Area D or F

B.S. Degree with a Major in Geography

2017-18

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography (3) GEOG 2013 Introduction to Geographical Analysis (3) GEOG 2553 Introduction to GIS & Mapping Science* (0.3) MATH 2063 Introductory Statistics or MATH 1634 Calculus* (0.4) MATH credits from Areas A and D (1.2) 1000/2000 level courses from GEOG, CS, POLS, CHEM, GEOL, or PHYS (6.1) Additional 1000/2000 level hours from COSM, COSS, or COAH as necessary (0.5)	
Major Requirements	60
One of the following	3
GEOG 1112 Weather & Climate ⁽³⁾ GEOG 1113 Landform Geography ⁽³⁾ GEOG 2202 Environmental Science CS 1030 Introduction to Computer Concepts CS 1300 Introduction to Computer Science CISM 2201 Foundations of Computer Applications	
All of the following	15
GEOG 3563 Introduction to Remote Sensing GEOG 4553 Geographic Information Systems GEOG 4554 Computer Cartography GEOG 4013 Faculty Mentored Research GEOG 4014 Geography Capstone	
Three of the following	12
GEOG 4562 Airphoto Interpretation & Photogrammetry GEOG 4564 Contemporary Remote Sensing Applications GEOG 4753 Contemporary GIS Applications GEOG 4755 GIS Database Design GEOG 4757 Programming & Customization in GIS GEOG 4193 Practicum in GIS	
3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM	12
Minor and/or electives	15-18

* If not taken in Area D
If not taken in Area D or F

Course View (Read Only)

Attachments

Current File: Sample_Climatology.pdf

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Rose, Shea
Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

GEOG 4600
Prefix Number

Applied Climatology
Course Title

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

Course Catalog Description

03 Lec Hrs

0 Lab Hrs

Fall - 2017
Effective Term

Other
Frequency

Letter Grade
Grading

3
Credit Hrs

Prerequisites

GEOG 1112

Gorequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10-15

Comments

Attachments

Current File: Sample Climatology.pdf

College Approvals

James R. Mayer [APPROVED
2017-03-09]

Chair, Course Department

Scott Gordon [APPROVED
2017-03-28]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

GEOG 4600: Applied Climatology

Credit Hours: 3

Spring 2017, Tuesday 6:00-8:00 pm

Callaway Building, Room 245

Instructor: Dr. Shea Rose
Department of Geosciences, Callaway Annex, G-55
srose@westga.edu

Office hours: Mondays and Wednesdays (3:20-5:00) and by appointment

Phone: (678) 839-4067

Course Description:

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

Prerequisite:

GEOG 1112: Weather and Climate

Course Materials:

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

Course Objectives and Learning Outcomes:

Students will

1. Identify primary drivers of climate change.
2. Develop a hypothesis related to the impacts of climate features.
3. Analyze societal impacts of climate features or changes.

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

Midterm Exam	25	points	Grading Scale:
Final Exam	25	points	A: 90-100%
Chapter Reviews	20	points	B: 80-89%
Participation	30	points	C: 70-79%
			D: 60-69%
			F: 0-60%

Make-ups:

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

Academic Honesty Policy:

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

For additional university course policies see www.westga.edu/UWGSyllabusPolicies/.

CLASS SCHEDULE Applied Climatology (Subject to revision.)

<i>Week</i>	<i>Topics</i>
1	Jan. 10 Download E-text; Syllabus; Introduction to the Climate System
2	Jan. 17 Climate Observation and Tools
3	Jan. 24 Radiation Basics
4	Jan. 31 Water in Earth's System
5	Feb. 7 Global Atmospheric Circulation
6	Feb. 14 Urban Climates
7	Feb. 21 Exam 1
8	Feb. 28 Ocean-Atmosphere Interactions
9	Mar. 7 Climate Oscillations and Teleconnections
10	Mar. 14 Drivers of Climate Change
11	Mar. 21 Spring Break
12	Mar. 28 Proxy Data
13	Apr. 4 Global Climate Models
14	Apr. 11 Extreme Events
15	April Human Impacts
16	April 25 Exam 2

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

Program View (Read-Only)

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

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

Modifications
 Program Name
 Program Description
 Degree Name
 See Comments
 Shared Governance Process
 Senate Action Item (See Procedure)

Program Selection
 College of Social Sciences
 Bachelor of Arts with a Major in Political Science
 Existing Program (as shown in the DMA)
 Bachelor of Arts with a Major in Political Science
 Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
 Bachelor of Arts
 Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Effective Semester/Year: Fall 2017
 Program Location: On Campus
 Degree Level: Undergraduate

Modification Details

PRE LAW TRACK ONLY:

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

SAGSGOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

CHANGE TO PRE LAW TRACK ONLY:

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

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

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

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

Modifications
 Program Name
 Program Description
 Degree Name
 See Comments
 Shared Governance Process
 Senate Action Item (See Procedure)

Program Selection
 College of Social Sciences
 Bachelor of Science with a Major in Political Science
 Existing Program (as shown in the DMA)
 Bachelor of Science with a Major in Political Science
 Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
 Bachelor of Science
 Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus Program Location
 Undergraduate Degree Level
 Fall Effective Semester/Year
 2017

Modification-Details

CHANGE TO PRE LAW TRACK ONLY:

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

(Max 4000 characters)

Rationale

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

(Max 4000 characters)

SAGSCOG Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

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

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2017-02-16]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2017-03-10]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Attachments

Current File: XIDSCapstoneCourseAdditionProposal--FINAL DRAFT.pdf

Originator

Center for Interdisciplinary Studies

Department

Honors College

College

Walter, Andy

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

XIDS Prefix 4000 Number

Interdisciplinary Capstone

Course Title

See attached.

Course Catalog Description

1-3 Lec Hrs

1-3 Lab Hrs

1-3 Credit Hrs

Fall - 2017 Effective Term

Yearly Frequency

Letter Grade Grading

Prerequisites
90 hours

Corequisites

Rationale
See attached.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: XIDSCapstoneCourseAdditionProposal--FINALDRAFT.pdf

College Approvals

Andy Walter [APPROVED
2017-04-11]

Originator of Process or Document

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

PROPOSED: COURSE ADDITION

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

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

As an **interdisciplinary course**, XIDS 4000 provides students an opportunity to develop the capacity for holistic, critical thinking and perspective-taking about the complexities of real-world questions and issues. In the words of Alan Repko (2007, p. 135), a leading interdisciplinarian, an interdisciplinary approach "means defying disciplinary limits on what theories, concepts, and methods are appropriate to a problem and being open to alternative methods of inquiry, using different disciplinary tools." As such, it does not negate disciplinary approaches. In fact, an interdisciplinary approach is grounded in disciplinary perspectives, endeavoring to critically integrate them to create something new (e.g. an explanation, a solution, a set of questions, etc.). Thus, it is an approach that appreciates both the depth but also the inevitable partiality of insights produced by those working within disciplinary boundaries. To refer to a definition frequently cited in the literature, "Interdisciplinary studies is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession...[It] draws on disciplinary perspectives and integrates their insights through the construction of a more comprehensive perspective" (Klein and Newell, 1997, pp. 292-294).

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

Students will demonstrate the ability to

- Evaluate the course topic from at least two distinct disciplinary perspectives.
- Assess the relationships among disciplinary insights relevant to the course topic (i.e., the extent to which they conflict with or complement each other).

- Develop **and articulate** an understanding of the course topic that is more comprehensive than is possible using single-discipline approaches.

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

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

Interdisciplinary Capstone (XIDS 4000)
Application Form

Proposing Faculty Member(s) _____

Capstone Title _____

Credit hours (1-3): _____

Department Chair Signature _____

CIDS Director Signature _____

STEP 1	Course Topic and Description
<p>A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.</p>	
<p>Catalog course description (~150 words)</p>	

STEP 2	Interdisciplinary Approach
<p>What question(s) about the course topic is the course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might really be about the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might really be about changes in the meanings and materialities of time and space.)</p>	
<p>List at least 2-3 disciplines from which the course explicitly draws.</p>	
<p>Describe how each of these disciplines relates to the theme or topic of the course.</p>	
<p>Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one.</p>	

How will the perspectives of these disciplines pertaining to the course theme or topic be integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines' concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of, solutions to, or perspectives on the theme or topic of the course.

STEP 3

Capstone Experience

What programmatic goals do you have for this course? In other words, what role does this course play in your degree program?

For example,

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

STEP 4

Academic Service Learning

If the course includes an academic service learning component, please provide any details here:

STEP 5

Tentative Syllabus

Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include course objectives, a preliminary reading list, and descriptions of some of the assignments.

Course View (Read Only)

Originator

English and Philosophy Department College of Arts and Humanities

Department Originator

Pearson, Meg

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

Shared Governance Process
Senate Information Item [\(See Procedure\)](#)

Course Details

ENGL

Prefix Number Course Title

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

Course Catalog Description

3.00 Lec Hrs	.00 Lab Hrs	3.00 Credit Hrs	Fall - 2017 Effective Term	Every Term Frequency	Letter Grade Grading
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Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator	<input type="text" value="English and Philosophy Department"/> <small>Department</small>	<input type="text" value="College of Arts and Humanities"/> <small>College</small>	<input type="text" value="Pearson, Meg"/> <small>Originator</small>
What would you like to do?			
<input checked="" type="radio"/> Add New Course <input type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course			
Modifications			
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments			
Shared Governance Process			
<input type="text" value="Senate Information Item"/> <small>(See Procedure)</small>			
Course Details			
<input type="text" value="ENGL"/> <small>Prefix</small>	<input type="text" value="4002"/> <small>Number</small>	<input type="text" value="Studies in British Literature II"/> <small>Course Title</small>	
Topics rotate: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.			
<small>Course Catalog Description</small>			
<input type="text" value="3.00"/> <small>Lec Hrs</small>	<input type="text" value="0.00"/> <small>Lab Hrs</small>	<input type="text" value="3.00"/> <small>Credit Hrs</small>	<input type="text" value="Fall - 2017"/> <small>Effective Term</small>
		<input type="text" value="Every Term"/> <small>Frequency</small>	<input type="text" value="Letter Grade"/> <small>Letter Grade</small>

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator: English and Philosophy Department
 Department: College of Arts and Humanities
 Originator: Pearson, Meg

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

Modifications: Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process: Senate Information Item (See Procedure)

Course Details: ENGL 4003
 Prefix: Number: Course Title: Studies in American Literature I

Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

Course Catalog Description				
3.00 Lec Hrs	.00 Lab Hrs	3.00 Credit Hrs	Fall - 2017 Effective Term	Every Term Frequency
				Letter Grade Grading

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

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

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator	
English and Philosophy Department Department	Pearson, Meg Originator
College of Arts and Humanities College	
What would you like to do?	
<input type="radio"/> Add New Course <input checked="" type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course	
Modifications	
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments	Shared Governance Process Senate Information Item (See Procedure)
Course Details	
ENGL Prefix	4005 Number
Studies in American Literature II Course Title	
Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.	
Course Catalog Description	
3.00 Lec Hrs	.00 Lab Hrs
3.00 Credit Hrs	Fall - 2017 Effective Term
Every Term Frequency	Letter Grade Grading

Prerequisites

Corequisites

Rationale

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

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments

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

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

College Approvals

Meg Pearson [APPROVED
2017-02-28]

Chair, Course Department

Pauline Gagnon [APPROVED
2017-03-10]

Dean, College of Arts and Humanities

Other Approvals

Cate Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Originator
College of Arts and Humanities
College

Theater Department
Department

Elman, Shelly
Originator

What would you like to do?

Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

Program Name Program Description Degree Name See Comments

Program Selection

College of Arts and Humanities
College

Bachelor of Arts with a Major in Theatre
Existing Program (as shown in the DMA)

Bachelor of Arts with a Major in Theatre
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

On Campus
Program Location

Undergraduate
Degree Level

Fall
Effective Semester/Year

2017

Shared Governance Process
Senate Information Item (See Procedure)

Modification Details

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

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

(Max 4000 characters)

Rationale

We want to eliminate the pre-major designation that this sentence creates for incoming theatre majors. I is not a significant change to our program.

(Max 4000 characters)

SACSGOC Substantive Change
Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Shelly Elman [APPROVED 2017-04-13]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-04-14]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator	
Center for Interdisciplinary Studies Department	Honors College College
	Walter, Andy Originator
What would you like to do?	
<input checked="" type="radio"/> Add New Course <input type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course	
Modifications	
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments	Shared Governance Process Senate Information Item (See Procedure)
Course Details	
XIDS Prefix	2002 Number
The Science of Sustainability Course Title	
The focus of the XIDS course What Do You Really Know About the Science of Sustainability is an integrated approach to sustainability from a scientific point of view. Traditional topics such as energy, biosphere, climate, human population, waste treatment, air, soil and water quality will be placed in a holistic scientific context and related to social based-topics like the ethics of sustainability, evolution of environmental policies, and cultural and business aspects of such theme.	
Course Catalog Description	
2.00 Lec Hrs	2.00 Credit Hrs
	Lab Hrs
	Fall - 2017 Effective Term
	Yearly Frequency
	Letter Grade Grading

Corequisites

Prerequisites

Rationale

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

[Empty comment box]

College Approvals

Andy Walter [APPROVED
2017-03-29]

Originator of Process or Document

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2017-04-14]

Chair, Undergraduate Programs Committee

Final Approval

Addendum III: GPC

Course View (Read Only)

Attachments

Current File: [SEED_8200_syllabus F17.pdf](#)

Originator

Early Childhood through Secondary E

Department

College of Education

College

Huss, Robyn

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SEED **Number**

Culminating Project for the SEED EdS
Course Title

This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Course Catalog Description

2 **Lec Hrs**

Lab Hrs

2 **Credit Hrs**

Fall - 2017
Effective Term

Every Term
Frequency

S/U/I
Grading

Prerequisites

none

Corequisites

none

Rationale

This is the first course in a two-course sequence for the culminating project and experience for the reactivated SEED EdS degree.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

n/a

Attachments

Current File: SEED 8200 syllabus F-17.pdf

College Approvals

Jill Drake [APPROVED 2016-11-30]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SEED 8200: Culminating Project for the SEED EdS

2 credit hours

Fall 2017

Class Meeting Time/Location	One class session, TBA	Online Hours	
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location	Ed Annex	Preferred email	
Office Hours		Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance for the one class session is expected; there will not be a make-up date.

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

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Additional Support Information

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

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

Student Services: Click on the [Student Services](#) link for a listing of all services available to UWG students.

SEED 8200: Culminating Project for the SEED EdS
2 credit hours
COURSE INFORMATION

Course Description

This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Suggested Texts

Selected professional sources as related to the topic of study, as well as a review of each text or other reading required for courses taken throughout the EdS program.

Approaches to Instruction

The culminating project will be a guided independent study selected by the student.

Course Objectives and Learning Outcomes

Students will:

1. identify professional issues in secondary education,
2. plan for data collection and analysis,
3. review, interpret, and integrate research literature related to the focus issue,
4. design a practitioner-based inquiry project,
5. implement data collection in a classroom or school setting,
6. analyze outcomes to make recommendations for development and/or intervention, and
7. utilize proper APA format to include citations, references, figures and tables, and levels of heading.

Assignments and Evaluation Procedures

Assignments

1. **Research Project** (objectives 1-7).

Candidates will develop and carry out a practice-based investigative project, then compile and analyze data in written form, including appropriate tables and figures, to make recommendations.

Evaluation and Grading

Evaluation for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

Course Outline

This course relies heavily upon the use of CourseDen; Refer to CourseDen for specific activities, assignments, materials, and related information.

Course View (Read Only)

Attachments

Current File: SEED 8202 syllabus F17.pdf

Originator

Early Childhood through Secondary E

Department

College of Education

College

Huss, Robyn

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SEED Prefix **8202** Number

Culminating Experience for the SEED EdS Project

Course Title

This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student's content area of certification.

