

Graduate Programs Committee Agenda
Wednesday, April 10, 2019, 1:30PM in NURS 200

I. Approval of March Meeting Minutes

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Education

1. Department of Early Childhood through Secondary Education

A. Elementary Education, Ed.S.

Originator: Janet Strickland. Presented by Jennifer Edelman.
Request: Modify

Rationale: The change comes due to degree name changes made by the Georgia Board of Regents in the Spring of 2018, which led the Georgia Professional Standards Commission (GaPSC) to change certification names. The requested modification is to change the program name from Specialist of Education in Early Childhood Education to Specialist of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses. The ECED prefix will remain the same for program courses.

B. Elementary Education, M.Ed.

Originator: Janet Strickland. Presented by Jennifer Edelman.
Request: Modify

Rationale: The change comes due to degree name changes made by the Georgia Board of Regents in the Spring of 2018, which led the Georgia Professional Standards Commission (GaPSC) to change certification names. The requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education is necessary in order to maintain consistency within the field of the initial certification. The ECED prefix will remain the same for program courses.

2. Department of Educational Technology and Foundations

A. Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Originator: Lara Willox. Presented by Lara Willox.
Request: Modify

Rationale: There are 3 modifications being presented. 1) They are changing from having both the IT concentration and the SLM concentration on the same program sheet to having each concentration on their own sheet. 2) They have added the option to embed Initial Certification in the EDS SLM program to allow for initial certification for SLM students who do not hold current SLM certification, and an advanced program for students who already hold SLM certification. 3) They are adding additional electives, adding a course sequence option for the Reading Endorsement within the electives, and adding two research courses to the Ed.S. core (removing MEDT 8480 and MEDT 8484).

- B. Media, Ed.S., Concentrations in Instructional Technology, School Library Media
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify

Rationale: They are changing from having both the IT track and the SLM track on the same program sheet to having each track on their own sheet. As a result, this proposal adds Core Courses and updating the Additional Electives section to reflect recently modified course titles, as well as new courses that were approved by the Faculty Senate during the March 2019 meeting. Other courses are being removed (MEDT 7471 and 7475). These modifications are necessary for EDS Program alignment with current practices and with both the ISTE and GaPSC standards.

- C. Media, M.Ed., Concentrations in Instructional Technology, School Library Media
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify

Rationale: This modification is for the SLM track with IT certification, and it is part of the process of separating the various tracks that appear on the same program sheet for the M.Ed. into their own program sheets. This proposal also updates the program sheet to include recently modified course titles, the addition of 3 electives, and the removal of MEDT 7465 as an elective.

3. Department of Literacy and Special Education

- A. READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom
Originator: Tami Ogletree. Presented by John Ponder.
Request: Add

Rationale: This course is revised from PTED 7239 Language and Culture in the Classroom. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

- B. READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition
Originator: Tami Ogletree. Presented by John Ponder.
Request: Add

Rationale: This course is revised from PTED 7240 Literacy, Linguistics, and Second Language Acquisition. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

- C. READ 7241 - TESOL: Methods, Materials, and Assessment
Originator: Tami Ogletree. Presented by John Ponder.
Request: Add

Rationale: This course is revised from PTED 7241 Teaching English as a Second Language: Methods, Materials, and Assessment. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

4. Department of Leadership, Research, and School Improvement

- A. SPED - 6706 - Special Education in the Regular Classroom
Originator: Katy Green. Presented by Christi Fain.
Request: Modify

Rationale: The Georgia Professional Standards Commission (GaPSC) has changed the policy to meet the special education requirement of Georgia House Bill No. 671 for certification educators in Georgia. Effective July 1, 2019, all students seeking initial teacher certification, leadership certification and certification in the service fields of Media Specialist and School Counseling in Georgia must earn a grade of "B" or better in the designated special education course (SPED 3713, SPED 3715 or SPED 6706) for their program. A statement to that effect will be added to the course description. This policy change is for certification only and does not apply to program completion.

- B. School Improvement, Ed.D.
Originator: Andrew Nixon. Presented by Andrew Nixon.
Request: Modify

Rationale: They are modifying their admission selection process to include a writing sample as a required admission component. They are also requiring a minimum GRE score of 151 (Verbal Reasoning); 145 (Quantitative Reasoning);

and 4.0 (Analytic Writing) to align with SACS requirements. SACS mandates that programs requiring the GRE must have a required minimum, and including this language in Graduate Catalog meets SACS requirements. They note that incoming students for the past 3 years have achieved these scores.

B. Tanner Health Systems School of Nursing

1. NURS 8001 - Advanced Physiology and Pathophysiology
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

2. NURS 8002 - Advanced Pharmacology
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale:

The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

3. NURS 8003 - Advanced Health Assessment
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.

4. NURS 8004 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.

5. NURS 8005 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.

6. NURS 8006 - Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.

7. NURS 8007 - Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

8. NURS 8008 - Advanced Practice Nursing: Primary Care Pediatrics

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

9. NURS 8009 - Advanced Practice Nursing: Primary Care Pediatrics Practicum
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

10. NURS 8010 - Advanced Practice Nursing: Primary Care Family Health
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.

11. NURS 8011 - Advanced Practice Nursing: Primary Care Family Health Practicum
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

12. NURS 8012 - Advanced Practice Nursing: Family Practice Synthesis Practicum
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.

13. NURS 8013 - Professional Transitions: Doctor of Nursing Practice Role
Originator: Susan Welch. Presented by Susan Welch.
Request: Add

Rationale: This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.

14. NURS 8014 - Science and Theory for Evidence-Based Practice

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student's clinical specialty area will be explored.

15. NURS 8015 - Research Methods for Evidence-Based Practice

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.

16. NURS 8016 - Analytical Methods for Evidence-Based Practice

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.

17. NURS 8017 - Interprofessional Collaboration for Population Health

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.

18. NURS 8018 - Healthcare Informatics

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.

19. NURS 8019 - Organizational & Systems Leadership for Quality Improvement

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students with the ability to demonstrate organizational and systems leadership that contributes to the design and delivery of healthcare in complex healthcare environments.

20. NURS 8020 - Healthcare Finance

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

21. NURS 8021 - Healthcare Policy for Advocacy

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.

22. NURS 8022 - DNP Specialty Practicum I

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project. The course labs hours will vary depending upon hours nurse practitioners enter the program with from their MSN program.

23. NURS 8023 - DNP Specialty Practicum II

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

24. NURS 8024 - DNP Specialty Practicum III

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

25. NURS 8025 - DNP Specialty Practicum IV

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

26. NURS 8026 - DNP Specialty Practicum V

Originator: Susan Welch. Presented by Susan Welch.

Request: Add

Rationale: This course is the fifth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

III. Old Business

A. Comprehensive Program Reviews.

o RCOB:

- MBA: Ben Geyer

- MPAcc: Christi Fain
- COSS: Post-Baccalaureate Certificate in Nonprofit Management and Community Development: Rebecca Harrison and Marie-Cécile Bertau

IV. New Business

- A. GPC Chair AY 2019-2020

MARCH MEETING MINUTES

Graduate Programs Committee Meeting Minutes
Meeting Date: Wednesday, March 13, 2019, 1:30PM in UCC 308

Attendance: Rebecca Harrison, Denise Overfield, Mai Naito, Sooho Lee, Lara Willox, Clay Drummond, Donna Haley, Ben Geyer, Shelley Rogers, Marie-Cécile Bertau, Jennifer Edelman, Jill Drake, Colleen Vasconcellos, Janet Genz

I. Approval of February Meeting Minutes. **Approved.**

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Education

4. Department of Early Childhood through Secondary Education

C. Elementary Education, Ed.S.

Originator: Janet Strickland. Presented by Jennifer Edelman.

Request: Modify

Decision: **Tabled**

Discussion: The language for the proposed modifications stated that the requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education. However, the proposal title is for the Ed.S.

5. Department of Educational Technology and Foundations

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

Originator: Lara Willox. Presented by Lara Willox.

Request: Modify

Decision: **Approved**

Discussion: Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design," as the inclusion of Media in the title of the degree causes confusion that this is a degree associated with Mass Communications. Their students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

- E. Instructional Technology, Media, & Design, M.Ed., Concentrations in Instructional Technology, School Library Media
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design," as the inclusion of Media in the title of the degree causes confusion that this is a degree associated with Mass Communications. Their students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

- F. Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: The only change is the updating of two courses on the SLM NonDegree Certification program sheet. MEDT 6461 will become MEDT 7451 and MEDT 6465 will become MEDT 7455. These two course numbers have been updated to allow them to be included in the EDS program as well as the Master's program. They are cleaning up all of the program sheets so the courses can be fully replaced with the new numbering.

- G. Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: This change is moving from a certification program sheet that shows both SLM options and IT options to having a program sheet for only IT certification. Having multiple programs on the same program sheet is confusing to students. Having one that is clearly for IT certification students will make it easier to read.

- H. Media, M.Ed., Concentrations in Instructional Technology, School Library Media
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: This proposal concerns the SLM track, and reflects ongoing changes within the Master's program, which changing from having both the IT track and the SLM track on the same program sheet, as well as updating the courses on said sheet after recent number changes and the addition of two electives. They have also updated two courses on the SLM track. Having three tracks on one program sheet was causing confusion for students, and this will provide clarity.

- I. Media, M.Ed., Concentrations in Instructional Technology, School Library Media
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: This proposal concerns the IT track, and reflects ongoing changes within the Master's program, which changing from having both the IT track and the SLM track on the same program sheet, as well as updating the courses on said sheet after recent number changes and the addition of three electives, and the removal of MEDT 7465 from the elective options. They have also updated two courses on the IT track. Having three tracks on one program sheet was causing confusion for students, and this will provide clarity.

- J. MEDT 7479: Digital Game-Based Learning
Originator: Lara Willox. Presented by Lara Willox.
Request: Add
Decision: **Approved**

Discussion: This course has been taught for several years as a special topics course, is very popular, and fills each semester it is offered. This course will become a permanent addition to their graduate media program.

- K. MEDT 7480: Global Learning with Technology
Originator: Lara Willox. Presented by Lara Willox.
Request: Add
Decision: **Approved**

Discussion: This course has been taught as a special topics course for several years and has been a very popular elective for their graduate media students. This will allow it to become a permanent part of their program moving forward.

- L. MEDT 8461: Diffusion of Innovations
Originator: Lara Willox. Presented by Lara Willox.
Request: Modify
Decision: **Approved**

Discussion: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

M. MEDT 8462: Leading and Managing Instructional Technology Programs

Originator: Lara Willox. Presented by Lara Willox.

Request: Modify

Decision: **Approved**

Discussion: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

N. MEDT 8463: Issues in Instructional Technology

Originator: Lara Willox. Presented by Lara Willox.

Request: Modify

Decision: **Approved**

Discussion: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

O. MEDT 8465: Human Performance Improvement

Originator: Lara Willox. Presented by Lara Willox.

Request: Add

Decision: **Approved**

Discussion: This course will be a core course in the EDS IT program. The course objectives and activities better align to the ISTE and GaPSC standards for IT.

P. MEDT 8466: Comprehensive Exam for Ed.S. Media IT

Originator: Lara Willox. Presented by Lara Willox.

Request: Add

Decision: **Approved**

Discussion: Currently students in the program are required to complete a portfolio prior to graduation. By adding a zero-credit required course for students to enroll in, they will better be able to track and grade portfolios. Students must be in their final semester of the EDS IT program to enroll.

B. College of Social Sciences

1. Department of Political Science

A. Graduate Certificate in Nonprofit Management and Community Development

Originator: Sooho Lee

Request: Modify

Decision: **Approved**

Discussion: The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. These modifications add those new courses and correct a few errors. These modifications also improve upon the application rate for the certificate and balance it with other similar certificate requirements

ACTION ITEMS

Elementary Education, Ed.S.

Elementary Education, M.Ed.

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Media, M.Ed., Concentrations in Instructional Technology, School Library Media

READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7241 - TESOL: Methods, Materials, and Assessment

SPED - 6706 - Special Education in the Regular Classroom

School Improvement, Ed.D.

NURS 8001 - Advanced Physiology and Pathophysiology

NURS 8002 - Advanced Pharmacology

NURS 8003 - Advanced Health Assessment

NURS 8004 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology

NURS 8005 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

NURS 8006 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

NURS 8007 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

NURS 8008 - Advanced Practice Nursing: Primary Care Pediatrics

NURS 8009 - Advanced Practice Nursing: Primary Care Pediatrics Practicum

NURS 8010 - Advanced Practice Nursing: Primary Care Family Health

NURS 8011 - Advanced Practice Nursing: Primary Care Family Health Practicum

NURS 8012 - Advanced Practice Nursing: Family Practice Synthesis Practicum

NURS 8013 - Professional Transitions: Doctor of Nursing Practice Role

NURS 8014 - Science and Theory for Evidence-Based Practice

NURS 8015 - Research Methods for Evidence-Based Practice

NURS 8016 - Analytical Methods for Evidence-Based

NURS 8017 - Interprofessional Collaboration for Population Health

NURS 8018 - Healthcare Informatics

NURS 8019 - Organizational & Systems Leadership for Quality Improvement

NURS 8020 - Healthcare Finance

NURS 8021 - Healthcare Policy for Advocacy

NURS 8022 - DNP Specialty Practicum I

NURS 8023 - DNP Specialty Practicum II

NURS 8024 - DNP Specialty Practicum III

NURS 8025 - DNP Specialty Practicum IV


NURS 8026 - DNP Specialty Practicum V

Elementary Education, Ed.S.

2019-2020 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

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

Curriculum Proposal

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

Type of Program*

Program

Shared Core

Modifications (Check all that apply)*

Program Name

Track/Concentration

Catalog Description


Degree Name

Program Learning Outcomes

Program Curriculum

Other

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name*	Elementary Education, Ed.S.
Program ID*	1785
Program Code	
Program Type*	Specialist
Degree Type*	Specialist in Education
College - School/ Department*	Department of Early Childhood through Secondary Education
Program Description*	<p>Understandings and skills necessary for teaching children P-5 are the focus of this program. The program of 27 hours is based on a student's background. This program will include 6 hours of Students as Learners, 6 hours of Societal Issues, 6 hours of Classroom Issues, and 9 hours of Research and Inquiry. Admission to the program requires a level 5 clear, professional certificate in Early Childhood Education based on an earned Master of Education degree in Early Childhood Education. Any other master's degree with teacher certification must meet the content specialization requirement in the Early Childhood Education master's degree program in order to be admitted into the Ed.S. program. In addition to the requirements for regular admission, the following requirement applies for applicants to the Ed.S. degree in Early Childhood Education:</p> <p>Applicants must have a minimum overall 3.0 GPA.</p>
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name
Program Description

Modified Program Learning Outcomes	
Modification Comments*	The requested modification is to change the program name from Specialist of Education in Early Childhood Education to Specialist of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.
Rationale*	Beginning Spring 2018, the Georgia Board of Regents changed the undergraduate degree name from Bachelor of Science in Education with a major

in Early Childhood Education to Bachelor of Science in Education with a major in Elementary Education. As a result of the degree name change, the Georgia Professional Standards Commission (GaPSC) will also change the initial certification name from Early Childhood Education to Elementary Education to more accurately reflect the grade levels (PreK-5th grade) for certification (effective 07/01/19 and beyond).


In order to be consistent with the field of the initial certification, the new name for the Specialist's degree should be Ed. S. in Elementary Education.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development

[Right] *

ECSE 8562 Using Data to Meet the Needs of Diverse Learners

[Right] *

Societal Issues: 6 Hours

ECED 8272 Teacher as Leader

[Right] d

[Right] *

[Before] Select one of the following:

ECSE 7560 Contemporary Issues in Education

[Right] or

EDFD 7303 Culture and Society in Education

[Right] or

EDFD 7305 History of American Education

[Right] or

EDFD 7307 Critical Issues in Education

[Right] or

EDFD 7309 Philosophical Foundations of Education

[Right] or

PTED 7246 Comparative Education

Classroom Issues: 6 Hours

ECED 8271 Advanced Curriculum Seminar

[Right] a

[Right] *

ECSE 7566 Advanced Instructional Strategies for 21st Century

[Right] or

[After] Arts and Science Content 3 or

[After] Methods course 3 d

Research and Inquiry: 9 Hours (must be taken in sequence)

ECED 8284 Research Seminar

[Right] b

EDRS 8304 Data Analysis in Educational Research

[Right] c

ECED 8297 Professional Seminar

Total Program: 27 Hours

Program Notes * Denotes required courses. ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program. ECED 6290 or EDRS 6301 is required as a prerequisite for this course. ECED 8284 is required as a prerequisite for this course. Methods courses taken as part of the Early Childhood Education M.Ed. at UWG cannot be repeated.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Carrollton

Is this a School of Nursing Program?*

Yes No

Is this a College of Education Program?*

Yes No

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
- None of these apply


SACSCOC Comments

Is Senate Review required?*

Yes
 No

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

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


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

Elementary Education, M.Ed.