Course Catalog Description

1 Lec Hrs

Lab Hrs

1 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

S/U/I
Grading

Prerequisites

SEED 8200

Corequisites

none

Rationale

This is the second course in a two-course sequence for the culminating project and experience for the reactivated SEED EdS degree.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: **25**

Comments

n/a

Attachments

Current File: SEED 8202 syllabus F17.pdf

College Approvals

Jill Drake [APPROVED 2016-11-30]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SEED 8202: Culminating Experience for the SEED EdS Project

1 credit hour

Fall 2017

Class Meeting Time/Location	TBA	Online Hours	
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location	Ed Annex	Preferred email	
Office Hours		Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

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

COE Mission

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

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance for one class session is expected.

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

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Additional Support Information

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

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

Student Services: Click on the [Student Services](#) link for a listing of all services available to UWG students.

SEED 8202: Culminating Experience for the SEED EdS Project

1 credit hour

COURSE INFORMATION

Course Description

This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student's content area of certification.

Prerequisite: SEED 8200

Suggested Texts

Selected professional sources as related to the topic of study, as well as a review of each text or other reading required for courses taken throughout the EdS program.

Approaches to Instruction

The culminating experience will be a guided independent study selected by the student.

Course Objective and Learning Outcome

Students will:

1. review structures for disseminating scholarly knowledge, and
2. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project prepared in SEED 8200.

Assignments and Evaluation Procedures

Assignments

1. **Project Presentation/Publication** (objectives 1-2).
Candidates will present their culminating research project via a professional, peer-reviewed conference, publication, or platform that meets the content or pedagogy focus of their certification.

Evaluation and Grading

The pass/fail grade for SEED 8202 will be recorded as "S" (Satisfactory, Pass) or "U" (Unsatisfactory, Fail). Candidates who receive a grade of "U" will have to re-enroll in SEED 8200 during a following semester.

Course Outline

This course relies heavily upon the use of CourseDen; Refer to CourseDen for specific activities, assignments, materials, and related information.

Program View (Read-Only)

Attachments

Current File: SEED EdS reactivation for CSS.pdf

Originator

College of Education
College

Early Childhood through Secondary Education
Department

Huss, Robyn
Originator

What would you like to do?

- Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

- Program Name Program Description Degree Name See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College of Education
College

Specialist in Education with a Major in Secondary Education (EDS)
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Secondary Education (EDS)

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Specialist in Education

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Line
Program Location

Graduate
Degree Level

Fall
Effective Semester/Year

2017

Modification Details

The program sheet is being modified with an updated course sequence to provide a more current and relevant degree program for students, with courses offered 95-100% online.

(Max 4000 characters)

Rationale

The SEED MAT program has steadily increasing numbers of graduates each year, with 48 graduates in 2016. These teachers, along with graduates of other MED programs, need an advanced degree opportunity to further their professional development. Currently, the only EdS programs available are for ECED or EDLE candidates. Secondary teachers who want to remain in the classroom do not have a degree option for study at UWG, and reactivating the EdS program will provide that opportunity. The attached program proposal makes use of courses that are current offerings in the COE, with the exception of SEED 8200 and 8202, which are new courses that together replace the 3-credit research seminar as the culminating project.

(Max 4000 characters)

Attachments

Current File: SEED EdS reactivation for CSS.pdf

SACSCOC-Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

This modified SEED EdS program sheet will be a reactivation of the deactivated SEED EdS program. Refer to the modification details, rationale, and attached program advisement sheets (proposed followed by deactivated) for additional information.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2017-02-03]

Chair, Course Department

Laura Smith [APPROVED 2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**EDUCATION SPECIALIST
SECONDARY EDUCATION
ADVISEMENT SHEET**

Name: _____ ID# _____ Advisor _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>CONCENTRATION AREA</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA	_____ Biology	_____ Initial Advising
_____ GRE Scores	_____ Broad Field Science	_____ Applicant for Candidacy
_____ Letters of Reference	_____ Business	_____ Department Exam/Thesis
_____ Date Admitted to Graduate School	_____ Chemistry	
	_____ Economics	
	_____ English	
	_____ History	
	_____ Mathematics	
	_____ Physics	
	_____ Political Science	

Program Notes

1. Admission to this program requires a Masters degree and a Georgia Professional Educator Certificate (or an equivalent out-of-state teaching license).
2. No course taken to meet requirements of a previously-earned degree may be used toward the Ed.S. degree.
3. There is no provisional admission to this program.
4. Content and content pedagogy courses must be taken in the area of certification.
5. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

EDUCATION SPECIALIST
SECONDARY EDUCATION
PLAN OF STUDY

Name: _____

ID#: _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
Professional Education	9			
1. ECED 8272 Teacher as Leader*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
3. SEED 6285 Special Topics: Leading Collaborative Professional Growth for Teachers*	3			
Content Specialization	9			
4. ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom*, OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3			
	3			
Electives	3			
6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction*, MEDT 7461 Instructional Design*, or	3			
Research *	6			
7. EDRS 6342 School and Classroom Assessment*	3			
8. SEED 8200 Culminating Project for the SEED EdS*	2			
9. SEED 8202 Culminating Experience for the SEED EdS Project*	1			
Total Program	27			

* This course is offered 95-100% online.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM COORDINATOR SIGNATURE: _____

DATE: _____

**EDUCATION SPECIALIST
SECONDARY EDUCATION
ADVISEMENT SHEET**

Name: _____ ID# _____ Advisor _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA	_____ Initial Advising
_____ GRE Scores.	_____ Applicant for Candidacy
_____ Letters of Reference	_____ Department Exam
_____ Date Admitted to Graduate School	

Program Notes

1. Content courses should be taken in the area of certification.
2. There is no provisional admission to this program. No course taken prior to admission may be used toward the Ed.S. degree.
3. Admission to this program requires a Masters degree and a Level 5 Secondary clear, professional teaching certificate.
4. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
5. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Curriculum and Instruction.
6. Check all course prerequisites before enrolling.

**EDUCATION SPECIALIST
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____ ID#: _____

PLAN OF STUDY	HRS.	GR	SEMESTER PLANNED	SUB
Professional Education	6			
CEPD 8102 Lifespan Human Development	3			
SEED 8260 Trends and Issues in Secondary Education	3			
Content Specialization	9			
	3			
	3			
	3			
Elective	3			
	3			
Research *	9			
SEED 8297 Professional Issues Seminar	3			
SEED 8284 Research Seminar	3			
EDRS 8304 Data Analysis in Educational Research	3			
Total Program	27			

* Note: Sequence of research courses is as follows: SEED 8297, SEED 8284, EDRS 8304.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____
(Designee)

DATE: _____

Course View (Read Only)

Attachments

Current File: SPED6701-Characteristics_ProposedSyllabus_MATAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

6701

Number

Characteristics and Needs of Students with Severe Disa

Course Title

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

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

Corequisites

Rationale

We are adding a concentration to allow students to earn certification in adapted curriculum to our MAT program. This is the characteristics course for that concentration.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: [SPED6701-Characteristics_ProposedSyllabus_MATAdaptedCurriculumProgram.pdf](#)

College Approvals

John Ponder [APPROVED
2017-01-12]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



College of Education

SPED 6701 Characteristics and Needs of Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

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

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare

graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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

COURSE INFORMATION

Course Description

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

Prerequisite:

Corequisite:

Required Text

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

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

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

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

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

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

Course References:

- Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (Eds.). (2014). *Equity and full participation for individuals with severe disabilities: A vision for the future*. Baltimore, MD: Batshaw, M. L., Roizen, N. J. & Lotrecchiano, G. R. (Eds.). (2013). *Children with disabilities*. Baltimore, MD: Brookes.
- Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disabilities* (7th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Brown, F. A., McDonnell, J. J. & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.

- Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.
- Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore, MD: Brookes.
- Orellove F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L. (2013). *The story of intellectual disability: An evolution of meaning, understanding, and public perception*. Baltimore, MD: Brookes.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1400 minutes
Participating in specific activities/projects	450 minutes
Communicating with others	400 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Define and discuss various perspectives and viewpoints regarding terminology and definitions related to severe disabilities (Beirne-Smith, Patton, & Kim, 2006; Brown, McDonnell, & Snell, 2016; Wehmeyer, 2013; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)
2. Identify etiology and diagnostic factors, including features and implications of health, sensory, and medical aspects of severe disabilities (Batschaw, Roizen, & Lotrecchiano, 2013; Brown et al., 2016; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/I, 7/vii; InTASC 1, 2)

3. Summarize features of persons with severe disabilities in major developmental/functional domains (cognitive, academic, social/emotional, motoric, self-care, etc.), including contrasting these with typical development (Batshaw et al., 2013; Beirne-Smith et al., 2006; Brown et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i; InTASC 1, 2)
 4. Discuss political, social, and professional factors, including classic studies and major contributors, influencing perceptions of and services for individuals with severe disabilities (Agran, Brown, Hughes, Quirk, & Ryndak, 2014; Brown et al., 2016; Wehmeyer, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi; InTASC 9, 10)
 5. Recognize and discuss the impact of an individual with severe disability on the family, school, and community (Agran et al., 2014; Beirne-Smith et al., 2006; Brown et al., 2016; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Westling et al., 2015) (Standards: CEC/GaPSC 1/l, 7/vii; InTASC 10)
 6. Identify features and characteristics of appropriate educational and support services for persons with severe disabilities, including use of technology, evidence-based and “best” practices, assessment strategies and resources, person-centered planning, self-advocacy and self-determination strategies, instructional and differentiation strategies, collaborative teaming, and behavioral strategies designed to promote individual growth and establish a positive and safe learning environment (Agran et al., 2014; Brown et al., 2016; Cook & Tankersley, 2013; Wehmeyer et al., 2017; Westling & Fox, 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)
 7. Recognize and use appropriate resources (school, community, etc.) for provision of educational and support services to individuals with severe disabilities and their families (Agran et al., 2014; Brown et al., 2016; Porter et al., 2014; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 7, 9, 10)
 8. Engage in professional leadership activities related to learning and applying information about severe disabilities (Agran et al., 2014; Orelove, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 9,10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; total 36 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on the textbook and other instructional materials. Study information will be provided.

- (Course Objectives 1-7)
2. **Discussions** (6 discussions; total 24 points toward final grade)
Discussions (using the Discussions tool in CourseDen) will be set up for six specific class topics. Graduate students will provide leadership for the discussions, including preparation of some preliminary support materials. Guidelines will be provided for both graduate and undergraduate participants.
(Course Objectives 4-8)
 3. **Projects** (4 projects, 11 points on the Overview Project and 3 points on each of the other three projects; total 20 points toward final grade)
Two projects will focus on disability types, while the third will focus on provision of educational services to learners with severe disabilities. Products will be shared with all classmates. Specific guidelines will be provided.
(Course Objectives 3, 4, 8, 9, 12)
 4. **Activities/Participation** (total 20 points toward final grade)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided.
(Course Objectives 1-13)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	36 points total (6 quizzes @ 6 points each)
2. Discussions	Rubrics	24 points total (6 discussions)
3. Projects	Rubrics	20 points total
4. Activities/Participation	CourseDen records, Rubrics, Checklists	20 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.
SED program policies related to late submissions:
 - All online quizzes completed after the assigned due date and time will receive 0 points.
 - All discussion posts that are made after the assigned due date and time will receive 0 points.
 - All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.

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

9. Submission of Assignments:

a. ***APA is the required style for students in education programs at UWG.***

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

[http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmk=229646108)

[_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmk=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmv=-&_utmk=229646108)). ***Many online resources purporting to assist with APA style actually create errors, so be cautious;*** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> ***Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.***

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- d. ***Be sure to submit assignments in a form that is accessible to the course instructors.*** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
- e. ***Please make sure that all assignments are submitted as directed in the assignments.*** Read all assignment guidelines and instructions carefully. ***Be sure to check promptly for feedback on graded assignments.***
- f. ***Label assignments properly.*** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. ***Do not put any spaces in the file name.*** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

6. Use of Resources:

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. E-mail communication about this

class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

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

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

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

Class Schedule Information

(Note that portions of SPED 67__ are offered jointly with SPED 37__.)

SPED 37__ Introduction to Special Education and Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date** *** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Professional Resources <i>Syllabus; Items in Week One Module</i>	
2	Overview of key concepts related to historical and social influences, as well as to family, community, and cultural concerns <i>Items in Week Two Module</i>	
3	Overview of key concepts related to etiology, diagnosis, disability types and characteristics, and physical, health, and sensory aspects	

SPED 37 Introduction to Special Education and Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* <i>Topic Readings</i>	Assignment Name & Due Date** *** <i>Additional information will be provided in CourseDen.</i>
	<i>Items in Weeks Three-Four Module</i>	
4	(continued)	
5	Overview of key concepts related to educational and support services <i>Items in Week Five Module</i>	Preliminary materials for Discussions due Overview Project due
6	Severe Disabilities: Historical & Social Influences Severe Disabilities: Terminology & Definitions <i>Westling et al., Chs. 1-2; items in Week Six Module</i>	Discussion #1: Influences Quiz ONE
7	Severe Disabilities: Etiologies & Diagnoses; Specific Disabilities and their Characteristics <i>Westling, Ch. 1; items in Weeks Seven-Nine Module</i>	Quiz TWO
8	(continued)	
9	(continued)	Quiz THREE
10	Severe Disabilities: Physical, Health, & Sensory Aspects <i>Westling et al., Chs. 13-14; items in Week Ten Module</i>	Quiz FOUR
11	Severe Disabilities: Developmental Features <i>Items in Week Eleven Module</i>	Severe Disability Type Project due
12	Severe Disabilities: Family & Lifespan Concerns <i>Westling et al., Ch. 4; items in Week Twelve Module</i>	Discussion #2: Family Impact Discussion #3: Adulthood Quiz FIVE
13	Severe Disabilities: Educational and Support Services <i>Selected sections of the Westling et al. text; items in Weeks Thirteen-Fifteen Module</i>	Discussion #4: Placement
14	(continued)	Discussion #5: Instruction
15	(continued)	Quiz SIX Services Project due
16	Finals Week/Wrap-Up Professional Resources, revisited <i>Items in Week Sixteen Module</i>	Discussion #6: Professional Resources Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term. Any changes will be posted in the News/Announcements section of CourseDen. Major assignments,</p>		

SPED 37__ Introduction to Special Education and Severe Disabilities Sample		
Week	Topic/Activity ^{***} /Reading Assignment* Topic Readings	Assignment Name & Due Date ^{**} ^{***} <i>Additional information will be provided in CourseDen.</i>
<p>papers, and exams are in bold.</p> <p>***Specific components of the Activities/Participation assignment do not appear in this schedule.</p>		

Course View (Read Only)

Attachments

Current File: SPED7720-Assessment-AdaptedCurriculum: ProposedSyllabus_MATAadaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED

7720

Prefix Number

Assessment of Students with Severe Disabilities

Course Title

A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities, those for whom Adapted Curriculum teacher certification is needed.

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

SPED 6706 or equivalent.

Corequisites

Rationale

We are adding a concentration to our MAT program to give students the opportunity to earn certification in special education adapted curriculum. This is the assessment course for that concentration.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: SPED7720-Assessment-AdaptedCurriculum_ProposedSyllabus_MATAadaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-01-12]

Chair, Course Department

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



College of Education

SPED 7720 Assessment of Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success

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

678-839-6280

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore

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

Ingram Library Services

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

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral

study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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

COURSE INFORMATION

Course Description

A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities, those for whom Adapted Curriculum teacher certification is needed.

Prerequisite: SPED 6706 or equivalent.

Corequisite:

Required Texts

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

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

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

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

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

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

Course References:

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.

American Educational Research Association (AERA), American Psychological Association (APA), National Council for Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.