2019-2020 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

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

Curriculum Proposal


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

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name*	Elementary Education, M.Ed.
Program ID*	1784
Program Code	
Program Type*	Master's
Degree Type*	Master of Education
College - School/ Department*	Department of Early Childhood through Secondary Education
Program Description*	<p>A master's degree in Early Childhood Education can be achieved by completing an innovative program designed to promote research-based practices that ensure that all students can and do learn. The program consists of a minimum of 36 hours of course work. This degree does not lead to initial certification in Early Childhood Education.</p> <p>In addition to the requirement for regular admission, the following requirements apply for applicants to the M.Ed. degree in Early Childhood Education:</p> <p>Applicants must have an undergraduate degree in Early Childhood or Elementary Education and be eligible for an Early Childhood or Elementary Education clear and renewable certificate or possess a renewable professional certificate in Early Childhood or Elementary Education with a minimum overall 2.7 GPA.</p> <p>Courses include 9 hours in professional studies, 6 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.</p>
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name

Program Description

Modified Program Learning Outcomes	
Modification Comments*	The requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.

Rationale* Beginning Spring 2018, the Georgia Board of Regents changed the undergraduate degree name from Bachelor of Science in Education with a major in Early Childhood Education to Bachelor of Science in Education with a major in Elementary Education. As a result of the degree name change, the Georgia Professional Standards Commission (GaPSC) will also change the initial certification name from Early Childhood Education to Elementary Education to more accurately reflect the grade levels (PreK-5th grade) for certification (effective 07/01/19 and beyond).


In order to be consistent with the field of the initial certification, the new name for the Master's degree should be M. Ed. in Elementary Education.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

Required Courses: (9 Hours)

CURR 6575 Curriculum Trends and Issues

ECSE 7500 Diverse Classrooms in Global Society

ECED 6249 Seminar For P-5 Teachers

Professional Specialization: (15 Hours)

(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)

[Before]Area 1

ECED 7259 Investigating Methods and Materials in Mathematics

[Right] 5
 [Before]Area 2
ECED 7260 Investigating Methods and Materials in Science
 [Right] 5
 [Before]Area 3
ECED 7262 Investigating Language Arts
 [Right] 5
 [Right] or
ECSE 7564 Content Area Literacy Instruct
 [Right] or
ECED 7261 Literature for the Young Child
 [Before]Area 4
ECED 7264 Investigating Social Studies Methods
 [Right] 5
 [Before]Area 5
ECED 7265 Parent Education for Teachers and Child Care Workers
 [Right] or
ECED 7266 The Young Child: Home and Community
 [Right] or
ECED 7273 Family/Community Involvement for School Improvement

Research/Assessment: 6 Hours

(Choose one course from each of the two (2) areas below)

[Before]Area 1
EDRS 6301 Research in Education
 [Right] or
 [After] Other research course approved by advisor 3
 [Before]Area 2
EDRS 6342 School and Classroom Assessment

Related Studies/Electives: 6 Hours

(Choose two courses from the entries below)

ECED 7263 Writing Across The Curriculum
 [Right] or
ECED 7267 Teaching Creative Arts

[Right] or
ECED 7268 Teaching Creative Dramatics

[Right] or
ECED 7272 Classroom Management
Early Grades (P-5)

[Right] or
ECSE 7560 Contemporary Issues in
Education

[Right] or
[Before]K-5 Mathematics Endorsement
EDME 7271 Elementary Mathematics I

[Right] and
EDME 7271L Elementary Mathematics I
Lab

[Right] and
EDME 7272 Elementary Mathematics II

[Right] and
EDME 7272L Elementary Mathematics II
Lab

[Right] and
EDME 7273 Advanced Strategies for
Teaching Elementary Mathematics

[Right] and
EDME 7273L Advanced Strategies for
Teaching Elementary Mathematics Lab

[Right] or
[Before]Reading Endorsement
READ 7271 Literacy, Development, and
Practices in the Digital Age

[Right] and
READ 7263 Comprehensive Literacy
Assessments and Interventions

[Right] and
READ 7201 Integrating Language,
Literacy and Technology across Content
Area

[Right] or
[Before]ESOL Endorsement
PTED 7239 Language and Culture in the
Classroom

[Right] and
PTED 7240 Literacy, Linguistics, and
Second Language Acquisition

[Right] and
PTED 7241 Teaching English as a
Second Language: Methods, Materials,
and Assessment

[Right] or
[After] Other Electives (Reading, Technology,
Media, Leadership, Special Education,
Foundations, Educational Psychology,
etc.) as approved by advisor, hours
vary.

Program Notes:

Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate or possession of a valid Early Childhood Education or Elementary clear and renewable certificate. CURR 6575 must be taken within the first two semesters of admission to the program. ECED 6249 must be taken within the last two semesters before completion of the program. CURR 6575, ECSE 7500, and ECED 6249 are required courses. A content course in related area can be taken to satisfy this section of the program sheet as approved by an advisor. To enroll in the K-5 Mathematics Endorsement, educators must have at least one year of teaching experience and must have a valid clear renewable level 4 or higher teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5). Educators holding any of the following certificates combined with a core academic content concentration in mathematics are also eligible to enroll: Special Education General Curriculum (P-12); Special Education Adapted Curriculum ((P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); and Gifted Education (P-12). Completion of the K-5 Mathematics Endorsement requires six (6) semester hours beyond degree requirements. Completion of the Reading Endorsement or the ESOL Endorsement requires three (3) semester hours beyond degree requirements. Candidates will be required to document clinical experiences with diverse students on Tk20 as part of the exit requirements for this program.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Carrollton

Is this a School of Nursing Program?*

Yes No

Is this a College of Education Program?*

Yes No

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
- None of these apply

**SACSCOC
Comments**

- Is Senate Review
required?*** Yes
- No

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

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


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

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Introduction

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

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

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

Curriculum Proposal


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

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

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

If other, please identify. Program Sheet Modification

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name* Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID* 1794

Program Code

Program Type*

Degree Type*

College - School/ Department*

Program Description* This program provides two options at the Ed.S. level: Option 1 - coursework resulting in initial certification in school library media that continues directly to the advanced preparation program, requiring 27 hours plus an additional 12 hours for initial certification; Option 2 - advance preparation for school library media specialists for leadership roles, requiring 27 hours. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for Option 1 must have a renewable professional certificate; Option 2 must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility.

Status* Active-Visible Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name

Program Description

Modified Program Learning Outcomes

Modification Comments* There are 3 modifications being presented. 1) We are changing from having both the IT concentration and the SLM concentration on the same program sheet to having each concentration on their own sheet. 2) We have added the option to embed Initial Certification in the EDS SLM program. The result is two options within the SLM EDS degree: initial certification for SLM students who do not hold current SLM certification, and an advanced program for students who already hold SLM certification. This has already been approved by the GaPSC. Attached is the proposal sent to the GaPSC, GaPSC approval, current program

sheet and the proposed program sheet. 3) We are adding additional electives, adding a course sequence option for the Reading Endorsement within the electives, and adding two research courses to the Ed.S. core (removing MEDT 8480 and MEDT 8484).

Rationale* The initial certification option will allow many students the opportunity to earn an EDS who have not had the option previously. Currently, if a student already has a master's degree and wants to earn SLM certification they have to take our non-degree certification courses. While they do earn certification, they are not receiving credit for their effort. The EDS option will allow them to earn both the certification and an advanced degree.


Having each track (IT / SLM) at the EDS level have a separate program sheet allows students a greater understanding of their program requirements.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

School Library Media Concentration

Core Courses

MEDT 7469 Supervision of School Library Media Programs

MEDT 8461 Diffusion of Innovations

MEDT 8464 Issues in School Library Media

EDRS 8301 Planning Research in Education

EDRS 8304 Data Analysis in Educational Research

**OPTION 1: Media Specialist Certification sequence
(21 hours)***

**MEDT 7451 Administration of School
Library Media Centers**

[Right] (first semester)

MEDT 7455 Selection & Materials

MEDT 7461 Instructional Design

**MEDT 7474 Online Reference Sources
and Services**

**MEDT 7477 Technology for Media
Services**

MEDT 7478 Cataloging and Automating

MEDT 7487 Practicum

[Right] (last semester)

**Elective Courses: OPTION 1 (3 hours required);
OPTION 2 (12 hours required)**

**[After] Instructional Technology Certification
sequence***

**MEDT 7464 Designing Technology
Enhanced Instruction**

**MEDT 7490 Visual and Media Literacy
for Teaching and Learning**

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**

[After] Reading Endorsement sequence*

**READ 7271 Literacy, Development, and
Practices in the Digital Age**

**READ 7263 Comprehensive Literacy
Assessments and Interventions**

**READ 7201 Integrating Language,
Literacy and Technology across Content
Area**

[After] Additional Electives

MEDT 7485 Special Topics in Media

**MEDT 7465 Digital Resources for
Teaching & Learning**

**MEDT 7466 Digital Photography in
Instruction**

MEDT 7467 Web Design for Instruction

**MEDT 7470 Digital Media Production &
Utilization**

MEDT 7473 Advanced Multimedia

**MEDT 7472 Introduction to Distance
Learning**

MEDT 7491 Implementation, Assessment, & Evaluation of Online Learning

MEDT 7492 Leadership & Administration of Online Learning & e-Learning

CEPD 8102 Lifespan Human Development

[After] *Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Instructional Technology Concentration

Core Courses

MEDT 8461 Diffusion of Innovations

MEDT 8462 Leading and Managing Instructional Technology Programs

MEDT 8463 Issues in Instructional Technology

[Right] (taken as first course in the program)

MEDT 8480 Program Evaluation

[Right] (taken as last course in the program)

MEDT 8484 Research on Media and Instructional Technology

Elective courses (Choose 4)

MEDT 7464 Designing Technology Enhanced Instruction

[Right] *

MEDT 7469 Supervision of School Library Media Programs

MEDT 7471 Data Networks for Instruction

MEDT 7472 Introduction to Distance Learning

[Right] **

MEDT 7473 Advanced Multimedia

MEDT 7475 The Distance Education Professional**[Right] *******MEDT 7476 Assessing Learning in Technology-Enhanced Instruction****[Right] *****MEDT 7485 Special Topics in Media****MEDT 7490 Visual and Media Literacy for Teaching and Learning****[Right] *****MEDT 8464 Issues in School Library Media****CEPD 8102 Lifespan Human Development**

[After] *These electives are required courses for candidates seeking Instructional Technology certification in Georgia. **MEDT 7461 or MEDT 7464 is a prerequisite for MEDT 7472. *MEDT 7472 is a prerequisite for MEDT 7475. Students must pass the appropriate GACE Content Assessment in order to be certified.**

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Online


Is this a School of Nursing Program?* Yes No**Is this a College of Education Program?*** Yes No**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
- None of these apply


SACSCOC Comments

The addition of the certification courses changes one option to 39 hours versus the 27 hours for the traditional option. We are not changing the courses for the EDS; just allowing the certification courses to be taken along with the required EDS courses.

Is Senate Review required?* Yes No

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

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

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



August 31, 2018

Dr. Diane Hoff, Dean
College of Education
University of West Georgia
1601 Maple St.
Carrollton, Georgia 30118

Dear Dr. Hoff,

Thank you for your submission of a substantive change request to offer the media specialist program as an initial certification program at the Ed.S. level. (That program is currently approved at the master's level and as a certification-only program at the University of West Georgia.) The description of the two options is clear, and those options will lead to foundational understanding for individuals seeking initial certification in the media specialist field, as well as a deeper understanding for those who already hold media specialist certification. This request is approved.

In addition, the submission of a substantive change request to offer the Special Education General Curriculum/Early Childhood Education (P-5) program as a certification-only program is approved.

No further documentation is required on your part or on ours. We will update the program approval table and the Traditional Program Management System (TPMS) as soon as possible.

Thank you for the work you are doing at the University of West Georgia to prepare future educators!

Sincerely,

Angela B. Gant

Angie Gant, Ed.D.
Director, Program Approval
Educator Preparation Division

July 27, 2018

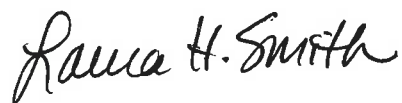
Bobbi Ford, Ph.D.
Educator Preparation Division
Georgia Professional Standards Commission
200 Piedmont Ave.
Atlanta, GA 30334

Dear Dr. Ford,

The College of Education at the University of West Georgia is currently approved to offer the Media Specialist P-12 Certification in the M.Ed. degree program and as a non-degree certification only program and offer an advanced program in the field of school library media through our Ed.S. degree program. We are seeking a substantive change to include the Initial Certification in Media Specialist P-12 as an option in the Ed.S. program. The result will be two options within the Ed.S. degree; that is, candidates may earn *Initial Certification* as part of the Ed.S. and the *Advanced Program* option will remain for students who already hold Media Specialist P-12 certification and wish to pursue advanced study in this field. The attached document outlines the programs of study for both options and describes the differences in the levels of study within the Ed.S. degree.

Please do not hesitate to contact me should you have questions or need additional documentation. We appreciate your consideration of this request.

Sincerely,



Laura H. Smith, Ph.D.
Associate Dean, College of Education
University of West Georgia
Carrollton, GA 30118
lauras@westga.edu
678-839-6115 (office)

Request to Add Option for Initial Certification in Media Specialist P-12

The University of West Georgia currently offers Certification in Media Specialist P-12 through two options:

1. Media Specialist P-12 Certification Embedded in the M.Ed. Degree Program
2. Media Specialist P-12 Certification in the Non-Degree Certification-Only Program

We also currently offer an advanced program in the field of school library media, for candidates already certified in Media Specialist P-12, through our Ed.S. Degree Program. We would like to add the option to embed Initial Certification in Media Specialist P-12 in the Ed.S. Degree Program. The result will be two options within the Ed.S. degree -- candidates earning *Initial Certification* as part of the Ed.S., and the *Advanced Program* for students who already are certified in Media Specialist P-12. The differences in these two options are explained below.

Program Requirements for *Initial Certification* with the Ed.S. Degree

The following twelve courses are required:

MEDT 7469 Supervision of School Library Media Programs
MEDT 8461 Diffusion of Innovations
MEDT 8464 Issues in School Library Media
MEDT 8480 Program Evaluation
MEDT 8484 Research on Media and Instructional Technology
MEDT 6461 Administration of School Library Media Centers
MEDT 6465 Selection and Materials
MEDT 7461 Instructional Design
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7478 Cataloging and Automating
MEDT 7487 Practicum

Candidates choose one program elective from the following options:

MEDT 7462 Internet Tools, Resources, and Issues
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production
MEDT 7472 Intro to Distance Education
MEDT 7485 Special Topics

Candidates complete clinical experiences in MEDT 6461, MEDT 6465, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487.

Candidates complete an electronic portfolio for the graduation comprehensive exam.

Program Requirements for the *Advanced Program* with the Ed.S. Degree

The following five courses are required:

MEDT 7469 Supervision of School Library Media Programs
MEDT 8461 Diffusion of Innovations
MEDT 8464 Issues in School Library Media
MEDT 8480 Program Evaluation
MEDT 8484 Research on Media and Instructional Technology

Candidates choose four program electives from the following courses:

MEDT 7462 Internet Tools, Resources, and Issues
MEDT 7464 Designing Technology-Enhanced Instruction
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production
MEDT 7472 Intro to Distance Education
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
MEDT 7485 Special Topics
MEDT 7490 Visual & Media Literacy for Teaching & Learning

Candidates complete an electronic portfolio for the graduation comprehensive exam.

The primary difference between the two options at the Ed.S. level is as follows: the candidates earning *Initial Certification* are required to take MEDT 6461, MEDT 6465, MEDT 7461, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487 in addition to five more required courses and one program elective; the candidates in the *Advanced Program* for the Ed.S. degree have already taken MEDT 6461, MEDT 6465, MEDT 7461, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487 in the M.Ed. program with *Initial Certification* (or equivalent courses if the M.Ed. program were completed at an institution other than UWG). Therefore, the candidates in the *Advanced Program* complete five required courses and four program electives.

The requirements for *Initial Certification* with the M.Ed. degree are shown below. A comparison of *Initial Certification* with the M.Ed. degree or Ed.S. degree shows that Ed.S. candidates advance to an even greater level of leadership in school library media.

Program Requirements for *Initial Certification* with the M.Ed. Degree

Candidates complete the following 10 courses:

MEDT 6461 Administration of School Library Media Centers

MEDT 6465 Selection and Materials

MEDT 7461 Instructional Design

MEDT 7474 Online Reference Sources and Services

MEDT 7477 Technology for Media Services

MEDT 7478 Cataloging and Automating

MEDT 7487 Practicum

CEPD 6101 Psychology of Classroom Learning

EDRS 6301 Research in Education

CURR 6575 Curriculum

Candidates select 2 electives from the following courses.

MEDT 7462 Internet Tools, Resources, and Issues

MEDT 7465 Digital Resources for Teaching and Learning

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production

MEDT 7472 Intro to Distance Education

MEDT 7485 Special Topics

Candidates complete clinical experiences in MEDT 6461, MEDT 6465, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487.