Brown, F. A., McDonnell, J. J. & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011). *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.
- Kleinart, H. L., & Kearns, J. F. (2010). *Alternate assessment for students with significant cognitive disabilities: An educator's guide*. Baltimore, MD: Brookes.
- McCallum, S., Bracken, B., & Wasserman, J. (2001). *Essentials of nonverbal assessment*. New York, NY: Wiley.
- McLean, M., Wolery, M., & Bailey, D. B. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Nelson, C., van Dijk, J., de Kort (Producer), & de Jong (Producer). (n.d.). *Child-guided strategies for assessing children who are deafblind or have multiple disabilities* [compact disk]. The Netherlands: AapNootMuis Productions.
- Pierangelo, R. A., & Giuliani, G. A. (2017). *Assessment in special education: A practical approach*. Boston, MA: Pearson.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. B. (2013). *Assessment in special and inclusive education* (12th ed.). Florence, KY: Cengage.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.
- Simeonsson, R. J., & Rosenthal, S. L. (Eds.). (2001). *Psychological and developmental assessment: Children with disabilities and chronic conditions*. New York, NY: Guilford.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Wodrich, D. L. (1997). *Children's psychological testing: A guide for nonpsychologists* (3rd ed.). Baltimore, MD: Brookes.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1600 minutes
Participating in specific activities/projects	550 minutes
Accessing and investigating online resources	100 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe the purpose of evaluation and explain the relationship between curriculum, instruction, and assessment (Brown, McDonnell, & Snell, 2016; Kleinart & Kearns, 2010; McLean, Wolery, & Bailey, 2004; Pierangelo & Giuliani, 2017; Salvia, Ysseldyke, & Bolt, 2013; Shafer & Lissitz, 2009; Venn, 2014; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii, 4/iv, 5/v; INTASC*** 4, 6, 7)
2. Define basic terminology used in assessment (McLean et al., 2004; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)
3. Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions (Brown et al., 2016; Kleinart & Kearns, 2010; McCallum, Bracken, & Wasserman, 2001; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2010; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 6, 7)
4. Create, administer and score teacher-produced assessments to assess student strengths and weaknesses (Brown et al., 2016; Kleinart & Kearns, 2010; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; INTASC 6)
5. Develop a behavioral performance objective (Alberto & Troutman, 2017; Brown et al., 2016; Westling et al., 2015) (Standards: CEC/GaPSC 5/v; InTASC)
6. Use assessment information to plan student IEP goals and objectives and describe ways to use assessment results in planning and making curricular decisions (Brown et al., 2016; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Giangreco, Cloninger, & Iverson, 2011; McLean et al., 2004; Nelson, van Dijk, de Kort, & de Jong, n.d.; Pierangelo & Guiliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling & Fox, 2015; Shermis & Di Vesta, 2011) (Standards: CEC/GaPSC 1/i, 4/iv, 5/v; InTASC 4, 6, 7)
7. Write educational assessment reports (AERA, APA, & National Council for Measurement in Education, 2014; Pierangelo & Guiliani, 2017; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
8. Evaluate the special education instructional program (Alberto & Troutman, 2017; Brown et al., 2016; Salvia et al., 2013; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 6, 9)
9. Identify issues involved in preschool assessment (McCallum, Bracken, & Wasserman, 2001; McLean et al., 2004; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
10. Identify issues in career/vocational assessment (Brown et al., 2016; Pierangelo & Guiliani, 2017; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv; InTASC 6)
11. Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and students with special needs (Brown et al., 2016; Ford et al., 1989; Giangreco et al., 2011; Kleinart & Kearns, 2010; McCallum et al., 2001; McLean et al., 2004; Nelson et al., n.d.; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Schafer & Lissitz, 2009; Simeonsson & Rosenthal, 2001; Venn, 2014; Wehmeyer et al., 2017; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv, 5/v; InTASC 1, 2, 6)
12. Interpret scores from standardized tests as they relate to classroom practices (American Educational Research Association, American Psychological Association, National Council

- for Measurement in Education, 2014; Brown et al., 2016; Pierangelo & Guiliani, 2017; Salvia et al., 2013; Venn, 2014; Westling et al., 2015; Wodrich, 1997) (Standards: CEC/GaPSC 4/iv; InTASC 6)
13. Develop rubrics and checklists to use in grading (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
 14. Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices (Brown et al., 2016; Kleinart & Kearns, 2010; McLean et al., 2004; Schafer & Lissitz, 2009; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Venn, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 4/iv, 7/vii; InTASC 6, 10)
 15. Demonstrate knowledge and skill in valid grading procedures (Shermis & Di Vesta, 2010; Venn, 2014) (Standards: CEC/GaPSC 4/iv; InTASC 6)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 9 points; lowest grade will be dropped; total 45 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided. (Course Objectives 1-13)
2. **Review of Specialized Test, Test Type, or Strategy** (10 points)
Students will review and present information on a specific test, test type, or strategy used with youngsters with severe disabilities (e.g., ecological assessment, COACH, the Syracuse Community-Referenced Curriculum Guide, assessment strategies developed by Jan van Dijk). Specific guidelines will be provided. (Course Objectives)
3. **Differentiated Assignment** (total 20 points)
Depending on student background, experience, and interests, students will complete some combination of test administration and report-writing. Options include administration of standardized tests of academic achievement, adaptive behavior, and/or behavioral issues; administration of a criterion-referenced test; and preparing a written report based on test results, potentially including a program planning component. Individual contracts may be developed. Specific guidelines will be provided. (Course Objectives 5, 6, 7, 12, 14)
4. **Activities/Participation** (25 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines

will be provided.
(Course Objectives 1-13)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	45 points total (6 quizzes @ 9 points each, with the lowest grade dropped)
2. Specialized Review	Rubric	10 points
3. Differentiated Assignment	Rubric/Checklist	20 points total
3. Activities/Participation	CourseDen records, Rubrics, Checklists	25 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make

use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.

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

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

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

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. **Submission of Assignments:**

- a. **APA is the required style for students in education programs at UWG.**

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

([http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=12968039.1419967238.6.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&_utmv=-&_utmh=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmh=229646108)). **Many online resources purporting to assist with**

APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
 - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. **Use of Resources:**
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaw/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.

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

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

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

Class Schedule Information

SPED 37__ Assessment of Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date** *** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Assessment Basics Ethics <i>Syllabus; designated portions of Venn text, Chs. 1-2; items in Week One Module</i>	Quiz ONE
2	General Assessment Concepts and Skills <i>designated portions of Venn text, Chs 3-5; items in Weeks Two-Three Module</i>	
3	(continued)	Quiz TWO
4	Assessment of Intelligence and Adaptive Behavior <i>Venn text, Ch. 6; items in Weeks Four-Five Module</i>	
5	(continued)	Quiz THREE
6	Developmental Assessment Language Assessment Behavior Assessment <i>Venn text, Ch. 7, designated portions of Ch. 8, Ch. 9; items in Weeks Six-Seven Module</i>	
7	(continued)	Quiz FOUR
8	Specialized Assessment Concepts and Skills (focus on Severe Disabilities) <i>Westling et al. text, Chs. 5-6; Georgia DOE website; items in Weeks Eight-Ten Module</i>	First part of Differentiated Assignment due
9	(continued)	
10	(continued)	Quiz FIVE
11	Classroom Assessment <i>designated portions of Venn text, Chs. 11-15; Westling et al. text, Ch. 7; items in Weeks Eleven-Thirteen Module</i>	

SPED 37__ Assessment of Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**} ^{***} <i>Additional information will be provided in CourseDen.</i>
12	(continued)	Specialized Review due
13	(continued)	Quiz SIX
14	Planning based on Assessment	
15	(continued)	Last part of Differentiated Assignment due
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbooks. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: <i>Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.</i> Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***<i>Specific components of the Activities/Participation assignment do not appear in this schedule. These will be integrated with relevant topics.</i></p>		

Course View (Read Only)

Attachments

Current File: SPED7732 Collaboration ProposedSyllabus MATAdaptedCurriculumProgram.pdf

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

7732

Number

Collaboration and Inclusion in Programs for Students w

Course Title

This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and schoolage youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

Course Catalog Description

3

Lec.Hrs

3

Lab.Hrs

3

Credit.Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

SPED 6701

Corequisites

Rationale

We are adding an adapted curriculum concentration to our MAT program. This will allow students to be eligible for either the special education general curriculum certificate or the special education adapted curriculum certificate.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

We are adding an adapted curriculum concentration to our MAT program. This will allow students to be eligible for either the special education general curriculum certificate or the special education adapted curriculum certificate.

Attachments

Current File: SPED7732 Collaboration Proposed Syllabus MATAdaptedCurriculumProgram.pdf

College Approvals

Laura Smith [APPROVED
2017-02-07]

Associate Dean, College of Education

John Ponder [APPROVED
2017-01-23]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 7732 Collaboration and Inclusion in Programs for Students with Severe Disabilities
Proposed Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:
<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

<http://www.westga.edu/cas/>
678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and schoolage youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

Prerequisite: SPED 6701

Corequisites:

Required Texts

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Alper, S., Ryndak, D. L., & Schloss, C. A. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston, MA: Allyn & Bacon.
- Batshaw, M. L., Roizen, N. J. & Lotrecchiano, G. R. (Eds.). (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.

- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Carter, E. W., Cushing, L. S., & Kennedy, C. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore, MD: Brookes.
- Cartledge, C. Y., & Gardner, R., & Ford, D. Y. (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom*. Boston, MA: Pearson.
- Causton, J. (2009). *The paraprofessional's handbook for effective support in inclusive classrooms*. Baltimore, MD: Brookes.
- Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.
- Downing, J. E. (2008). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (3rd ed.). Baltimore, MD: Brookes.
- Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.
- Friend, M., & Cook, L. (2017) *Interactions: Collaboration skills for school professionals* (8th ed.). Boston, MA: Pearson.
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.
- Haring, N. G., & Romer, L. T. (1995). *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships*. Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2006). *Social relationships and peer support* (2nd ed.). Baltimore, MD: Brookes.
- Janney, R., & Snell, M. E. (2013). *Modifying schoolwork* (2nd ed.). Baltimore, MD: Brookes.
- Kalyanour, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore, MD: Brookes.
- Kennedy, C. (2005). *Single-case designs for educational research*. Boston, MA: Pearson.
- King-Sears, M. E., Janney, R., & Snell, M. E. (2006). *Collaborative teaming* (3rd ed.). Baltimore, MD: Brookes.
- Leach, D. (2010). *Bringing ABA into your inclusive classroom*. Baltimore, MD: Brookes.
- Orelve F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Pickett, A. L. & Gerlach, K. (2003). *Supervising paraeducators in educational settings: A team approach*. Austin, TX: Pro-Ed.
- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (2nd ed.). Baltimore, MD: Brookes.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Sileo, N. M., & Prater, M. A. T. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Boston, MA: Pearson.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1250 minutes
Participating in specific activities/projects	800 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe features of teaming models used to structure interaction between school personnel and compare and contrast various models of teaming and collaboration (Bown, McDonnell, & Snell, 2016; Friend & Cook, 2017; King-Sears, Janney, & Snell, 2006; Orelove, Sobsey, & Gilles, 2016; Rainforth & York-Barr, 1997; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017) (Standards: CEC*/GaPSC** 2/ii, 6/vi, 7/vii; InTASC*** 10)
2. Explain the skills, roles, and contributions of school and other personnel involved in services to students with severe disabilities and their families (Brown et al., 2016; King-Sears et al., 2006; Orelove et al., 2016; Rainforth & York-Barr, 1997; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 10)
3. Identify strategies for working effectively with paraeducators (paraprofessionals) in providing educational services (Browder & Spooner, 2011; Brown et al., 2016; Causton, 2009; King-Sears et al., 2006; Orelove et al., 2016; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
4. Describe strategies for establishing and maintaining collaborative relationships with parents/families, personnel from other service agencies, and community members (Brown et al., 2016; Orelove et al., 2016; Rainforth & York-Barr, 1997; Sileo & Prater, 2010; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 6/vi, 7/vii; InTASC 10)
5. Differentiate between various models of educational service delivery (e.g., self-contained classes, community-based instruction, inclusion classes) to students with severe disabilities (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Orelove et al., 2016; Rainforth & York-Barr, 1997; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii,6/vi; InTASC 10)
6. Define and discuss the features of integrated versus isolated therapy/education, as well

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

7. Identify and discuss planning and implementation activities related to inclusion of students with severe disabilities in general education classrooms, including meshing curriculum and assessment standards with individualized curriculum needs (Alper, Ryndak, & Schloss, 2001; Brown et al., 2016; Browder & Spooner, 2006, 2011, 2014; Downing, 2008, 2010; Giangreco et al., 2007; Haring & Romer, 1995; Leach, 2010; Schafer & Lissitz, 2009; Janney & Snell, 2013; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii, 3/iii, 4/iv, 5/v, 7/vii; InTASC 3-8, 10)
 8. Identify and discuss variables related to peer support and friendships, especially as they apply to inclusive educational and community settings (Browder & Spooner, 2011; Brown et al., 2016; Downing, 2008; Haring & Romer, 1995; Janney & Snell, 2006; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 7/vii; InTASC 3, 10)
 9. Discuss challenges to effective collaboration, including those based in cultural and linguistic diversity (Brown et al., 2016; Cartledge, Gardner, & Ford, 2009; Kalyanpur & Harry, 2012; Sileo & Prater, 2010; Turnbull et al., 2015; Westling et al., 2015) (Standards: CEC/GaPSC 6/vi, 7/vii; InTASC 2, 10)
 10. Discuss research and evidence-based practices related to collaboration and inclusion for this group of learners (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Westling et al., 2015) (Standards: CEC/GaPSC 5/v, 6/vi, 7/vii; InTASC 3, 8-10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 6 points; lowest grade will be dropped; total 30 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-9)
2. **Collaboration Project** (20 points)

Students will implement a project designed to investigate specific aspects of collaboration with school personnel, family members, or community agency personnel. This will be shared with classmates. Guidelines will be provided.

(Course Objectives 1-4, 6, 9 – depending on nature of project)

3. **Inclusion Project** (20 points)

Students will plan and evaluate components of an inclusive program for a specific type of youngster with severe disability. This will be shared with classmates. Guidelines will be provided.

(Course Objectives 5-9 – depending on nature of project)

4. **Activities/Participation** (30 points total)

Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Activities for graduate students will include a Research Project, designed to allow students to investigate research and evidence-based practice relevant to collaboration and inclusion for this group of learners. Guidelines will be provided.

(Course Objectives 1-10)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

A = 90-100 points

B = 80-89 points

C = 70-79 points

F = <70 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
5. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.
SED program policies related to late submissions:
 - All online quizzes completed after the assigned due date and time will receive 0 points.
 - All discussion posts that are made after the assigned due date and time will receive 0 points.
 - All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.**In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late.** Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).
6. Submission of Assignments:

- a. **APA is the required style for students in education programs at UWG.**
Components of APA style will be required for specific portions of specific assignments (e.g., references in the Research Project). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:
[http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmx=-&_utmz=12968039.1419967238.6.1._utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&_utmv=-&_utmik=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmx=-&_utmz=12968039.1419967238.6.1._utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmik=229646108). **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**
 - b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
 - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
7. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).

- c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaviaw/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
- d. **It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should

be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

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

- Be sensitive and reflective to what others are saying.

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

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

Class Schedule Information

SPED 77__ Collaboration and Inclusion in Programs for Students with Severe Disabilities Sample		
Week	Topic/Activity ^{***} /Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date ^{**} , ^{***}
1	Course Overview Historical Perspective <i>Syllabus; Westling et al., Chs. 1-2; items in Week One Module</i>	
2	Collaboration Basics <i>Items in Week Two Module</i>	Quiz One
3	Collaboration for Students with Severe Disabilities – School Personnel <i>Westling et al., Ch. 3; items in Weeks Three-Five Module</i>	
4	(continued)	
5	(continued)	Quiz Two
6	Collaboration for Students with Severe Disabilities – Families and Community Personnel <i>Westling et al., Ch. 4; items in Weeks Six-Seven Module</i>	
7	(continued)	Quiz Three
8	Diversity Aspects of Collaboration and Educational Services <i>Westling et al., Ch. 4; items in Week Eight Module</i>	Quiz Four Collaboration Project due
9	Educational Learning Environments Basics Inclusion for Students with Severe Disabilities <i>Westling et al., Chs. 1-2, 10; items in Weeks Nine-Twelve Module</i>	
10	(continued)	

11	(continued)	
12	(continued)	Quiz Five
13	Friendships and Peer Support <i>Westling et al., Ch. 16; items in Weeks Thirteen-Fourteen Module</i>	
14	(continued)	Quiz Six
15	Research and Evidence-Based Practices <i>Items in Week Fifteen Module</i>	Research Project due
16	Finals Week/Wrap-Up <i>Items in Week Sixteen module</i>	Late Submissions/ Resubmissions due.