Candidates complete an electronic portfolio for the graduation comprehensive exam.

Student Name: _____

Student ID#: _____

University of West Georgia – Ed.S. in Media

Concentration: School Library Media

Student Signature: _____

Date of Entry into Program _____

Entry Degree: Master's

Exit Degree: Ed.S. Media (27-39 hrs. required)

Entry Certification: OPTION 1 -- Renewable Professional, not currently certified as SRS-5 Media Specialist (P-12) or equivalent (39 hours required). **OPTION 2** -- SRS-5 Media Specialist (P-12) or equivalent (27 hrs. required)

Exit Certification: SRS-6 Media Specialist (P-12) **All courses are 3 credit hours.**

Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Option 1 (Semester)	Option 2 (Semester)
Ed.S. Core	Required for all Candidates (15 hours)		
MEDT 7469	Supervision of School Library Media Programs		
MEDT 8461	Diffusion of Innovations		
MEDT 8464	Issues in School Library Media		
EDRS 8301	Planning Research in Education		
EDRS 8304	Data Analysis in Educational Research		
Media Specialist cert. sequence	Required for OPTION 1 candidates (21 hours)		
MEDT 7451	Administration of School Library Media Centers (first semester)*		
MEDT 7455	Selection & Materials*		
MEDT 7461	Instructional Design*		
MEDT 7474	Online Reference Sources & Services*		
MEDT 7477	Technology for Media Services*		
MEDT 7478	Cataloging & Automating*		
MEDT 7487	Practicum (last semester of cert. sequence)*		
Electives	Option 1: 3 hours required Option 2: 12 hours required		
	Instructional Technology Certification sequence		
MEDT 7464	Designing Technology Enhanced Instruction*		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*		
	Reading Endorsement sequence		
READ 7271	Literacy, Development, & Practices in the Digital Age*		
READ 7263	Comprehensive Literacy Assessments & Interventions*		
READ 7201	Integrating Language, Literacy & Technology across Content Area*		
	Additional Electives		
MEDT 7485	Special Topics in Media		
MEDT 7465	Digital Resources for Teaching & Learning		
MEDT 7466	Digital Photography in Instruction		
MEDT 7467	Web Design for Instruction		
MEDT 7470	Digital Media Production & Utilization		
MEDT 7473	Advanced Multimedia		
MEDT 7472	Introduction to Distance Education		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning		
CEPD 8102	Life Span Human Development		
	Other electives as approved by advisor		

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to TK20 required (or other program assessment database as directed).

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

Program of Study for Educational Specialist in Media (Ed.S.)
Instructional Technology (IT) or School Library Media (SLM) Concentration
University of West Georgia

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Instructional Technology

Entry Degree: Master's Entry Certification: None (if not seeking S-6 certification) Exit Degree: Ed.S.
T, S, L, PL or Life (if seeking S-6 certification)

School Library Media

Entry Degree: Master's Entry Certification: S-5 in School Library Media Exit Degree: Ed.S.

Core Courses

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7469 Supervision of School Library Media Program		R ¹			
MEDT 8461 Diffusion of Innovations	R	R			
MEDT 8462 Leading and Managing Instructional Technology Programs	R				
MEDT 8463 Issues in Instructional Technology (taken as first course in the program)	R				
MEDT 8464 Issues in School Library Media		R			
MEDT 8480 Program Evaluation (taken as last course in the program)	R	R			
MEDT 8484 Research on Media and Instructional Technology	R	R			

Elective Courses (Choose 4)

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7464 Designing Technology-Enhanced Instruction*					
MEDT 7469 Supervision of School Library Media Program					
MEDT 7471 Data Networks for Instruction					
MEDT 7472 Introduction to Distance Education**					
MEDT 7473 Advanced Multimedia					
MEDT 7475 Distance Education Professional***					
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction*					
MEDT 7485 Special Topics in Media					
MEDT 7490 Visual & Media Literacy for Teaching & Learning*					
MEDT 8464 Issues in School Library Media					
CEPD 8102 Life Span Human Development					

Advisor Notes: _____

*These electives are required courses for candidates seeking Instructional Technology certification in Georgia.
 **MEDT 7461 or 7464 is a prerequisite for MEDT 7472.
 ***MEDT 7472 is a prerequisite for MEDT 7475.
 Students must pass the appropriate GACE Content Assessment in order to be certified.
 1 Required. 2 Semester: Use "Sp" (Spring), "Su" (Summer), or "Fa" (Fall). 3 Use YYYY format.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____


Department Chair _____ Date _____

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

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

Curriculum Proposal


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

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

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

If other, please identify. Program Sheet modification

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name* Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID* 1794

Program Code

Program Type*

Degree Type*

College - School/ Department*

Program Description* This program provides advanced preparation for school library media specialists, instructional designers, instructional technology coordinators, and teachers seeking to gain additional skills in instructional technology for integration into the P-12 classroom. The Ed.S. in Media program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Each concentration requires 27 semester hours. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility.

Status* Active-Visible Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name

Program Description

Modified Program Learning Outcomes

1. Candidates will synthesize research on issues and trends in instructional technology.
2. Candidates will apply theories of change to introduce innovations into educational settings.
3. Candidates will apply systemic approaches to close identified gaps in human performance.
4. Candidates will propose innovative technology-based solutions to an identified instructional need.

Attached is an assessment plan for the revised program of study.

Modification Comments* There are 3 modifications being presented. 1) We are changing from having both the IT track and the SLM track on the same program sheet to having each track on their own sheet. 2) Under Core Courses, we are adding MEDT 8465 and MEDT 8466, and deleting MEDT 8484 and MEDT 8480. 3) Under Additional Electives, we are changing two special topics courses to actual courses (MEDT 7479 Digital Game Based Learning and MEDT 7480 Global Learning and Collaboration); removing MEDT 7471 and MEDT 7475; and adding MEDT 7467, MEDT 7468, MEDT 7470, MEDT 7491, and MEDT 7492.


Rationale* The EDS program needed to be revised to align more with current practices and with both the ISTE and GaPSC standards. This is a result of several years of revision work.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations
MEDT 8462 Leading and Managing Instructional Technology Programs
MEDT 8463 Issues in Instructional Technology
MEDT 8465 Human Performance Improvement
MEDT 8466 Comprehensive exam course portfolio

Electives/Tracks (15 hours)

[Before]IT Certification* (9 hours)
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7464 Designing Technology Enhanced Instruction
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Before]Additional Electives
MEDT 7467 Web Design for Instruction
MEDT 7468 Instructional Multimedia Design & Development
MEDT 7470 Digital Video Production & Utilization
MEDT 7472 Introduction to Distance Learning
MEDT 7473 Advanced Multimedia
MEDT 7479 Digital Game Based Learning
MEDT 7480 Global Learning and Collaboration with Technology
MEDT 7485 Special Topics in Media
MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning
MEDT 7492 Leadership and Administration of Online Learning and e-Learning
CEPD 8102 Lifespan Human Development

[After] *Required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC), but can be taken by non-certification students. - Subscription to Tk20 required (or other assessment database as directed). - Students must pass the Instructional Technology GACE Content Assessment to be eligible for IT certification in Georgia (not required if previously passed).

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Online

Is this a School of Nursing Program?*

Yes No

Is this a College of Education Program?*


Yes No

SACSCOC Substantive Change


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

Send questions to cjenks@westga.edu

Check all that apply to this program*	<input type="checkbox"/> Significant departure from previously approved programs
	<input type="checkbox"/> New instructional site at which more than 50% of program is offered
	<input type="checkbox"/> Change in credit hours required to complete the program
	<input checked="" type="checkbox"/> None of these apply
SACSCOC Comments	
Is Senate Review required?*	<input checked="" type="radio"/> Yes
	<input type="radio"/> No

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

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

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

PROPOSED

Student Name _____ Student ID# _____

University of West Georgia

Degree: Ed.S. in Media

Concentration: Instructional Technology

__ *Seeking IT Certification* GA Dept. of Ed. (Eligible) __ *Not Seeking IT Certification* GA Dept. of Ed. (Not Eligible)

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Master's **Exit Degree:** Ed.S. Media (27 hrs required)

Entry Certification for Georgia Educators: Renewable Professional

Potential Exit Certification for Georgia Educators: S-6 Instructional Technology

Specific courses are to be determined collaboratively between student and advisor.