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

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

*****Specific components of the Activities/Participation assignment do not appear in this schedule except for the Research Project (having to do with studying practices). Other activities will be integrated with relevant topics.**

Course View (Read Only)

Attachments

Current File: [SPED6776-Curric&InstrucStrat-AdaptedCurriculum_ProposedSyllabus_MATAadaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

SPED

Prefix

6776

Number

Curriculum & Instructional Strategies for Students with

Course Title

An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Fall - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

SPED 6701

Corequisites

Rationale

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is one of the methods courses for the adapted curriculum certification option.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is one of the methods courses for the adapted curriculum certification option.

Attachments

Current File: SPED6776-Curric&InstructSirat-AdaptedCurriculum ProposedSyllabus_MATAadaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-02-21]

Chair, Course Department

Laura Smith [APPROVED
2017-03-09]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

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

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

Prerequisite: SPED 6701 [new Intro to Special Ed and Severe Disabilities class]

Prerequisite or Corequisite:

Required Texts

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.
- Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

Duker, P., Didden, R., & Sigafos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.

Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.

Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.

Kennedy, C. (2005). *Single-case designs for educational research*. Boston, MA: Pearson.

Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.

Orellove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

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

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

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.

Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
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Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1300 minutes
Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; WestlingFox, & Carter, 2015) (Standards: CEC*/GaPSC** 3/iii; InTASC*** 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i/3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify, describe, and compare specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2010; Duker, Didden, & Sigafos, 2004; Kennedy, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
 9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
 10. Investigate and communicate about evidence-based and promising practices for learners with severe disabilities, including research-related issues (Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC 6, 7; InTASC 9, 10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-10)
2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)
Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.
(Course Objectives 4, 5, 8, 9)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided. For graduate students, these will include activities related to investigation of and communication about aspects of service delivery, including evidence-based practices.
(Course Objectives 1-10)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation (including practices investigation, communication)	CourseDen records, Rubrics, Checklists	30 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.

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

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

2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

SED program policies related to late submissions:

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

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

1. Submission of Assignments:

a. **APA is the required style for students in education programs at UWG.**

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

([http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmc=12968039&__utmz=12968039.1419967238.6.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&__utmv=-&__utmik=229646108](http://www.apastyle.org/index.aspx?__utma=12968039.92529928.1369942674.1384961981.1419967238.6&__utmb=12968039.1.10.1419967238&__utmc=12968039&__utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmv=-&__utmik=229646108)).

Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at**

Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
 - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaviaw/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in

Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being

used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

Class Schedule Information

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date**,** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i>	
2	Goals and Planning Studying Practices <i>Westling et al., Chs. 5-6; items in Week Two</i>	Quiz ONE
3	Specific Curricular Resources <i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	Quiz TWO
5	Addressing Physical, Health, Behavioral, and Communication Needs <i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i>	
6	(continued)	Quiz THREE
7	Instructional Strategies <i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i>	
8	(continued)	Investigation Reports due
9	Progress Monitoring <i>Westling et al., Ch. 9; items in Week Nine Module</i>	Quiz FOUR
10	Lesson Planning Assistive Technology <i>Westling et al., Ch. 19; items in Week Ten Module</i>	Quiz FIVE
11	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Eleven-Thirteen Module</i>	
12	(continued)	

SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample		
Week	Topic/Activity^{***}/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date^{**},^{***} <i>Additional information will be provided in CourseDen.</i>
13	(continued)	Instructional Planning, Implementation, and Evaluation Report due
14	Learning Environments for Preschoolers and Elementary Students <i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i>	
15	(continued)	Quiz SIX
16	Finals Week/Wrap-Up <i>items in Week Sixteen Module</i>	Late Submissions/Resubmissions due.
<p>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</p> <p>**Note: <i>Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.</i> Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p>***<i>Specific components of the Activities/Participation assignment do not appear in this schedule except for the Investigation Reports (having to do with studying practices). Other activities will be integrated with relevant topics.</i></p>		

Course View (Read Only)

Attachments

Current File: [SPED6777_Curric&Meth-SecAndTransition_ProposedSyll_MATAdaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED Number

Curriculum & Instructional Strategies for Students with Disabilities
Course Title

A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

Course Catalog Description

3 Lec Hrs

Lab Hrs

3 Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

SPED 6776, SPED 6701

Corequisites

Rationale

We are adding the option of earning certification in special education adapted curriculum to the MAT in special education. Students will select between either certification in adapted curriculum or general curriculum.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

We are adding the option of earning certification in special education adapted curriculum to the MAT in special education. Students will select between either certification in adapted curriculum or general curriculum.

Attachments

Current File: SPED6777_Curric&Meth-SecAndTransition_ProposedSyll_MATAdaptedCurriculumProgram.pdf

College Approvals

Laura Smith [APPROVED
2017-03-09]

Associate Dean, College of Education

John Ponder [APPROVED
2017-02-21]

Chair, Course Department

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition Proposed Syllabus

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

<p>CourseDen D2L Home Page https://westga.view.usg.edu/</p>	<p>Student Services http://uwgonline.westga.edu/online-student-guide.php</p>
<p>D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu</p>	<p>Center for Academic Success http://www.westga.edu/cas/ 678-839-6280</p>
<p>24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/</p>	<p>Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430</p>
<p>University Bookstore http://www.bookstore.westga.edu/</p>	<p>Ingram Library Services http://www.westga.edu/library/</p>

COE Vision

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

COE Mission

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

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

COURSE INFORMATION

Course Description

A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

Prerequisites: SPED 6776, 6701

Required Texts

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

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

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

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

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

Course References:

- Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore, MD: Brookes.
- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.
- Browder, D. M., & Spooner, F. (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.
- Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.

- Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.
- Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.
- Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.
- Kennedy, C. (2005). *Single-case designs for educational research*. Boston, MA: Pearson.
- McNaughton, D. B., & Beukelman, D. R. (Eds.). (2010). *Transition strategies for adolescents and young adults who use AAC*. Baltimore, MD: Brookes.
- Orellove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.
- Shogren, K. A. (2013). *Self-determination and transition planning*. Baltimore, MD: Brookes.
- Sitlington, P. L., Clark, G. M., & Neubert, D. (2010). *Transition education and services for students with disabilities* (5th ed.). Boston, MA: Allyn & Bacon.
- Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Thousand Oaks, CA: Corwin.
- Test, D. W. (2012). *Evidence-based instructional strategies for transition*. Baltimore, MD: Brookes.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Walker, P. M., & Rogan, P. M. (2007). *Make the day matter!: Promoting typical lifestyles for adults with significant disabilities*. Baltimore, MD: Brookes.
- Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brookes.
- Wehman, P. (2013). *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore, MD: Brookes.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1000 minutes
Participating in specific activities/projects	1000 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe curricular content needs for secondary-age students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Shafer & Lissitz, 2009; Smith, DeMarco, & Worley, 2009; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling, Fox, & Carter, 2015) (Standards: CEC/GaPSC 1/I, 3/iii; InTASC 1, 4)
2. Identify, select, and critique curricula focusing on secondary-age learners with severe disabilities in both functional and academic domains, including those focusing on self-determination and domains of adult life (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Downing, 2005, 2010; Ford et al., 1989; Orelove, et al., 2016; Shogren, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
3. Identify, select, and critique instructional strategies for secondary-age learners with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2005, 2010; Orelove et al., 2016; Smith et al., 2009; Wehmeyer et al, 2017; Westling et al., 2015; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
4. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Collins, 2012; Downing, 2010; Orelove et al., 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
5. Describe legal, cultural, and familial/community factors relevant to transition planning and implementation (Sitlington, Clark, & Neubert, 2010; Turnbull et al., 2015; Walker & Rogan, 2007; Wehman, 2011, 2013; Wehmeyer et al., 2017) (Standards: CEC/GaPSC 1/I, 6/vi, 7/vii; InTASC 2, 3, 9,10)
6. Describe and evaluate components of transition planning for learners with severe disabilities, including appropriate assessment, curricula, planning and management strategies, coordination with adult service agencies and family supports, use of assistive technology, and development of skills in work and other key areas of adult participation and function (Brown et al., 2016; Orelove et al., 2016; Shogren, 2013; Sitlington et al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i-7/vii; InTASC 1-10)
7. Identify, select, and critique curricula, instructional strategies, and resources focusing on self-determination and self-management aspects for learners with severe disabilities (Brown et al., 2016; Ford et al., 1989; Orelove et al., 2016; Shogren, 2013; Sitlington et

- al., 2010; Wehman et al., 2011, 2013; Wehmeyer et al., 2017; Westling et al., 2015)
(Standards: CEC/GaPSC: 3/iii, 5/v, 6/vi; InTASC 4, 8, 9)
8. Identify and describe specialized issues for transition programming focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities (Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; McNaughton & Beukelman, 2010; Walker & Rogan, 2007; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
 9. Investigate and communicate about evidence-based and promising practices in secondary and transition programs for learners with severe disabilities, including research-related issues (Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Test, 2012; Wehman, 2013; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC 6, 7; InTASC 9, 10)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (5 quizzes, each worth 8 points; lowest grade will be dropped; total 32 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-8)
2. **Child Change Project** (25 points)
Students will plan, implement, and evaluate instruction with a focus learner or small group, using a “teaching design.” Guidelines will be provided.
(Course Objectives 2, 3, 4)
3. **Transition Project** (13 points)
Students will engage in a variety of activities involved in transition planning and implementation for secondary students with severe disabilities. Information will be shared with classmates. Guidelines will be provided.
(Course Objectives 5-9)
4. **Activities/Participation** (30 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided. For graduate students, these will include activities related to investigation of and communication about aspects of service delivery, including evidence-based practices in transition.
(Course Objectives 1-9)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

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

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.

Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
 - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first” language**) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
 - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
 - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
 - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. **Use of Resources:**
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
 - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
 - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiavi/ew/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
 - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in

Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

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

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

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

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being

used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

Class Schedule Information

SPED 47 Curriculum and Methods II: Students with Severe Disabilities Sample		
Week	Topic/Activity***/Reading Assignment* Topic <i>Readings</i>	Assignment Name & Due Date** ,*** <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Secondary Programs <i>Syllabus; items in Weeks One-Two Module</i>	
2	(continued)	Quiz ONE
3	Curriculum and Instructional Strategies for Adolescents – General <i>Designated sections of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i>	
4	(continued)	
5	Curriculum and Instructional Strategies for Adolescents – Self-Determination and Self- Advocacy <i>Items in Weeks Five-Six Module</i>	Quiz TWO
6	(continued)	Quiz THREE
7	Planning, Implementing, and Evaluating Instruction <i>Items in Weeks Seven-Eight Module</i>	
8	(continued)	
9	Adult Issues and Status of Adults with Severe Disabilities <i>Items in Week Nine Module</i>	Child Change Project due
10	Factors in Transition <i>Westling et al., Ch. 21; items in Weeks Ten- Eleven Module</i>	
11	Transition Assessment, Planning, Management <i>Westling et al., Ch. 21; items in Weeks Eleven- Twelve Module</i>	
12	(continued)	Quiz FOUR
13	Collaboration, including with Adult Service Agencies <i>Items in Weeks Thirteen-Fifteen Module</i>	Transition Project due
14	(continued)	
15	(continued)	Quiz FIVE
16	Finals Week/Wrap-Up Best Practices in Transition <i>Items in Week Sixteen Module</i>	Best Practices Activity due (graduate students) Late Submissions/Resubmissions due

*** Includes only information about required textbook. Additional items from a variety of**

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

****Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.**

Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

*****Specific components of the Activities/Participation assignment do not appear in this schedule except for the Best Practices Activity required of graduate students. Others will be integrated with relevant topics.**

Course View (Read Only)

Attachments

Current File: [SPED6751-BehavioralStratForStud.Sev.Dis. ProposedSyllabus_MATAdaptedCurriculumProgram.pdf](#)

Originator

Literacy and Special Education

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SPED Number

Behavioral Strategies for Students with Severe Disabilit Course Title

An examination of behavioral strategies, particularly those used to teach youngsters with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

Course Catalog Description

3.00 Lec Hrs

Lab Hrs

3 Credit Hrs

Fall - 2017 Effective Term

Every Term Frequency

Letter Grade Grading

Prerequisites

SPED 6701

Corequisites

Rationale

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is the behavior course for the adapted curriculum certification option.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is the behavior course for the adapted curriculum certification option.

Attachments

Current File: SPED6751-BehavioralStratForStud.Sev.Dis. ProposedSyllabus_MATAdaptedCurriculumProgram.pdf

College Approvals

John Ponder [APPROVED
2017-02-21]

Chair, Course Department

Laura Smith [APPROVED
2017-03-09]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**SPED 6751 Behavioral Strategies for Students with Severe Disabilities
Proposed Syllabus**

Class Meeting Time/Location	Distance (online) sessions are asynchronous.	Online Hours	
Instructor		westga email	
Office Location		Telephone	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
Office Hours		FAX number	(678) 839-6099

Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

University Bookstore

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

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Center for Academic Success

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

678-839-6280

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Ingram Library Services

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the **basis** on which

programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

An examination of behavioral strategies, particularly those used to teach youngsters with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

Prerequisite: SPED 6701

Prerequisite or Corequisite:

Required Texts

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.

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

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

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

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

Course References:

- Bambara, L. M., Janney, R., & Snell, M. E. (2015). *Behavior support* (3rd ed.). Baltimore, MD: Brookes.
- Brown, F. A., Anderson, J. L., & De Pry, R. L. (Eds.). (2015). *Individual positive behavior supports: A standards-based guide to practices in school and community settings*. Baltimore, MD: Brookes.
- Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.
- Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Boston, MA: Pearson.
- Collins, B. C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes.
- Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.
- Duker, P., Didden, R., & Sigafos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.
- Kennedy, C. (2005). *Single-case designs for educational research*. Boston, MA: Pearson.

Lane, K. L., Cook, B. G., & Tankersley, M. G. (2013). *Research-based strategies for improving outcomes in behavior*. Boston, MA: Pearson.

Leach, D. (2010). *Bringing ABA into your inclusive classroom*. Baltimore, MD: Brookes.

Martin, G., & Pear, J. (2014). *Behavior modification: What it is and how to do it* (10th ed.). New York, NY: Pearson.

Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Boston, MA: Pearson.

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Zirpoli, T. J. (2016). *Behavior management: Positive applications for teachers* (7th ed.). Boston, MA: Pearson.

Approaches to Instruction

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

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

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

Activity	Instructional Equivalent
Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1500 minutes
Participating in specific activities/projects	550 minutes
Accessing and investigating online resources	200 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Describe basic features of a behavioral approach to learning and behavior (Alberto & Troutman, 2017; Brown, Anderson, & De Pry, 2015; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC*/GaPSC** 2/ii; InTASC*** 3)
2. Compare and contrast major features and uses of various strategies/programs derived from a behavioral approach, including their interrelationships (e.g., Applied Behavioral Analysis versus Positive Behavior Supports) (Alberto & Troutman, 2017; Bambara, Janney, & Snell, 2015; Brown et al., 2015; Brown, McDonnell, & Snell, 2016; Duker, Didden, & Sigafos, 2004; Leach, 2010; Martin & Pear, 2014; Umbreit, Ferro, Liaupsin, & Lane, 2007; Westing, Fox, & Carter, 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii; InTASC 3)
3. Describe and discuss the role of law and ethics in design and implementation of behavioral interventions (Alberto & Troutman, 2017; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii. 9. ix; InTASC 9)

4. Describe and use features of functional behavioral assessment (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Umbreit et al., 2007; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 4/iv, 5/v; InTASC 3, 6)
 5. Describe features of various specific components of behavior modification, e.g., shaping, fading, response prompting strategies, reinforcement (Alberto & Troutman, 2017; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Collins, 2012; Duker et al., 2004; Martin & Pear, 2014; Umbreit et al., 2007; Westing et al., 2015; Wolery, Ault, & Doyle, 1992; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 8)
 6. Prepare intervention plans designed to improve positive behaviors and/or decrease undesirable behaviors, including discussion of the role of family, cultural, and community variables (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Martin & Pear, 2014; Umbreit et al., 2007; Westing et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 1/I, 2/ii, 5/v; InTASC 2, 3, 8, 9, 10)
 7. Describe features of data collection strategies and collect data, graph data, and analyze results (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Westing et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 4/iv; InTASC 3, 6)
 8. Explain and plan strategies focused on maintenance and generalization, as well self-management components (Alberto & Troutman, 2017; Brown et al., 2015; Chandler & Dahlquist, 2015; Martin & Pear, 2014; Westing et al., 2015) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 8)
 9. Describe uses of technology in design, implementation, and evaluation of behavioral programming (Alberto & Troutman, 2017; Brown et al., 2015; Brown et al., 2016; Westling et al., 2015; Zirpoli, 2016) (Standards: CEC/GaPSC 2/ii, 5/v; InTASC 3, 8)
 10. Discuss features and uses of behavior modification applied to individuals with disabilities, including preschoolers and schoolage children with severe disabilities in school, home, and community settings (Alberto & Troutman, 2017; Bambara et al., 2015; Brown et al., 2015; Brown et al., 2016; Chandler & Dahlquist, 2015; Collins, 2012; Duker et al., 2004; Leach, 2010; Umbreit et al., 2007; Westing et al., 2015; Wolery et al., 1992) (Standards: CEC/GaPSC 1/I, 2/ii, 4/iv, 5/v, 6/vi, 7/vii; InTASC 1, 2, 3, 6, 7, 8, 9, 10)
 11. Investigate and present information concerning research and behavioral strategies (e.g., use of single subject research designs, evaluation of best practice) (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Lane, Cook, & Tankersley, 2013; Martin & Pear, 2014; Zirpoli, 2016) (Standards: CEC/GaPSC 5/v, 6/vi; InTASC 8, 9)
- CEC* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
 - GaPSC** refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
 - InTASC*** refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Assignments and Evaluation Procedures

1. **Quizzes** (7 quizzes, each worth 7 points; lowest grade will be dropped; total 42 points toward final grade)
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.
(Course Objectives 1-10)
2. **Behavior Change Project** (total 25 points)
Students will plan, implement, and evaluate instruction focused on reducing a problem behavior, including submission of a report. Guidelines will be provided.
(Course Objectives 4, 6-10)
3. **Activities/Participation** (33 points total)
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. For graduate students, this will include a project addressing research with behavioral strategies, as well as evidence-based in use of behavioral strategies. Guidelines will be provided.
(Course Objectives 1-10)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-3 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	42 points total (7 quizzes @ 7 points each, with the lowest grade dropped)
2. Behavior Change Project	Rubric	25 points
3. Activities/Participation	CourseDen records, Rubrics, Checklists	33 points total

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information

found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource.
Work completed for another class is not acceptable for this class.
Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:
 - a grade penalty on the assignment
 - 0 points on the assignment
 - report to the Provost/Vice President for Academic Affairs
 - flunking the class
3. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
4. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
5. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.
SED program policies related to late submissions:
 - All online quizzes completed after the assigned due date and time will receive 0 points.
 - All discussion posts that are made after the assigned due date and time will receive 0 points.

- o **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.**

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

6. Submission of Assignments:

- a. **APA is the required style for students in education programs at UWG.**

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

([http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmz=12968039.1419967238.6.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&_utmvl=-&_utmk=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=-&_utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmvl=-&_utmk=229646108)).

Many online resources purporting to assist with APA style actually create errors, so be cautious; however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**

- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
- c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
- e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
- f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.

7. Use of Resources:

- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar's Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through http://www.westga.edu/index_students.php.
- b. ***It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course*** (e.g., Assignments, Discussions, Email).
- c. ***Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.*** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. ***One general suggestion if you are having problems: Try another browser or another device.*** CourseDen seems to work best with a desktop or laptop. Don't wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://www.usg.edu/information_technology_services/online_learning_options/georgiaweb/maintenance_schedule/) and to keep up with events that could impact your use of CourseDen.
- d. ***It also is the student's responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.*** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should

be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

Network Etiquette: Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- ***When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret "that would be fine," for example, without any context.***

Expected Response Times: With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. ***Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.***

Class Schedule Information

SPED 3703 Behavior Modification Sample		
Week	Topic/Activity***/Reading Assignment*	Assignment Name & Due Date**, ***
	Topic <i>Readings</i>	
1	Course Overview Behavioral Strategies - Introduction <i>Syllabus; Alberto & Troutman, Chs. 1 & 13; items in Weeks One-Two Module</i>	
2	(continued)	Quiz One
3	Legal and Ethical Aspects <i>Alberto & Troutman, Ch. 2; items in Week Three Module</i>	Quiz Two
4	Preparing for Instruction <i>Alberto & Troutman, Chs. 3, 4, 7; items in Weeks Four-Five Module</i>	
5	(continued)	Quiz Three
6	Implementation of Instruction <i>Alberto & Troutman, Chs. 8-10; items in Weeks Six-Eight Module</i>	
7	(continued)	Quiz Four

8	(continued)	Quiz Five
9	Evaluation of Instruction <i>Alberto & Troutman, Ch. 5; items in Weeks Nine-Ten Module</i>	
10	(continued)	Quiz Six
11	Behavior Change <i>Items in Weeks Eleven-Twelve Module</i>	
12	(continued)	
13	Research with/on Behavioral Strategies <i>Alberto & Troutman, Ch. 6; items in Week Thirteen Module</i>	Behavior Change Project due
14	Maintenance, Generalization, Self-Management <i>Alberto & Troutman, Chs. 11-13; items in Week Fourteen Module</i>	Quiz Seven
15	Evidence-Based Practices <i>Items in Week Fifteen Module</i>	Research Reports due
16	Finals Week/Wrap-Up <i>Items in Week Sixteen module</i>	Late Submissions/Resubmissions due.

* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.

**Note: *Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.* Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

****Specific components of the Activities/Participation assignment do not appear in this schedule except for the Research Reports (having to do with studying practices). Other activities will be integrated with relevant topics.*

Program View (Read-Only)

Attachments

Current File: [ProgramSheetforEndorsementPrograminAutismSpectrumDisorders.pdf](#)

Originator

College of Education
College

Literacy and Special Education
Department

Bucholz, Jessica
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College
Autism Endorsement
Program Name
Endorsement
Degree Name

Literacy and Special Education
Department

On Line
Program Location

Fall
Effective Semester/Year

Graduate
Degree Level

2017

Modification Details

We are adding a three course autism endorsement program.

(Max 4000 characters)

Rationale

The University of West Georgia would like to establish a teacher endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. ASD is characterized by impairments in social interactions and communication, as well as the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe spectrum disorder. The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children have an autism spectrum disorder. This number has increased greatly in the last decade. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

(Max 4000 characters)

Attachments

Current File: ProgramSheetforEndorsementPrograminAutismSpectrumDisorders.pdf

SACSGC-Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments

The University of West Georgia would like to establish a teacher endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. ASD is characterized by impairments in social interactions and communication, as well as the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children have an autism spectrum disorder. This number has increased greatly in the last decade. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

(Max 4000 characters)

College Approvals

John Ponder [APPROVED 2017-02-16]

Chair, Course Department

Laura Smith [APPROVED 2017-03-09]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

University of West Georgia
 Department of Literacy and Special Education
 Endorsement Program in Autism Spectrum Disorders
 Plan of Study

Name: _____

917#: _____

Address: _____

Primary phone number: _____

Email: _____

Plan of Study	HRS.	Semester Planned
SPED 7716: THEORIES AND CHARACTERISTICS: AUTISM *	3	
SPED 7767: STRATEGIES FOR CHALLENGING BEHAVIORS **	3	
SPED 7726: AUTISM: CHARACTERISTICS AND INSTRUCTION	3	

* Prerequisite SPED 6706 or equivalent

** Prerequisite SPED 3703, SPED 3714, SPED 6761 or equivalent

Program View (Read-Only)

Attachments

Current File: CURRENT and PROPOSED MAT PROGRAM SHEET 2-28-17.pdf

Originator

College of Education
College

Literacy and Special Education
Department

Bucholz, Jessica
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College
General Curriculum
Track/Concentration Name
MAT
Degree Name

Master of Arts (MAT: Special Education)
Track/Concentration's Program

Online
Track Location

Graduate
Degree Level

Fall
Effective Semester/Year
2017

Modification Details

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum. The two track/concentration names should be Concentration Name 1: Special Education General Curriculum Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

Rationale

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.

The two track/concentration names should be Concentration Name 1: Special Education General Curriculum Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

Attachments

Current File: CURRENT and PROPOSED MAT PROGRAM SHEET 2-28-17.pdf

SAGSGOG-Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.

The two track/concentration names should be
Concentration Name 1: Special Education General Curriculum
Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

College Approvals

John Ponder [APPROVED 2017-02-27]

Chair, Course Department

Laura Smith [APPROVED 2017-03-09]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**Current
Program Sheet
Master of Arts in Teaching – Special Education-General Curriculum (4/2016)**

Name _____ Student ID _____

Courses	Credits	Transfer/ Substitute	Semester		Grade
			Planned	Taken	
Professional Education Foundation	15				
1. SPED 6706 Special Education in the Regular Classroom	3				
2. SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
3. SPED 6715 Characteristics (General Curriculum)	3				
4. MEDT 6401 Instructional Technology	3				
5. SPED 7721 Assessment in Special Education	3				
Pedagogical Content Courses	12				
6. SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
7. SPED 6761 Classroom Behavior Management	3				
8. SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
9. SPED 7722 Collaboration in Special Education	3				
Internship	6				
10. SPED 6792 Practicum I: Special Education	3				
11. SPED 6793 Practicum II: Special Education	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0				
Total Professional Education Courses	33				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____

Date _____

Advisor Signature _____

Date _____

Proposed: Program Sheet
Master of Arts in Teaching – Special Education (2/2017)

Name	Student ID				
Courses	Credits	Transfer/ Substitute	Semester		Grade
			Planned	Taken	
Professional Education Foundation	9				
SPED 6706 Special Education in the Regular Classroom	3				
SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
MEDT 6401 Instructional Technology	3				
Internship	6				
SPED 6792 Practicum I: Special Education	3				
SPED 6793 Practicum II: Special Education	3				
SELECT ONE SPECIAL EDUCATION AREA BELOW:					
OPTION 1: Special Education Content Courses General Curriculum	18				
SPED 6715 Characteristics (General Curriculum)	3				
SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
SPED 6761 Classroom Behavior Management	3				
SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
SPED 7722 Collaboration in Special Education	3				
SPED 7721 Assessment in Special Education	3				
OPTION 2: Special Education Content Courses Adapted Curriculum	18				
SPED 6701 Characteristics and Needs of Students with Severe Disabilities	3				
SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities	3				
SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition	3				
SPED 7720 Assessment of Students with Severe Disabilities	3				
SPED 7732 Collaboration and Inclusion in Programs for Students with Severe Disabilities	3				
SPED 6751 Behavioral Strategies for Students with Severe Disabilities	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0				
Total Professional Education Courses	33				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____

Date _____

Advisor Signature _____

Date _____

Program View (Read-Only)

Attachments

Current File: CURRENT and PROPOSED MAT PROGRAM SHEET 2-28-17.pdf

Originator

College of Education
College

Literacy and Special Education
Department

Bucholz, Jessica
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College of Education
College

Master of Arts (MAT: Special Education)
Track/Concentration's Program

Adapted Curriculum
Track/Concentration Name

MAT

Degree Name

On Line
Track Location

Fall
Effective Semester/Year

2017

Graduate
Degree Level

Modification Details

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum. The two track/concentration names should be
Concentration Name 1: Special Education General Curriculum
Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: CURRENT and PROPOSED MAT PROGRAM SHEET 2-28-17.pdf

SACSGC-Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments
 We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.
 The two track/concentration names should be
 Concentration Name 1: Special Education General Curriculum
 Concentration Name 2: Special Education Adapted Curriculum.

(Max 4000 characters)

College Approvals

John Ponder [APPROVED 2017-02-16]
 Chair, Course Department

Laura Smith [APPROVED 2017-03-09]
 Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]
 Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
 Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
 Final Approver

**Current
Program Sheet
Master of Arts in Teaching – Special Education-General Curriculum (4/2016)**

Name	Student ID				
Courses	Credits	Transfer/ Substitute	Semester		Grade
			Planned	Taken	
Professional Education Foundation	15				
1. SPED 6706 Special Education in the Regular Classroom	3				
2. SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
3. SPED 6715 Characteristics (General Curriculum)	3				
4. MEDT 6401 Instructional Technology	3				
5. SPED 7721 Assessment in Special Education	3				
Pedagogical Content Courses	12				
6. SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
7. SPED 6761 Classroom Behavior Management	3				
8. SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
9. SPED 7722 Collaboration in Special Education	3				
Internship	6				
10. SPED 6792 Practicum I: Special Education	3				
11. SPED 6793 Practicum II: Special Education	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0				
Total Professional Education Courses	33				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____

Date _____

Advisor Signature _____

Date _____

Proposed: Program Sheet
Master of Arts in Teaching – Special Education (2/2017)

Name	Student ID				
Courses	Credits	Transfer/ Substitute	Semester		Grade
			Planned	Taken	
Professional Education Foundation	9				
SPED 6706 Special Education in the Regular Classroom	3				
SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
MEDT 6401 Instructional Technology	3				
Internship	6				
SPED 6792 Practicum I: Special Education	3				
SPED 6793 Practicum II: Special Education	3				
SELECT ONE SPECIAL EDUCATION AREA BELOW:					
OPTION 1: Special Education Content Courses General Curriculum	18				
SPED 6715 Characteristics (General Curriculum)	3				
SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
SPED 6761 Classroom Behavior Management	3				
SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
SPED 7722 Collaboration in Special Education	3				
SPED 7721 Assessment in Special Education	3				
OPTION 2: Special Education Content Courses Adapted Curriculum	18				
SPED 6701 Characteristics and Needs of Students with Severe Disabilities	3				
SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities	3				
SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition	3				
SPED 7720 Assessment of Students with Severe Disabilities	3				
SPED 7732 Collaboration and Inclusion in Programs for Students with Severe Disabilities	3				
SPED 6751 Behavioral Strategies for Students with Severe Disabilities	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0				
Total Professional Education Courses	33				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____

Date _____

Advisor Signature _____

Date _____

Modification-Details

Remove the current Area II - Teacher as Leader. Add proposed Area III - ESOL.

(Max 4000 characters)

Rationale

Because diversity is a reality in today's K-12 classrooms, including courses on language and culture and teaching second language learners will allow M. Ed. in Reading Education candidates to prepare learners in ways that value their diversity. These courses will allow candidates to establish literate environments in their classrooms for all learners as they develop their literacy competencies. In addition, this change will give candidates tools that support students' academic, linguistic, and cultural experiences.

(Max 4000 characters)

Attachments

Current File: Program Revision and Rationale.pdf

SAGSGOG-Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments
 New Area - ESOL

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2017-03-09]
 Associate Dean, College of Education

John Ponder [APPROVED 2017-02-16]
 Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
 Chair of the Faculty Senate

Matt Varga [APPROVED 2017-04-11]
 Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
 Final Approver

**Current
MASTER OF EDUCATION
READING EDUCATION
PLAN OF STUDY**

Name: _____

ID#: 917

PLAN OF STUDY	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I Technology Integration	3			Area III Reading – Writing Concentration (recommended order)	15		
* MEDT 7461 Instructional Design	3			* READ 7271 Literacy Theory, Development, and Practices in the Digital Age	3		
Area II Teacher As Leader	6			* READ 7263 Comprehensive Literacy Assessments and Interventions	3		
*EDLE 6316: School Law and Ethics				* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas	3		
*EDLE 8314: Local School Leadership							
				* READ 7261 Literacy Engagement Through Writing	3		
				* READ 7262 Trends in Literacy Education	3		
				Area IV Culture and Literacy	3		
				READ 7267: Culturally-Diverse Literature, P-12	3		
				Or			
				PTED 7239 Language and Culture in the Classroom			
				Area V Research	3		
				EDRS 6301 Research in Education	3		
				Total Program	30		

*** Required Courses**

Reading Endorsement Courses Preferred Sequence: 1) READ 7271, then 2) READ 7263, and then 3) READ 7201

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

College of Education
University of West Georgia

M.Ed./READ
1/19/17

**Proposed
MASTER OF EDUCATION
READING EDUCATION
PLAN OF STUDY**

Name: _____

ID#: 917 _____

PLAN OF STUDY ¹	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I: Reading-Writing Concentration	15			Area III: ESOL	6		
* READ 7271 Literacy Theory, Development, and Practices in the Digital Age	3			PTED 7239 Language and Culture in the Classroom	3		
* READ 7263 Comprehensive Literacy Assessments and Interventions	3			PTED 7241 Teaching English as a Second Language: Methods, Materials, and Assessment	3		
* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas	3						
READ 7261 Literacy Engagement Through Writing	3			Area IV: Technology Integration	3		
READ 7262 Trends in Literacy Education	3			MEDT 7461 Instructional Design	3		
Area II: Culture and Literacy	3			Area V: Research	3		
READ 7267 Culturally-Diverse Literature, P-12	3			EDRS 6301 Research in Education	3		
				Total Program	30		

* Reading Endorsement Courses. Preferred course sequence: 1) READ 7271, 2) READ 7263, and 3) READ 7201.