Course Prefix and Number	Course Title	Credit hours	Semester
Instructional Technology Required Courses (12 hours)			
MEDT 8463	Issues in Instructional Technology	3	
MEDT 8461	Diffusion of Innovations	3	
MEDT 8462	Leading and Managing Instructional Technology Programs	3	
MEDT 8465	Human Performance Improvement	3	
MEDT 8466	Comprehensive exam course portfolio (Taken last semester of program)	0	
Electives / Tracks (15 hours)			
IT Certification* (9 hours)			
MEDT 7490	Visual and Media Literacy for Teaching and Learning*	3	
MEDT 7464	Designing Technology-Enhanced Instruction*	3	
MEDT 7476	Assessing Learning with Technology-Enhanced Instruction*	3	
Additional Electives			
MEDT 7467	Web Design for Instruction	3	
MEDT 7468	Instructional Multimedia Design & Development	3	
MEDT 7470	Digital Video Production & Utilization	3	
MEDT 7472	Introduction to Distance Education	3	
MEDT 7473	Advanced Multimedia	3	
MEDT 7479	Digital Game Based Learning	3	
MEDT 7480	Global Learning and Collaboration with Technology	3	
MEDT 7485	Special Topics (with advisor approval)	3	
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning	3	
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3	
CEPD 8102	Lifespan Human Development	3	
	Others to be approved by advisor	3	

***Required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC), but can be taken by non-certification students**

- Subscription to Tk20 required (or other program assessment database as directed)
- Students must pass the Instructional Technology GACE Content Assessment to be eligible for IT Certification in Georgia (not required if already passed previously).

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

December 10, 2018

CURRENT

Program of Study for Educational Specialist in Media (Ed.S.) Instructional Technology (IT) or School Library Media (SLM) Concentration University of West Georgia

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Instructional Technology

Entry Degree: Master's Entry Certification: None (if not seeking S-6 certification) Exit Degree: Ed.S.
T, S, L, PL or Life (if seeking S-6 certification)

School Library Media

Entry Degree: Master's Entry Certification: S-5 in School Library Media Exit Degree: Ed.S.

Core Courses

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7469 Supervision of School Library Media Program		R ¹			
MEDT 8461 Diffusion of Innovations	R	R			
MEDT 8462 Leading and Managing Instructional Technology Programs	R				
MEDT 8463 Issues in Instructional Technology (taken as first course in the program)	R				
MEDT 8464 Issues in School Library Media		R			
MEDT 8480 Program Evaluation (taken as last course in the program)	R	R			
MEDT 8484 Research on Media and Instructional Technology	R	R			

Elective Courses (Choose 4)

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7464 Designing Technology-Enhanced Instruction*					
MEDT 7469 Supervision of School Library Media Program					
MEDT 7471 Data Networks for Instruction					
MEDT 7472 Introduction to Distance Education**					
MEDT 7473 Advanced Multimedia					
MEDT 7475 Distance Education Professional***					
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction*					
MEDT 7485 Special Topics in Media					
MEDT 7490 Visual & Media Literacy for Teaching & Learning*					
MEDT 8464 Issues in School Library Media					
CEPD 8102 Life Span Human Development					

Advisor Notes:

*These electives are required courses for candidates seeking Instructional Technology certification in Georgia.

**MEDT 7461 or 7464 is a prerequisite for MEDT 7472.

***MEDT 7472 is a prerequisite for MEDT 7475.

Students must pass the appropriate GACE Content Assessment in order to be certified.

1 Required. 2 Semester: Use "Sp" (Spring), "Su" (Summer), or "Fa" (Fall). 3 Use YYYY format.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

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> <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> <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 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>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT:	Educational Technology and Foundations			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
	PROGRAM:	Ed.S. in Media -- Concentration in Instructional Technology		COURSES	Candidates will synthesize research on issues and trends in instructional technology.	Candidates will apply theories of change to introduce innovations into educational settings.	Candidates will apply systemic approaches to close identified gaps in human performance.	Candidates will propose innovative technology-based solutions to an identified instructional need.	
	1	MEDT 8463: Issues in Instructional Technology (A)		M (A)	I	I	I		
	2	MEDT 8461: Diffusion of Innovations (A)		I	M (A)	R	R		
	3	MEDT 8465: Human Performance Improvement (A)		R	R	M (A)	R		
	4	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.		MEDT 8462: Leading and Managing Instructional Technology Programs (A)		R	R	M (A)	
	5			MEDT 8466: Comprehensive Exam Course Portfolio		M	M	M	M
	6	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		MEDT 7490: Visual and Media Literacy for Teaching and Learning (elective)		R	I	R	
	7			MEDT 7464: Designing Technology-enhanced Instruction (elective)		R	I	R	R
	8	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		MEDT 7476: Assessing Learning with Technology-Enhanced Instruction (elective)		R	I	R	
	9			MEDT 7467: Web Design for Instruction (elective)		I	I	R	
	10			MEDT 7468: Instructional Multimedia Design and Development (elective)		I	I	I	R
	11			MEDT 7470: Digital Video Production and Utilization (elective)		I	I	I	R
	12	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		MEDT 7472: Introduction to Distance Education (elective)		I	I	I	R
	13			MEDT 7473: Advanced Multimedia (elective)		R	I	I	R
	14			MEDT 7479: Digital Game-Based Learning (elective)		R	I	I	R
	15	MEDT 7480: Global Learning and Collaboration with Technology (elective)		R	R	I	I		
	16	MEDT 7485: Special Topics (elective; with advisor approval)		varies	varies	varies	varies		
	17	MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning (elective)		R	R	R	R		
	18	MEDT 7492: Leadership and Administration of Online Learning and e-Learning (elective)		R	R	M	R		
	19	CEPD 8102: Lifespan Human Development (elective)							
	20	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20					
	21			21					
	22			22					

Ed.S.

Media with Concentration in Instructional Technology

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY1 4	AY1 5	AY1 6	AY1 7	Interpretation & Use of Results
SLO1: Candidates will synthesize research on issues and trends in instructional technology.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8463, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.					
SLO2: Candidates will apply theories of change to introduce innovations into educational settings.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8461, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.					
SLO3: Candidates will apply systemic approaches to close identified gaps in human performance.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8465, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.					
SLO4: Candidates will propose innovative technology-based solutions to an identified instructional need.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8462, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.					

Improvement Plan

ASSESSMENT PLAN

Ed.S. in Media - Instructional Technology

Proposed Start: Fall 2019

Assessment Plan

The four mid-program assessments are structured as course-embedded performance tasks aligned to the four program outcomes, the [ISTE Standards for Coaches](#) (2011) (ISTE-C), and the [Georgia Professional Standards Commission's Instructional Technology Standards](#) (2014) (GAPSC-IT). See <https://tinyurl.com/iste-psc> for guidance on how the ISTE-C and GAPSC-IT align.

Program Transition Points, Key Assessments, Outcomes, and Standards

#	Transition Point	Key Assessment	Outcome #	Standard
1	Program Admission	Formative Self-assessment	1, 2, 3, 4	ISTE-C 1, 2, 3, 4, 5, 6
2	Mid-Program: MEDT 8463	Key Assessment: Issues in IT Research Content Knowledge (Clark/Kozma Position Paper)	1	ISTE-C 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3d, 4b, 5a, 5b, 5c, 6a, 6b, 6c
3	Mid-Program: MEDT 8461	Key Assessment: Innovation Diffusion Plan	2	ISTE-C 1a, 1b, 1c, 1d, 2b, 2c, 2h, 3b, 4a, 4b, 5b
4	Mid-Program: MEDT 8465	Key Assessment: Human Performance Improvement Report	3	ISTE-C 1, 2, 4, 6
5	Mid-Program: MEDT 8462	Key Assessment: Leadership Planning Skills (Grant Proposal)	4	ISTE-C 1a, 1b, 1c, 1d, 2a, 2b, 2g, 2h, 6a, 6b
8	Program Exit: MEDT 8466	Ed.S. Summative Portfolio	1, 2, 3, 4	ISTE-C 1, 2, 3, 4, 5, 6

Proposed Program Outcomes (Fall 2019 and beyond)


1. Candidates will synthesize research on issues and trends in instructional technology.
2. Candidates will apply theories of change to introduce innovations into educational settings.
3. Candidates will apply systemic approaches to close identified gaps in human performance.
4. Candidates will propose innovative technology-based solutions to an identified instructional need.

Media, M.Ed., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

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

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

Curriculum Proposal


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

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

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

If other, please identify. Program sheet modification

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name* Media, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID* 1793

Program Code

Program Type*

Degree Type*

College - School/ Department*

Program Description* The online Master of Education with a major in media includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P – 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P – 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* Active-Visible Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name

Program Description

Modified Program Learning Outcomes

Modification Comments* For the Master's program we are changing from having both the IT track and the SLM track on the same program sheet. This modification is for the SLM track with IT certification. We have also updated two courses: MEDT 6461 will become

MEDT 7451 and MEDT 6465 will become MEDT 7455. We have added MEDT 7485, MEDT 7491, and MEDT 7492 as electives. We have removed MEDT 7465 from electives. The old and proposed SLM with IT certification program sheets are attached.


Rationale* Currently we have one Media program sheet at the Master's level. However with three tracks currently listed it is difficult for students to understand program requirements. The tracks include IT, SLM, and SLM with IT certification. We have also added two courses at the 7000 level replacing two 6000 level courses. The updated SLM with IT certification program sheet reflects this change as well.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate. With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum,

problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

School Library Media Concentration

Education Core (9 hrs)

EDRS 6301 Research in Education
[Right] (required)
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues

SLM Focused Core/SLM Certification (21hrs)

MEDT 6461 Administration of the School Media Center
[Right] (first semester)
MEDT 6465 Selection and Materials
MEDT 7478 Cataloging and Automating
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7487 Practicum
[Right] (last semester)
MEDT 7461 Instructional Design

Electives - (6 hrs - select 2 courses)

**MEDT 7462 Internet Tools, Resources,
and Issues in Education**

**MEDT 7465 Digital Resources for
Teaching and Learning**

**MEDT 7466 Digital Photography in
Instruction**

MEDT 7467 Web Design for Instruction

**MEDT 7470 Digital Media Production and
Utilization**

**MEDT 7472 Introduction to Distance
Learning**

**[After] Georgia Technology requirement
components embedded in the program.
Special Education in the Regular
Classroom - House Bill 671 requirement
must be met - course or training or
current Renewable Professional
certificate. GACE Program Admission
Assessment requirement must be met
by passing the GACE, sufficient scores
on ACT or SAT or GRE assessments, or
current Renewable Professional
certificate. Students must pass the
GACE Content Assessment for SLM if
they seek certification.**

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Research in Education

[Right] (required)

**CEPD 6101 Psychology of Classroom
Learning**

**CURR 6575 Curriculum Trends and
Issues**

Instructional Technology Certification (12 hrs)

MEDT 7461 Instructional Design

**MEDT 7468 Instructional Multimedia
Design and Development**

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**
**MEDT 7490 Visual and Media Literacy
for Teaching and Learning**

IT Focused Core (3 hrs)

**MEDT 7464 Designing Technology
Enhanced Instruction**

Electives - (15 hrs - select 5 courses)

**MEDT 7462 Internet Tools, Resources,
and Issues in Education**

**MEDT 7466 Digital Photography in
Instruction**

MEDT 7467 Web Design for Instruction

**MEDT 7470 Digital Media Production and
Utilization**

**MEDT 7472 Introduction to Distance
Learning**

**MEDT 7479 Digital Game-Based
Learning**

**MEDT 7480 Global Learning and
Collaboration with Technology**

MEDT 7485 Special Topics

**MEDT 7491 Implementation,
Assessment, and Evaluation of Online
Learning**

**MEDT 7492 Leadership and
Administration of Online Learning and
e-Learning**

**[After] Subscription to Tk20 required (or other
program assessment database as
directed). Students must pass the GACE
Content Assessment for IT if they seek
certification. Renewable Professional
certificate upon admission required for
eligibility for Instructional Technology
certification.**

School Library Media with Instructional Technology Concentration

Education Core (Required 6 hours)

CURR 6575 Curriculum Trends and Issues
CEPD 6101 Psychology of Classroom Learning
EDRS 6301 Research in Education
[Right] (required)

SLM Focused Core/SLM Certification (21 hrs)

MEDT 7451 Administration of School Library Media Center
[Right] (taken first semester)
MEDT 7455 Selection and Materials
MEDT 7461 Instructional Design
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7478 Cataloging and Automating
MEDT 7487 Practicum
[Right] (taken last semester)

Instructional Technology Certification (9 hours)

MEDT 7468 Instructional Multimedia Design and Development
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
[After] Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Online

Is this a School of Nursing Program? Yes No *

Is this a College of Education Program? Yes No *

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
- None of these apply

SACSCOC Comments

Is Senate Review required? Yes No *

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

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

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

Student Name: _____ Student ID#: _____

**University of West Georgia – M.Ed. in Media
Concentration: School Library Media with Instructional Technology Certification**

Student Signature: _____ Date of entry into Program: _____

Entry Degree: Bachelors

Exit Degree: M.Ed. Media (36 hrs. required)

Entry Certification: Renewable Professional

Exit Certification: SRS-5 Media Specialist (P-12) & SRS-5 Instructional Technology (P-12)

All courses are 3 credit hours

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
M.Ed. Core	Required (6 hours)	
CURR 6575	Curriculum Trends and Issues	
CEPD 6101	Psychology for Classroom Learning	
EDRS 6301	Research in Education (Required)	
Media Specialist cert. sequence	Required (21 hours)	
MEDT 7451	Administration of School Library Media Center (taken first semester)*	
MEDT 7455	Selection and Materials*	
MEDT 7461	Instructional Design (also Instructional Technology cert. sequence)*	
MEDT 7474	Online Reference Sources and Services*	
MEDT 7477	Technology for Media Services*	
MEDT 7478	Cataloging and Automating*	
MEDT 7487	Practicum (must be taken during last semester in program)*	
Instructional Technology cert. sequence	Required (9 hours)	
MEDT 7468	Instructional Multimedia Design & Development*	
MEDT 7490	Visual & Media Literacy for Teaching & Learning*	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

Student Name _____ Student ID# _____
 University of West Georgia – M.Ed. in Media

Concentration: _____ School Library Media (SLM) _____ School Library Media & Instructional Technology (Dual) _____ Instructional Technology (IT)

Entry Degree: Bachelors Exit Degree: M.Ed. Media (36 hrs required)

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 school library media/S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor.

Area Course Number	Course Title	SLM	Dual	IT	Credit hours	Grade
Education Core (SLM = 9 hrs ; Dual = 6 hrs; IT = 6 hrs)						
EDRS 6301	Research in Education (required)				3	
CEPD 6101	Psychology of Classroom Learning				3	
CURR 6575	Curriculum Trends and Issues				3	
SLM Focused Core / SLM Certification (18 hrs)						
MEDT 6461	Administration of School Media Centers (first semester)				3	
MEDT 6465	Selection and Materials				3	
MEDT 7478	Cataloging and Automating				3	
MEDT 7474	Online Reference Sources and Services				3	
MEDT 7477	Technology for Media Services				3	
MEDT 7487	Practicum (last semester)				3	
Instructional Technology Certification (12 hrs)						
MEDT 7461	Instructional Design (also required for SLM certification)				3	
MEDT 7468	Instructional Multimedia Design and Development				3	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction				3	
MEDT 7490	Visual and Media Literacy for Teaching and Learning				3	
IT Focused Core (3 hrs)						
MEDT 7464	Designing Technology Enhanced Instruction				3	
Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)						
MEDT 7462	Internet Tools, Resources & Applications				3	
MEDT 7465	Digital Resources for Teaching & Learning				3	
MEDT 7466	Digital Photography in Instruction				3	
MEDT 7467	Web Design for Instruction				3	
MEDT 7470	Digital Media Production & Utilization				3	
MEDT 7472	Introduction to Distance Education				3	
	Others to be approved by advisor					

- Georgia Technology requirement components embedded in the program.
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____


(Departmental Signature) _____ Date _____

READ - 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom

2019-2020 Graduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	READ	Course Number*	7239
Course Title*	TESOL: Cultural and Linguistic Diversity in the Classroom		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Reading		
College - School/ Department*	Department of Literacy and Special Education		

Catalog Course Description* This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P-12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that English learners develop knowledge of mainstream culture as they become proficient in English.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2019

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes In this course, students will be able to:

1. Critically evaluate how their own and others' assumptions, attitudes, and behaviors are shaped by culture (Bennett, 2019; Gay, 2018; Hollie, 2018; Lindsey, Thousand, Jew, & Piowski, 2018; Walter, 2018; TESOL/CAEP: 2.a, 2.f);
2. Appraise how cultural conflicts, home events, and parental involvement influence learning outcomes for English learners and other culturally and linguistically diverse students (Bennett, 2019; Gay, 2018; Hollie, 2018; Malone, 2017; Walter, 2018; TESOL/CAEP: 2.c, 2.d);
3. Propose strategies to combat obstacles to creating a more pluralistic, tolerant, and equitable learning environment for all students (e.g., racism, stereotyping, or discrimination, etc.; Bennett, 2019; Gay, 2018; Gollnick & Chinn, 2017; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.b);
4. Evaluate classroom materials for examples of cultural bias within the curriculum and advocate for materials free of such biases (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.b);
5. Formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g).