Program Note:

- All enrolled Georgia candidates are required to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined after program admission and ends on August 31 in the year of program completion and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

College of Education
University of West Georgia

M.Ed./READ
1/19/17

Rationale for the Modification of the M. Ed. in Reading Education

Because diversity is a reality in today's PK-12 classrooms, including courses on language and culture and teaching second language learners will allow M. Ed. in Reading Education candidates to prepare learners in ways that value their diversity. These courses will allow candidates to establish literate environments in their classrooms for all learners as they develop their literacy competencies. In addition, this change will give candidates tools that support students' academic, linguistic, and cultural experiences.

Program View (Read-Only)

Attachments

Current File: CMS Proposal EDDPCS Revisions.pdf

Originator

College of Education
College

Communication Sciences and Professional Counseling
Department

Varga, Matt
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College of Education

College

Doctor of Education in Professional Counseling and Supervision

Existing Program (as shown in the DMA)

Doctor of Education in Professional Counseling and Supervision

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Doctor of Education

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Line
Program Location

Graduate
Degree Level

Fall
Effective Semester/Year

2018

Modification Details

Please see attachment

(Max 4000 characters)

Rationale

We are making programmatic changes to increase the viability of the program and increase it's marketability.

(Max 4000 characters)

Attachments

Current File: [CMS_Proposal EDDPCS Revisions.pdf](#)

Comments
Please see attachment

(Max 4000 characters)

SACSCOC-Substantive Change
Please review the [Policy Summary](#) and [Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

College Approvals

Laura Smith [APPROVED 2017-03-09] Associate Dean, College of Education
Mark Parrish [APPROVED 2017-01-19] Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED] Chair of the Faculty Senate
Matt Varga [APPROVED 2017-04-11] Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED] Final Approver
--

Overview of Changes

1. Providing a track for students without an Ed.S. to make up the 27 credits supplemented by having an Ed.S. upon admission.
2. Plan of study change for those with an Ed.S. that includes replacing
 - a. CEPD 7185 with EDLE 8324
 - b. CEPD 9171 with EDSI 9923
 - c. Added 3 more credits of CEPD 9199 requiring 39 credit hours instead of 39 for completion
3. Updated admissions requirements

(NEW) Proposed POS without Ed.S. Requirement 2018

Year	Time	Course/Title/ Semester Hours	CH	Chair Involvement
Year 1	Summer	CEPD 9184 Seminar I: Professional Issues[3] EDLE 8324 Ethics in Educational Leadership [3]	6	Chair meets with student at orientation to review expectations, chair's role through the program, and establish rapport. Student works with chair to develop a topic in Seminar I Professional Issues.
	Fall	CEPD 8185 Professional Writing [3] EDSI 9961 Quantitative Research [3]	6	Chair meets with student at least twice to check in on progress and help provide direction on topic development
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research [3]	6	The Chair and student meet monthly to discuss topics in Directed Doctoral Research to ensure the student and the chair are on the same page. The faculty teaching DDR will provide feedback while copying the chair for each student. This will provide the chair and the student talking points at their monthly meeting.
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Supervision [3] Elective	6	Student and chair continue to meet monthly to work on the dissertation and ensure progress is being made from content in the Directed Doctoral Research Course.
	Fall	EDSI 9923 Leadership and Diversity in the 21st [3] CEPD 9186 Internship[3] Elective	6	This semester should be used to prepare for the dissertation process in the next three to four semesters. At this point, communication between the chair and student should regular/monthly in order for the student to have a good idea of progress and direction.
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Internship[3] Elective	6	The chair and the student develop goals and outcomes that will be used as the basis for satisfactorily completing the dissertation course. These goals should be submitted to the Director of the Ed.D. program. In addition to goals, the student and chair should develop a timeline for graduation that is specific to the student and within the 12 dissertation credit hours.
Year 3	Summer	CEPD 9185 Seminar II: Advocacy [3] CEPD 9199 Dissertation [3] Elective	6	Ideally, the student will defend the proposal in this semester, but the chair and the student should continue to work on the timeline. The chair will provide prompt (w/in 2 weeks) feedback in order to keep the student motivated. Goals and outcomes should be developed for the dissertation as well.
	Fall	CEPD 9199 Dissertation[3] Elective	3	The last two semesters of dissertation credit should be used to finalize the dissertation. The chair should continue to monitor the agreed upon timeline and goals/outcomes of each section of dissertation hours. If the student is on track to graduate in Summer, the student can take 6 credits to complete the requirement; however, if the student is not, it is recommended the student take 3 credit hours and finish in the fall.
	Spring	CEPD 9199 Dissertation [3] Elective	3	
Core Class Credits			48	
Credits with 4 Elective			12	
Total Credits			60	

This plan of study may be shortened by students entering the program with an Ed.S. If they have an Ed.S. their coursework may count towards some of the content classes as well as Areas of Concentration. This could shorten the program from 3 years to 2 years.

(NEW) Proposed POS with Ed.S. 2018

Year	Time	Course/Title/ Semester Hours	CH	Chair Involvement
Year 1	Summer	EDLE 8324 Ethics in Educational Leadership [3]	3	Chair meets with the student at orientation to review expectations, chair's role through the program, and establish rapport.
		CEPD 9184 Seminar I: Professional Issues	3	Student works with chair to develop a topic in Seminar I Professional Issues.
	Fall	EDSI 9923 Leadership and Diversity in the 21st [3]	3	Chair meets with the student at least twice to check in on progress and help provide direction on topic development
		EDSI 9961 Quantitative Research	3	
Spring	EDSI 9962 Qualitative Research	3	The Chair and student meet monthly to discuss topics in Directed Doctoral Research to ensure the student and the chair are on the same page in regards to dissertation development. The faculty teaching DDR will provide feedback while copying the chair for each student. This will provide the chair and the student talking points at their monthly meetings.	
	CEPD 9183 Directed Doctoral Research	3		
Year 2	Summer	CEPD 9185 Seminar II: Advocacy	3	Student and chair continue to meet to work on the dissertation and ensure progress is being made from content in the Directed Doctoral Research Course.
		CEPD 9187 Supervision	3	
	Fall	CEPD 9186 Internship	3	The chair and the student develop goals and outcomes that will be used as the basis for satisfactorily completing the dissertation course. These goals should be submitted to the Director of the Ed.D. program. In addition to goals, the student and chair should develop a timeline for graduation that is specific to the student.
		CEPD 9199 Dissertation	3	
Spring	CEPD 9199 Dissertation	3	It should be ideal for the student to defend the proposal in this semester, but the chair and the student should continue to work on the timeline and provide prompt feedback. The goals and outcomes are expected for this dissertation course as well.	
Year 3	Summer	CEPD 9199 Dissertation[6]	3	The last two semesters of dissertation credit should be used to finalize the study. The chair should continue to monitor the agreed upon timeline and goals/outcomes of each section of dissertation hours. If the student is on track to graduate in Summer, the student can take 6 credits to complete the requirement; however, if the student is not, it is recommended the student take 3 credit hours and finish in the fall.
	Fall	CEPD 9199 Dissertation/flex	3	
Total Credits			39	
		Carried over:	27	
		Adding 3 hours of dissertation credit	66	

Original 2016

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	CEPD 9171 Program Evaluation	3
		CEPD 9184 Seminar I: Professional Issues	3
	Fall	CEPD 7185 Program Evaluability Seminar	3
		EDSI 9961 Quantitative Research	3
	Spring	EDSI 9962 Qualitative Methods	3
		CEPD 9183 Directed Doctoral Research	3
Year 2	Summer	CEPD 9185 Seminar II: Advocacy	3
		CEPD 9187 Supervision	3
	Fall	CEPD 9186 Internship	3
		CEPD 9199 Dissertation	3
	Spring	CEPD 9199 Dissertation	3
			0
Year 3	Summer	CEPD 9199 Dissertation	3
	Fall	CEPD 9199 Dissertation/Flex (if necessary) [1-3]	0
Total Credits			36

Approved Electives

Any four classes from the list below are approved electives. The courses are categorized in the event the student would like to obtain a specialty in a particular area; however, the specialty will not be on the degree and is determined by the student's selection of courses.

SUPERVISION AND LEADERSHIP (ADMIN AND CLINICAL)

CEPD 8141 Supervision in Counseling

- o Summer
- o This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.

CEPD 8171 Current Issues in Counseling and Supervision

- o Summer
- o This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

EDLE 8304 Leadership for Organizational Change

- o Fall and Summer
- o This course will explore how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous

improvement. This course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices that ensure learning for all students regardless of background. Learning will be drawn from theory and research and from students' personal experiences. Students will demonstrate proficiency by completing performance-based tasks

EDSI 9933 Leadership for Change

- Spring
- This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational systems. Completion of this course will enable students to effectively use theories and processes in their role as change agents within their own educational environments. Change strategies that lead to school improvement are emphasized.

SCHOOL COUNSELING

CEPD 8138 Advanced Multicultural Counseling

- Fall
- This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

CEPD 8152 Consultation, Collaboration and Programs

- Spring
- This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.

CEPD 8171 Current Issues in Counseling and Supervision

- Summer
- This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

CEPD 8141 Supervision in Counseling

- Summer
- This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.

LAW AND LEGAL ISSUES

EDLE 6316 School Law, Policy, and Ethics

- All
- This course is designed to provide school administrators with proficiencies essential to school leaders for the effective, efficient, equitable, and ethical management of schools and districts. Students are taught to advance the best interests of all students in policy development, allocation of capital and human resources, and monitoring. Course content addresses the role of school leaders in working within the legal and policy frameworks affecting the schools and school personnel. Ethical standards for professional educator conduct are an integral part of this course.

ADVANCED PROGRAM EVALUATION AND RESEARCH

EDSI 9960 Research Design

- Summer
- This course provides an overview of quantitative, qualitative, and mixed methods research designs. Students will learn the fundamental components of research design including developing research questions, reviewing scholarly literature, exploring theory and theoretical frameworks, and the role of ethics in educational research.

CEPD 8156 Designing Effective Programs

- Spring
- This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness.

CEPD 8194 Research: Mixed Methods Analysis

- Spring
- This course presents an applied approach to learning mixed methods research. Students will learn how to design mixed methods studies, collect and analyze data, integrate findings, and draw inferences using both qualitative and quantitative approaches in a single study. Pre-requisite course: CEPD 8184

SOCIAL JUSTICE AND ADVOCACY

CEPD 8138 Advanced Multicultural counseling

- Fall
- This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

ECED 7266 The Young Child: Home and Community

- Spring
- This course is designed to aid in the understanding of the effects of home, community and society on the life of young children.

EDLE 8329 School Leadership in a Pluralistic & Diverse Society

- Fall and Spring
- Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

Proposed Admission Requirements

Proposed	Current
Official Transcripts	Official Transcripts
Master’s degree in related field: (i.e. Psychology, clinical social worker, mental health counselor, marriage and family therapist (MFT), school psychologist, school counselor, or school social worker)	Ed.S or 30 post masters work
GPA preference 3.5 on 4.0 scale	3.5 GPA on 4.0 Scale
GRE preference for 151 verbal and 142 quantitative	GRE 151 verbal and 142 quantitative
Vitae	Vitae
300 – 500 word essay	300 – 500 word essay
3 letters of recommendation	3 letters of recommendation
Licensed or Licensable in counseling or related field (i.e. comparable to master’s degrees)	Licensed as PC or SC
Minimum 3 years counseling experience	Minimum 3 years counseling experience

Program View (Read-Only)

Attachments

Current File: [Early Childhood.pdf](#)

Originator

College of Education
College

Leadership, Research, and School Improvement
Department

Nixon, Andy
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College
Early Childhood Education
Track/Concentration Name
Doctor of Education
Degree Name

Doctor of Education with a Major in School Improvement
Track/Concentration's Program

Online
Track Location

Summer
Effective Semester/Year

Graduate
Degree Level

2017

Effective Semester/Year

Modification Details

The Doctor of Education with a major in School Improvement Degree has a 12 hour concentration in various academic areas (e.g., educational leadership, special education, instructional technology, among others). This request adds Early Childhood Education as a new concentration area.

(Max 4000 characters)

Rationale

Early Childhood Education is a viable academic area which will offer a new specialization and concentration option for students.

(Max 4000 characters)

Attachments

Current File: [Early Childhood.pdf](#)

SACSGOC-Substantive-Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to clenks@wesiga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments

(Max 4000 characters)

College-Approvals

Andy Nixon [APPROVED 2017-03-07]

Chair, Course Department

Laura Smith [APPROVED 2017-03-09]

Associate Dean, College of Education

Other-Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final-Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Originator
College of Education
College

Literacy and Special Education
Department

Bucholz, Jessica
Originator

What would you like to do?

Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

Program Name Program Description Degree Name See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection

College of Education
College

Specialist in Education with a Major in Special Education
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Special Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Specialist in Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Summer
Effective Semester/Year

2017

On Line
Program Location

Graduate
Degree Level

Modification Details

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

(Max 4000 characters)

Rationale

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

(Max 4000 characters)

Comments

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

(Max 4000 characters)

SAGSGG-Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

College Approvals

John Ponder [APPROVED 2017-02-16]

Chair, Course Department

Laura Smith [APPROVED 2017-03-09]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-04-11]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Addendum IV: Parking Code

Summary of Recommended Revisions to the 2017-2018 Parking Code

Introduction. The specific revisions can be found at the corresponding highlighted section of the draft 2017-2018 Parking Code:

Cover page.

- a. 2017-2018
- b. Revised April 2016

Page 2

UWG Procedure Number: Designated UWG Procedure Number and Authority and authority of Chief Auxiliary Officer.

A.1.d. Designated new location of lower side of the passenger side windshield for Faculty/Staff hangtag

Page 3

B. 3. Employee Registration

Added information regarding part-time employment.

B.1. Where to Register. Listed Welcome Center as initial contact for visitors followed by Parking Services Offices. Removed duplication of responsibilities between Welcome Center and Parking Office from *2016-2017 Parking Code* to significantly reduced length for this section.

Page 4

B.1. Where to register

B.1.e Retired Faculty/Staff, Trustees, Alumni Board. Provided information for these individuals.

B1.d. Contractor and Vendors. Provided information for these individuals.

B.3. Visitor Parking. Added notification of Parking & Transportation prior to arriving to campus.

C. Registration Procedures for Persons with Accessibility Requirements.

Added “By state law, the person to whom the permit was issued must be an occupant of the vehicle which displays the permit.”

Page 5

C. Registration Procedures for Persons with Accessibility Requirements. Inserted example signage for ADA Reserved Parking

Replaced “H/C” with “ADA” decal for more respectful language.

C.1. Registration for Temporary Accessibility Needs

C.1.a. Revised paragraph requiring students with temporary disabilities to contact Accessibility Services with necessary documentation.

C.1.b. Restricts temporary disability parking to Faculty/Staff, not ADA parking spaces.

Page 6.

B. Definitions. Added definitions to enhance clarity especially definition of “Residential Freshmen”.

Page 7

B.8 Parking Appeals Committee-Noted that the composition of Parking Appeals Committee does not have representation from the University Police Department.

B.9 “Residential Freshmen”-Defined student category

C. Regulations. Noted specific Georgia State Law regarding University Police’s authority to enforce Georgia Motor Vehicle Code at all times.

C.1.f. Permissible Parking/Operation on Campus. Provided details for loading and unloading for Resident Halls.

Page 8

3. Other Considerations

b. The University is not responsible for loss or damage.

iii. Added “and unlit areas”

3. c. Noted the requirement of notification of Parking Services prior to receiving parking citations

Page 9

E.1.D.Towing/Impoundment- Provided link to Georgia’s Motor Vehicle Code for reader’s information.

E.1.E Color Coding/Permits/Signs/Meters and Designated Hours of Operation

1.d. Color Codes White-Notes Open Parking Lots restriction of Residential Freshmen from Monday at 7:00 a.m. through Friday at 12:00 p.m.

Page 10

2. Faculty/Staff (GREEN/WHITE) Notes restriction of Faculty/Staff parking for Residential Freshmen

iv. “RF” (Residential Freshmen) Hangtags Allows Residential Freshmen parking in Open Parking Lots during prescribed times.

Page 11

5. Graduate Assistants (Decal)-Provided additional assigned student permit zones for these students.

VII SCHEDULE OF FINES AND PAYMENTS

1. Table of Fines, Payments, and Enforcement Action. New Tabular format to enhance readability.

Modified fine of “Restricted Parking” to Failure to Observe Restricted Parking and added “parking at RED and YELLOW curbs” as examples.

Moved “Parking on a sidewalk, lawn area, driveway, athletic field to other fines amounting to \$35/towing.

Changed “Double Parking” payment from \$10 to \$35.

Changed “Parking on or outside of white line or out of space” from \$10 to \$35 as a deterrent.

Modified fine “Hangtag improperly displayed” to “Display. Hangtag improperly displayed/obstructed from view”

Added location of citation payment for Faculty/Staff

Page 12

2. Special Considerations for Students. Reflected payment debit or credit card payment options.

2. Appeals Procedure.

2.c.ii. Provides option of handwritten appeals that can be submitted in person.

Page 13

5.d. Parking Appeals Committee. Recommends the possibility for an appellant to receive a written decision response.

H. Frequently asked Questions (FAQs). Added this section as a quick reference.



PARKING CODE

2017-2018

**UWG Procedure 7.13.1 Parking Services Management
UWG Procedure 7.13.2 Parking Regulations**

Parking and Transportation
Row Hall
Questions?
678-839-6629
parking@westga.edu
www.westga.edu/parking

Revised April 7, 2017

UWG PROCEDURE NUMBER: 7.13.1, Parking Services Management

Authority: UWG POLICY 7.13 (Parking Operations)

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following procedures for Parking Services Management. The University of West Georgia Parking (UWG) and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

A. Registration Procedures for Faculty, Staff and Students

General Information. All faculty, staff and currently enrolled students who park on the UWG Carrollton campus and Newnan Center are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued. Students taking only online classes and who visit either the Carrollton campus or Newnan Center either must have their vehicle registered upon arrival on campus, display a current University of West Georgia hangtag or follow the procedures found in Visitor Registration below.

1. All Individuals.

- a. **Where to Register - Main Campus.** Faculty, staff, and students may register their vehicle for either a decal or hangtag at <https://parking.westga.edu>, but all hangtags/decal must be picked up at the [Parking Services Office](#) located on the first floor of Row Hall during office hours.
Hangtags/decal will not be mailed to registrants. Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle except where Accessibility Services has determined such vehicle is necessary for mobility.
- b. **Where to Register - Newnan.** In conjunction with Parking Services, the Newnan Center Office/Manager/front desk staff will issue student and visitor hangtags as required. Upon request from the Senior Director/Chief Administrative Officer of Off-Campus Programs, Parking Services will establish a remote office at the Newnan Center to issue faculty/staff decal and student hangtags.
- c. **Fees.** Mandatory student fees include one parking permit. Annual employee fees are \$15.00. The cost for replacing a hangtag/decal is \$15.00 for students and employees. Refunds are not available once a permit has been purchased. The replacement cost for a lost or stolen gate access card is \$10.00.
- d. **Displaying Tag/Decal.** Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard. The hangtag may be used on any vehicle brought onto campus. Decal must be placed on the **lower** side of the passenger side windshield, face outward from the vehicle. A special decal

will be issued for [motorcycles](#).

e. **Violations. The person on record for a registered vehicle and hangtag or decal is responsible for all parking violations involving that vehicle.**

- i. Unregistered vehicles are subject to a citation being issued; citations are issued to the hangtag/decal, not the vehicle. If no hangtag/decal is visible, the citation is issued to the vehicle. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag/decal.
- ii. Failure to use gate cards and special permits in accordance with this Parking Code may result in citations, impoundment, and revocation of cards/permits.
- iii. Vehicles may also be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

2. Student Registration.

The payment of the student's mandatory transportation fee covers the costs for a vehicle parking permit. Students are limited to one hangtag per academic year. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students may not register as faculty/staff. Additionally, student assistants, except Residential Freshmen, may not park in designated faculty/staff areas until after 5:00 p.m., Monday through Friday. Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.

For disability parking, please refer to the section below on [Registration for Persons with Accessibility Requirements](#). **Please note that a temporary hangtag for students with Accessibility Needs allows parking in faculty/staff areas only, and not ADA parking spaces.**

3. Employee Registration.

UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following the orientation for new faculty/staff. Faculty/staff and contract employees cannot renew a decal for a new academic year until all outstanding fines and any unpaid annual registration fee(s) are paid. **Part-time employment- if under 30 days will get a temporary hangtag free of charge, over 30 days must purchase a Faculty/Staff decal.**

4. Gate Cards and Special Permits.

Full-time faculty/staff may be issued a gate access card/remote upon request, which should not be used by anyone other than the issued employee. The card/remote remains the property of UWG and must be returned to Parking Services at the end of employment. Vice Presidents and College Deans can request from Parking and Transportation Services a "Special Parking Permit for Meters and Service Spaces" for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits only, not for parking to access his/her building. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. All other use is prohibited.

B. Registration and Parking Procedures for Visitors

1. Where to Register.

- a. **Welcome Center.** Visitors should contact the [Welcome Center](#), Monday through Friday 8:00 a.m.-

5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking hangtag. The Welcome Center is located in the Bonner House on Front Campus Drive. After business hours, registration may be made via voicemail to the Welcome Center at 678-839-2232.

- b. Parking Services Office. See [Paragraph A\(1\)\(a\)](#) and 1(b) above for the location of the Parking Services Office. After business hours, registration for visitors may be made via voicemail to 678-839-6629, or via email addressed to parking@westga.edu.
 - c. Newnan Center. Please contact the Newnan Center Office Manager at the telephone number of (678) 839-2312 or (678) 839-2300.
 - d. Request by University Employees. Departments requesting visitor parking permits should contact Parking Services via email at parking@westga.edu or by telephone at 678-839-6629. Whenever possible, the request should be made at least two business days in advance and should include the vehicle description and license plate number. Permits can be sent to the requesting University employee through campus mail or picked up at the Parking Services Office in Row Hall. If reserved spaces are needed, please send that request at least ten business days in advance at parking@westga.edu.
 - e. Retired Faculty/Staff, Trustees, Alumni Board. University Advancement in conjunction with Parking and Transportation Services provides a Friend of UWG Hangtag upon request to these selected individuals.
 - f. Contractors and Vendors. Companies and individuals will coordinate directly with the respective UWG academic or staff department who will then request support including visitor hangtags and assigned parking locations from Parking & Transportation Services.
 - g. Vehicle Identifying Information Required. Visitors must provide vehicle information including make, model, and tag number as well as purpose of visit in order to receive a parking permit.
- 2. Displaying Tag/Pass.** See [Paragraph A \(1\) \(d\)](#) above for hangtags/decals. Paper passes should be placed on the dashboard, permit side up, and should not be obstructed by other objects on the dashboard (including a sunscreen).
- 3. Visitor Parking.**
- a. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking.
 - b. Visitors are **not** allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs.
 - c. Visitors with ADA needs should have a state-issued Disability Parking permit in order to park in an ADA designated parking space and should notify Parking & Transportation Services at 678 839-6629 before arriving to campus.
- 4. What to do with Citations.** If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email (parking@westga.edu) or call Parking Services at 678-839-6629 for instructions.

C. Registration Procedures for Persons with Accessibility Requirements

General Information. By state law, the person to whom the state-issued Disability License Plate or

Disability Placard must be an occupant of the vehicle which displays the Disability License or Disability Placard. The University of West Georgia complies with the American with Disabilities Act (ADA) by providing designated parking spaces for persons with ADA Accessibility requirements:

Example:



In order for employees and students to park in these designated spaces, a special decal marked "ADA" is required from Parking Services which must be affixed to the driver's assigned hangtag/decal. See more information below. Visitors should have a state-assigned Disabilities Parking tag in order to park in an ADA designated space, in addition to the hangtag/pass required for [Visitor Parking](#) on campus.

Under the [Official Code of Georgia](#) §40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators' vehicles may be cited and towed, and violators could be subject to fines as provided by Georgia law.

1. Registration for Temporary Accessibility Needs.

- a. How to Register. A special decal marked "ADA" may be issued for employees or students with temporary parking needs due to injury or other health issues covered by the ADA, including situations for which a person does not qualify for a state-issued disability parking permit. "Temporary" for the purposes of this Parking Code means any condition that is expected to improve or resolve such that the individual may utilize regularly designated parking at some point during an Academic Year. Employees will need to submit a request to [Human Resources](#); students must submit a request to the [Office of Accessibility Services](#). Documentation, at a minimum, should be on the physician's letterhead and signed by that physician, and should clearly state the disability and the duration of the mobility concerns. Please refer to [HR](#) and [Accessibility Services](#) for more information. HR and Accessibility Services, based upon the review of the medical information, will inform Parking Services of the need for ADA/special parking only, and not the nature of the disability. If needed, persons with temporary disabilities may be issued a parking gate card/remote for the duration of their disability.
- b. Where to Park. Please note that a temporary disability hangtag for students or faculty with accessibility needs allows parking in faculty/staff areas only. **ADA designated parking spaces are reserved for persons with state-issued ADA hangtags ONLY.**
- c. Duration of Permit. Temporary ADA permits will be issued for 30 day increments; at least five days prior to the expiration of a temporary ADA permit, any employee or student with a continuing need for ADA parking must contact Human Resources or Accessibility Services with requested documentation to support the continued need.
- d. Display. The hangtag must be displayed in clear view, so a Parking Control Officer can see the

dates of the permit. The gate card/remote must be returned on the expiration date of their temporary permit. Failure to return the gate card/remote will result in a \$10.00 charge and a hold placed on the UWG Banner account.

2. Registration for Permanent Accessibility Needs. The same requirements as set forth in registration for Temporary Accessibility Needs applies, except the duration of the decal will be for the length of the student's enrollment or the employee's employment at UWG.

3. Failure to Register. Non-registered vehicles belonging to students or employees that display a Disabled veteran license plate, Disability license plate or state-issued Temporary disability placard, Permanent disability placard or special permanent placard Permit may receive a warning citation to register their vehicle with Parking Services. Further violations may be subject to fines and impoundment until registration of the need is received by Parking Services. Parking Services will void or refund fines assessed for non-registration of vehicles upon proper approval by HR or Accessibility Services, back to the date the need was demonstrated by the student or employee.



UWG PROCEDURE NUMBER: 7.13.2, Parking Regulations

Authority: UWG POLICY 7.13 (Parking Operations)

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following Parking Regulations:

A. Compliance Statement

Students, Faculty, Staff, and Visitors must abide by the Parking Regulations at all times when on the Carrollton Campus or Newnan Center of the University of West Georgia. All faculty/staff and students are required to display current UWG Faculty/Staff Decals or student parking hangtags while parked at the Newnan Center. See, UWG Procedure 7.13.1, Parking Services Management for more information about registration. Parking Regulations at the Newnan Center will follow the same rules, definitions and guidelines as set forth in the Parking Code for the University of West Georgia's Carrollton Campus.

B. Definitions

- 1. "Appeal Judge"** – a staff member appointed by the Vice President of Business and Finance to consider a parking appeal at the first level of appeal
- 2. "Bicycles"** - non-motorized vehicle with two or three wheels, saddle, and fully operative pedals for human propulsion; includes "**Electric Assisted Bicycles**"
- 3. "Campus"** - UWG-owned or leased buildings, grounds and property, including sidewalks and streets within campus boundaries
- 4. "Electric Assisted Bicycle"** – bicycle with an electric motor to assist in the operation of pedals; for the purposes of this procedure, "**Electric Assisted Bicycle**" will be used interchangeably with "**Bicycle**"
- 5. "Greenbelt"** - public use pathway for non-motorized traffic (See, UWG Procedure 7.4.1)

“Moped” – motor-driven cycle with an engine not exceeding 50 cubic centimeters (cc.)

6. **“Motorcycle”** - motorized two or three wheel vehicle with an engine size of 50 cc. or greater. For the purposes of this procedure only, reference to “Motorcycle” shall include vehicles designated by manufacturers as **“Scooters”** and **“Mopeds”** except when otherwise designated by name. The certificate of origin for the vehicle must state: “Manufactured for lawful highway use” to be operated on Campus. **Motorized vehicles that are not manufactured for lawful highway use should not be operated on the UWG Campus.**
7. **“Motorized Cart”** - cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.
8. **“Parking Appeals Committee”** – a committee appointed by the Provost and Vice President of Academic Affairs which is composed of the Student Judicial Chairperson, one faculty member and one staff member, none of whom work in Parking Services or the University Police Department
9. **“Residential Freshmen”**-Until a residential student completes two semesters living on campus, or completes 30 credit hours, that residential student is considered a Residential Freshmen and should park at designated Residential Freshmen primarily located at the Athletic Complex. Exceptions include the student is married, 21 years of age or older, prior or current military service or an appeal to the Associate Vice President of Auxiliary Enterprise and Business services regarding night-time job conflict.
9. **Scooter** - a lightweight motorcycle with an enclosed engine between 50 cc. and 350 cc. that is designed for drivers to sit with legs together on a platform or floorboard.

C. Regulations

The Parking Code is in effect when the Campus is open. Additionally, University Police have authority to enforce Georgia’s Motor Vehicle Code at all times. See, [O.C.G.A., Title 40, §§40-1-1 ff.](#)

1. **Permissible Parking/Operation on Campus.**

- a. **Bicycle/Moped** parking is only permitted in campus bicycle racks. **Bicycles should use the bicycle lane where available and must ride with the flow of traffic on streets.**
- b. **Motorcycles** must park in a regular parking space and in the same manner as an automobile. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone.
- c. **Mopeds** are only allowed to park in bicycle racks on Campus.
- d. UWG Motorized Carts. Parking is permitted in parking lots in accordance with the other sections of this code and cart spaces that have been constructed for this purpose.
- e. Vehicles designed for living or sleeping. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university’s boundaries is not permitted *unless approved* by the Associate Vice President of Auxiliary Enterprises and Business Services.
- a. Loading/Unloading. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. **Similarly, certain spaces near Resident Halls may be used for loading/unloading by resident students. The maximum length of this time for use of these spaces is 20 minutes. Violators will be ticketed and may be towed at the discretion of**

Parking Services

- b. University Service Vehicles. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.
- c. Police/Emergency/Emergency Service Vehicles. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.
- d. Metered Spaces. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; **however, hangtags/decals must be displayed for faculty/staff and currently enrolled students**. Meters accept nickels, dimes, and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.

2. Prohibited Parking/Operations.

- a. **Parallel parking** against the flow of traffic on the street is prohibited.
- b. **Motorcycles** are prohibited from driving on sidewalks or around parking control gates.
- c. **UWG Motorized Carts** may not park or operate:
 - i. On landscaped and lawn areas.
 - ii. In front of electrical transformers and other equipment that could require immediate access.
 - iii. On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
 - iv. On streets, driveways, and parking lot access points, unless in designated parking spots.
 - v. In any location, or in any manner, that would impede emergency responders.
 - vi. In any location that would impede the normal operations of the campus.
- i. **Bicycles/Mopeds** should take care to avoid the obstruction of walkways, railings, doorways or ramps intended for use by pedestrians or persons with disabilities.

3. Other Considerations.

- a. Inoperable Vehicles. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at 678-839-6629 as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services.
- b. **The University is not responsible for loss or damage**. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:
 - i. Avoid leaving valuable items in vehicles.
 - ii. Call University Police (678-839-6000) to report damaged or stolen property.
 - iii. Pay attention to warning signs and park away from athletic fields **and unlit areas**.
- c. Towing. The owner is liable for all parking citations issued before Parking Services **is notified of**

any requests to approve Parking Code exemptions. The time limit for vehicles inoperable or in a visible need of repair on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense. Please refer to the next section on Towing/Impoundment.

D. Towing/Impoundment

Motor vehicles in violation of this Parking Code or [Georgia's Motor Vehicle Code](#) may be towed/impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

1. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:00 a.m. to 5:00 p.m., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:00 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:00 a.m. Monday, and during university holidays.
2. Vehicles may be impounded for any of the following reasons:
 - a. Non-registered vehicles having three or more unpaid parking fines.
 - b. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
 - c. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
 - d. In case of emergency or in the interest of public safety.
 - e. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
 - f. Vehicles that have five outstanding violations may be impounded.

E. Color Coding/Permits/Signs/Meters and Designated Hours of Operation

Many curbs at the University have been painted to indicate assigned parking on Campus. In addition, some parking lots/spaces have been reserved for special permit parking only and are identified by signs. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. **In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.**

1. Color Codes (See 2017 Bus Route and Parking Zone Map)

- a. **YELLOW.** No parking zone anytime. *Violators are subject to citation and impoundment.*
- b. **RED.** Emergency lanes. No parking anytime. *Violators are subject to citation and impoundment.*
- c. **GREEN.** Faculty/staff parking.
- d. **WHITE.** Open parking for all currently registered vehicles (except Residential Freshmen from Monday at 7:00 a.m. through Friday at 12:00 p.m.).
- e. **BLUE.** ADA parking for state-issued ADA hangtags ONLY. This will be enforced 24/7, and individuals without ADA hangtags and assigned ADA decals (see, registration [here](#)) are subject to citation and impoundment.
- f. **GREY.** Residential First Year Student parking.

2. Faculty/Staff (GREEN/WHITE)

Hours of Operation. 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by

signage on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students (except Residential Freshmen) between the hours of 5:00 p.m. to 7:00 a.m.; with the exception of parking reserved 24/7, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

3. Student (GREY/WHITE/PERMIT)

- a. Hours of Operation. Designated parking is in effect 24/7.
- b. Permit Designations for Students. The 2017-2018 Bus Route and Parking Zones Map designates parking areas.

- i. **"E" (East Residential/east side of campus) Hangtags**. Permitted E-drivers may park in the 24-hour restricted. These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks. Permitted drivers may also park in any designated Open Parking Lot (White).
- ii. **"W" (West Residential/west side of campus) Hangtags**. Permitted W-drivers may park in the 24 hour restricted areas on the west side of campus. These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments. Permitted drivers may also park in any designated Open Parking Lot (White).
- iii. **"C" (Commuter) Hangtags**. Permitted C-drivers may park in restricted Commuter lots, and any designated Open Parking Lot. Permitted drivers may also park in any designated Open Parking Lot (White).

- iv. **"RF" (Residential Freshmen) Hangtags**. Permitted RF-drivers may only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots C, D, E, and G) or the designated RF signed spaces of the Evergreen and Tyus Hall Parking Lots, from Monday 7:00 a.m. until Friday 12:00 p.m. Permitted drivers may also park in any designated Open Parking Lot (White) after Friday on 12:00 p.m. until Monday at 7:00 a.m.

Football Game Days for RF Permit Holders. Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.

- v. **"G/V" (Greek Village) Hangtags**. Only permitted G/V-drivers may park in the Greek Village Housing Complex. Permitted drivers may also park in any designated Open Parking Lot (White). No other Student permits (E, W, C, and RF) are authorized to park in the Greek Village Housing Complex.
- c. Change of Status. Any student moving from one residence hall or seeking to change from one zone to a different zone, must obtain the appropriate hangtag from Parking Services. This does not apply to Residential Freshmen, who must utilize RF zones or Open (White) zones. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.

4. Residence Life Coordinators and Residence Directors (Decal)

Individuals working as Residence Life Coordinators and Residence Directors will be issued a special decal to attach to their hangtag, which

permits them to park in certain restricted parking spaces identified by signs. These spaces or decals are not to be “loaned” to ANYONE.

5. **Graduate Assistants (Decal).** Graduate Assistants are permitted to park in the gated Townsend Center lot or Open Parking Lots (White), in addition to their assigned student permit zone for Commuters, Residential, or Open parking.
6. **Visitors (SIGNS/PERMIT).** Spaces designated by signs or as otherwise marked by University Units for the use of visitors will be enforced 24/7. Faculty, staff, students, and service vehicles may not park in designated visitor spaces at any time. Violators are subject to citation and impoundment.
7. **“EV” or Electric Vehicle Charging Spaces (SIGNS).** These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.
8. **Metered Spaces (METER).** Please refer to C.1.d

F. Schedule of Fines and Payment for Violations of the Parking Code

1. Table of Fines, Payments, and Enforcement Actions.

Violation	Fine
<u>Fraud.</u> Counterfeiting a hangtag with intent to defraud; obtaining a hangtag by fraudulent means; displaying a hangtag that was not assigned to the driver by Parking Services; obtaining a hangtag/decal for an unauthorized person; false registration of a vehicle	\$100
<u>Alterations.</u> Altering any Parking Services permanent or temporary permit	\$100
<u>ADA Parking Violation.</u> Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag	\$100/towing
<u>Failure to Observe Restricted Parking.</u> Parking at RED and YELLOW curbs, a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone	\$50/towing
<u>Obstructing Access.</u> Parking on a sidewalk, lawn area, driveway, athletic field	\$35/towing
<u>Misuse of Designated Zones.</u> Parking in reserved areas without proper permit (Faculty/Staff, Yellow Curbs, Student Zones, etc.)	\$35
<u>Parking Outside of Lines.</u> Double Parking or parking on or outside of white line/space	\$35
<u>Meters.</u> Failure to abide with use of parking meters	\$25
<u>Improper Parking.</u> Parking against the flow of traffic	\$25
<u>Registration.</u> Non-registered vehicle, failure to display a valid hangtag, displaying an expired hangtag	\$20
<u>Display.</u> Hangtag improperly displayed/obstructed from view	\$20
<u>Unauthorized Use.</u> Unauthorized use of “Special Parking Permit for Meters and Service Spaces	\$10

All citations including those issued to Faculty and Staff must be paid (cash or check) in the [Bursar’s Office.](#)

2. Special Considerations for Students.

UWG students can also pay citations through their *BanWeb* account with debit or credit card at

<https://www.westga.edu/student-services/bursar/payment-of-tuition-fees.php>.

Hours of operation and payment information can be found on the [Bursar's Office](#) website. Holds are placed on University of West Georgia student accounts and registration until paid in full or citation(s) are resolved.

G. Parking Appeals

Any individual who is in receipt of a University citation may appeal

1. Time Limit

All appeals must be made within ten (10) business days of the date of the citation.

2. Appeals Procedure

- a. Appeals must be submitted through the Parking Services portal at www.parking@westga.edu *contacting another individual or unit on Campus may result in your appeal being untimely.*
- b. Students, Faculty, and Staff must include their campus e-mail address on the appeal form submitted. The citation (in-person/mail/fax) or citation number (online) will need to be included for proper consideration.
- c. Appeals may be submitted, Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays) by one of the following methods:
 - i. Online, through the Parking Services website [here](#) . Online appeals can be made 24/6,
 - ii. **Handwritten appeals can be submitted in person**, to Parking Services office, currently located on the first floor of Row Hall (must have citation attached to appeal form)
 - iii. Mail to:
Parking Services
University of West Georgia
1601 Maple Street
Carrollton, GA 30118 (must have citation attached to appeal form)
 - iv. Facsimile transmission to (678) 839-5504 (must have citation attached to appeal form)
- d. **Please be aware that the appeal is only a document review; there is no hearing.** Therefore, any evidence or documentation must be submitted with the appeal form. Individuals should clearly explain their situation with as much detail as possible.
- e. Notification of appeal decisions are made via the campus email address submitted with the appeal.

3. **Violations/Explanations Not Subject to, or Accepted for, Appeal**

The following citations and/or situations cannot be appealed:

- a. Parking in Yellow curb location
- b. Parking in Fire lane/Red curb location
- c. Parking within 15 feet of a fire hydrant
- d. Parking in an ADA space without the state-issued hangtag
- e. Parking without authorization in a Metered space, or failing to pay the necessary Meter fees
- f. Displaying someone else's hangtag
- g. Inability to locate a space to park, subsequently violating the Parking Regulations

- h. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations), and subsequently violating the Parking Regulations is not an acceptable explanation for violation of the Parking Code.
- i. Other vehicles were similarly parked improperly is not an acceptable explanation for violation of the Parking Code.
- j. Parking in violation of the Parking Code only for a short period time; the length of the time the vehicle was parked in violation of the Parking Code is not an acceptable explanation for violation of the Parking Code
- k. Parking in an unauthorized space to avoid being late to class or appointment is not an acceptable explanation for violation of the Parking Code.
- l. Inability to pay the amount of the fine does not void the citation.

4. Appeal Judge

Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Senior Vice President for Business and Finance. The Appeal Judge is authorized to grant or deny the appeal, or to waive or reduce the fine imposed.

5. Parking Appeals Committee

- a. The Parking Appeals Committee is composed of the Student Judicial Chairperson, one Faculty Member and one Staff Member who are appointed by the Provost and Vice President of Academic Affairs. No member is affiliated with either Parking Services or University Police. No member of the committee or the Appeals Judge may rule on, or approve. their own parking citation appeal.
 - b. All Appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
 - c. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that the correct interpretation of the Parking Code was applied.
 - d. The Parking Appeals Committee shall be authorized to uphold, reject, or modify the decision rendered by the Appeal Judge. **Upon request from the appellant, the Parking Appeals Committee may provide a detailed written decision response.**
5. The decision of the Parking Appeals Committee are final, provided the decision complies with applicable Board of Regents policy.

H. Frequently Asked Questions (FAQs)

VIII Frequently Asked Questions (FAQs)

A. These FAQs can also be found at <https://www.westga.edu/campus-life/parking/parking-faq.php>.

1. Where & how do I pay a ticket?

To pay with cash or check you will need to go to the cashier's office at Aycock Hall. To pay with a credit card you would go on-line to your BanWeb account. **Visitors** - please contact Parking and Transportation to alert us of any tickets that you receive while on campus

2. How do I appeal a ticket?

Go to <http://parking.westga.edu/> Click on 'Look Up a Ticket' for the appeals form.

3. I appealed my ticket but the appeals committee denied it. What do I do now?

The Parking Appeals Committee is the final decision on all appeals. If your appeal is denied, you can request for a written decision. You must pay your ticket to avoid a hold.

3. If I'm a visitor, what do I need to do?

All visitors should visit the Welcome Center located at Bonner House on Front Campus Drive to register vehicle information and obtain temporary visitors permit. The Welcome Center can be reached at 678-839-2232 concerning any questions you may have or after-hours registration. Please alert the Parking and Transportation Office to any tickets received while visiting campus. Longer term visitors (more than three days) should visit, email, or phone the Parking Office www.parking@westga.edu or call 678 839-6628 for a temporary visitors permit.

4. How do I get a student hangtag?

Go to <http://parking.westga.edu/> and register your vehicle on-line and visit the parking office at Row Hall to obtain your hangtag.

5. How do I get a faculty/staff decal?

Visit the Parking Office at Row Hall and fill out a vehicle registration form and pay \$15.00 cash or check.

6. Why does my parking account say zero balance with parking, but I have a hold?

The tickets download to the Bursar's Office which leaves a zero balance with Parking, but your outstanding amount is owed to the Bursar's Office.

7. Who is a Residential Freshmen?

Students who live on Campus and have not completed two full semesters of residence or have accumulated less than 30 earned credit hours as reflected in Banner.

8. Can Residential Freshmen park on campus?

The only time Residential Freshmen can park in student parking zones is from Friday at 12:00pm until Monday at 7:00 a.m. or when directed by Parking Services for a special event: e.g. football game, concert, etc.

9. I'm a residential freshmen. My car won't start, and I need to move it from University Stadium for a home football game. What are my options?

If your car is inoperable, contact the Parking Office and give them your student information

including your hangtag number, the information on your car, and where it is located.

10. Can I use my hangtag in any vehicle?

Yes, your hangtag may be used in any vehicle you drive to campus, unless that vehicle is currently registered to another student.

11. How can I get handicap parking?

For permanent disabilities, please bring either the state-issued disability placard or disability license plate tag receipt for verification to the Parking Office. For temporary disabilities 30 days or less, students should provide documentation to the Accessibility Services office located in 123 Row Hall. The documentation, at a minimum, should be on letterhead, clearly state the disability, the duration mobility will be affected and signed by a doctor. A meeting (either in person or by phone) will need to be scheduled with an accessibility counselor to discuss the student's needs. The meeting can be scheduled by calling 678-839-6428. For information about Accessibility Services and other accommodations available, please visit their website at www.westga.edu/accessibility. If you are a staff or faculty member, please see Human Resources who will review your existing medical request and if approved will request an ADA space to Parking & Transportation services

12. What if I have a temporary tag on my vehicle?

Visit Parking Office at Row Hall and receive a three week temp hangtag. You must know your VIN number or a current registered temporary tag with the State of Georgia.

14. Is there a shopper shuttle?

Yes, the shopper shuttle runs Wednesday 1pm-4pm and Friday from 12pm-4pm at the UCC Bus stop. Several national retail and local stores are on the route.

15. When can I park Faculty/Staff (F/S) and meters without being ticketed?

You can park in the F/S lots (NOT including Back campus Drive) and meters with a hangtag after 5:00 p.m. Friday through 7:00 a.m. on Monday.

16. Can I park on Back Campus Drive?

Unless using the Convergent Learning Center reserved parking space, students may not park on Back Campus Drive, 24/7/365. Back Campus Drive is restricted to Faculty and Staff.

17. My car is in the repair shop, so I'm borrowing a friend's car. Can I use my hang tag in his car?

Yes, the hangtag is tied to your 917 number.

18. My mom is visiting me on campus, but she's using my car for the day. Where should she park-in the lot that corresponds to my hang tag or in a visitor lot?

Since the car is registered to you, it will have to be parked in the lot corresponding to the hangtag.

Revisions Approved by

Faculty Senate's Facilities and Services Committee

Faculty Senate

Mr. Reeves

Mr. Sutherland

Dr. Marrero

Parking and Transportation
Row Hall
Questions?
678-839-6629
parking@westga.edu
www.westga.edu/parking

Revised March 31, 2017

Addendum V: Rules

209 Faculty Office Hours

The faculty member should announce to his or her students and post on his or her door (or other appropriate place) a schedule of office hours and should be available consistently during those hours. The total scheduled hours should not be less than ten hours per week and should include morning and afternoon periods on most days. Part-time faculty must be available prior to and after class for a period of one hour or available by appointment. Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member.

Link: <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf>

Proposed 209 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with [BOR 2.18 Academic Feedback policy](#), the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.

209 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with [BOR 2.18 Academic Feedback policy](#), the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.

Addendum VI: Rules

UWG PROCEDURE NUMBER: UWG Procedure 2.7.9

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the office hours procedures.

A. Definitions.

1. Office hours- may include in-office hours and/or virtual office hours.

B. Office hours procedure:

Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. In accordance with [BOR 2.18 Academic Feedback](#) policy, the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member.

Pursuant to [BOR 2.18 Academic Feedback](#)

C. Compliance.

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2017.***

Signature, [

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval 4_13_2017

Addendum VII: Rules

206 Final Examinations

Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA. ~~During the term of his or her graduation, an undergraduate student may be excused from final examinations at the discretion of the instructor of each course in which the student is doing passing work.~~

Proposed Final Revision

206 Final Examinations

Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.

Addendum VIII: Rules

UWG PROCEDURE NUMBER: UWG Procedure 2.7.11

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty Final Examination procedures.

A. **Definitions.**

1. *Final Examinations*: Examinations held at the end of each term.

B. **Final examinations schedule procedure.**

- The schedule of the final examinations is published by the Registrar's Office.
- No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college.
- If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.

C. **Compliance.**

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2017.***

Signature, [

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval 4_13_2017