Rationale* This course is revised from PTED 7239 Language and Culture in the Classroom. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

Prerequisites


Corequisites None

Cross-listing

Restrictions**May be repeated****Fee*** N/A**Fee Justification****Additional Stipulations**


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20-30

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

Attach syllabus* Syllabus has been attached - This is required

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

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

READ 7239: TESOL: Cultural and Linguistic Diversity in the Classroom

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays, Wednesdays, and Thursdays (1:00–4:00 p.m.) or online by appointment
Office:	678-839-6152
Cell:	404-414-7930 (for emergency use only <u>and never</u> after 8:30 p.m.)
Department:	678-839-6179
Email:	rgriffin@westga.edu

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
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

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education 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 change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, 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 (TESOL/CAEP)

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 Conceptual Framework

This course provides an opportunity for students to learn about various cultural groups and the need for a multicultural approach to meeting the educational needs of culturally and linguistically diverse students. The course centers on the premise that change comes through knowledge, empathy, and leadership, key areas in the College of Education conceptual framework. Students will learn about the history of various cultural groups, the issues they faced and strategies they used en route to becoming Americans. Using this information as the context, students will then learn strategies for curriculum analysis and effective teaching related to diversity in multicultural classrooms. Throughout the course, students, in their study of available resources, become knowledgeable about the concepts and issues related to multiculturalism. Students are presented with alternative views and perspectives on education and American society, and they are encouraged to be reflective, adaptive, and empathetic as they compare what they are learning to the predominant mainstream view. Students are called upon to demonstrate that they are decision makers who can analyze the accuracy of multiple accounts and formulate a multicultural worldview compatible with social justice for all people. Cultural sensitivity is the major goal of the course, and through the students' collaborative interactions with colleagues through in-depth study and classroom discussions, the stage is set for their leadership and life-long learning in pursuit of a multicultural society.

Course Description

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P–12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that English learners develop knowledge of mainstream culture as they become proficient in English.

Credit Hours: 3.0

Prerequisites: Admission to graduate studies

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

Bennett, C. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.). Boston, MA: Pearson. (ISBN: 978-0-13-467902-0)

Suggested Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course References:

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- Altman, M., & Meis, A. (2013). Kinolved: Utilizing technology to communicate, evaluate, and advocate for improved attendance and family and community engagement. *Journal of Educational Technology Systems, 41*(4), 319–332. doi:10.2190/ET.41.4.c
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- Bennett, C. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.). Boston, MA: Pearson.
- Brooks, J. S., Knaus, C. B., & Chang, H. (2015). Educational leadership against racism: Challenging policy, pedagogy, and practice. *International Journal of Multicultural Education, 17*(1), 1–5.
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- Coelho, E. (1995). Social integration of immigrant and refugee children. In F. Genesee (Ed.), *Educating second language children*. Cambridge: Cambridge University Press.
- Crane, B. (2008). Google in the classroom: More than just research. *Information Searcher, 17*(3), 16–24.
- Cummins, J. (1995). Knowledge, power, identity in teaching English as a second language. In F. Genesee (Ed.), *Educating second language children* (pp. 301–327). Cambridge: Cambridge University Press.
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- Dell'Angelo, T. (2016). The power of perception: Mediating the impact of poverty on student achievement. *Education and Urban Society, 48*(3), 245–261. doi:10.1177/0013124514531042

- Donovan, B. M. (2017). Learned inequality: Racial labels in the biology curriculum can affect the development of racial prejudice. *Journal of Research in Science Teaching*, 54(3), 379–411.
- Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, 1(1), 3–22. doi:10.5054/tj.2010.214879
- Floden, R. (1991). What teachers need to know about learning. In M. Kennedy (Ed.), *Teaching academic subjects to diverse learners* (pp. 181–202). New York, NY: Teachers College Press.
- García, E. (2001). *Student cultural diversity: Understanding and meeting the challenge* (3rd ed.). Boston, MA: Houghton Mifflin.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York, NY: Teachers College Press.
- Genesee, F. (Ed.). (1995). *Educating second language children: The whole child, the whole curriculum, the whole community*. Cambridge, MA: Cambridge University Press.
- Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, 37(2), 4–38. Retrieved from <http://www.aft.org/newspubs/periodicals/ae>
- Gollnick, D. M., & Chinn, P. C. (2017). *Multicultural education in a pluralistic society* (10th ed.). Boston, MA: Pearson.
- Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84(3), 376–396. doi:10.1111/bjep.12039
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- Johnson, D. (2015). The culturally proficient technologist. *Educational Leadership*, 72(6), 81–82.
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- Lin, M., Lake, V. E., & Rice, D. (2008). Teaching anti-bias curriculum in teacher education programs: What and how. *Teacher Education Quarterly*, 35(2), 187–200.
- Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowski, L. R. (2018). *Culturally proficient inclusive schools: All means ALL!* Thousand Oaks, CA: SAGE Publications, Inc.
- Liu, M., Navarrete, C. C., & Wivagg, J. (2014). Potentials of mobile technology for K–12 education: An investigation of iPod touch use for English language learners in the United States. *Journal of Educational Technology & Society*, 17(2), 115–126.
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- Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge implications for school improvement efforts. *Educational Administration Quarterly, 50*(1), 67–95. doi:10.1177/0013161X13488595
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- Parish, A. (2016). Using immersion as a teaching method to develop understanding, appreciation, and empathy for special needs populations. *Strategies: A Journal for Physical and Sport Educators, 29*(3), 45–47. doi:10.1080/08924562.2016.1160472
- Parrish, P., & Linder-VanBerschot, J. A. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. *International Review of Research in Open and Distance Learning, 11*(2), 1–19. doi:10.19173/irrodl.v11i2.809
- Phelan, P., & Davidson, A. L. (1993). *Renegotiating cultural diversity in American schools*. New York, NY: Teachers College Press.
- Rector-Aranda, A. (2016). School norms and reforms, critical race theory, and the fairytale of equitable education. *Critical Questions in Education, 7*(1), 1–16.
- Routh, B., Langworthy, S., & Jastram, H. (2014). Pinterest for parent education. *Journal of Extension, 52*(5), 1–5. Retrieved from <https://joe.org/joe/2014october/iw1.php>
- Scarcella, R. (1990). *Teaching language minority students in multicultural classrooms*. Englewood Cliffs, NJ: Prentice-Hall.
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- Zhang, L., & Han, W. (2017). Poverty dynamics and academic trajectories of children of immigrants. *International Journal of Environmental Research and Public Health*, 14(9), 1–31. doi:10.3390/ijerph14091076
- Zinn, H. (2005). *A people's history of the United States: 1492–present* (2nd ed.). New York, NY: Harper Collins.

Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is required for this course because there is a major key assessment for this course, but you may need access to Tk20 for other courses. Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 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

In this course, students will be able to:

1. Critically evaluate how their own and others' assumptions, attitudes, and behaviors are shaped by culture (Bennett, 2019; Gay, 2018; Hollie, 2018; Lindsey, Thousand, Jew, & Piowski, 2018; Walter, 2018; TESOL/CAEP: 2.a, 2.f);
2. Appraise how cultural conflicts, home events, and parental involvement influence learning outcomes for English learners and other culturally and linguistically diverse students (Bennett, 2019; Gay, 2018; Hollie, 2018; Malone, 2017; Walter, 2018; TESOL/CAEP: 2.c, 2.d);
3. Propose strategies to combat obstacles to creating a more pluralistic, tolerant, and equitable learning environment for *all* students (e.g., racism, stereotyping, or discrimination, etc.; Bennett, 2019; Gay, 2018; Gollnick & Chinn, 2017; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.b);
4. Evaluate classroom materials for examples of cultural bias within the curriculum and advocate for materials free of such biases (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.b);
5. Formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Bennett, 2019; Gay, 2018; Hollie, 2018; Walter, 2018; TESOL/CAEP: 2.a, 2.b, 2.c., 2.d., 2.e., 2.f, 2.g).

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, an attitude of openness and a growth-oriented perspective are inherent in and essential to course understandings. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is especially true for educators. As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing. You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and **to respond accordingly**. **Writing conventions** and **clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with **all** written work. Per APA, written work must be completed in a typed, double-spaced format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the**

assignment. Refer to CourseDen news feed, learning modules, and email for course updates.

Please be aware at the outset that this course requires you to interact with culturally and linguistically diverse (CLD) students in your professional setting. You will be asked to retrieve information about CLD students and their families *without compromising student or school/district confidentiality*. Please do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Module Discussions

(Modules: 1, 2, 3, 4, 5, 6; Objectives: 1, 2, 3, 4, & 5; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.
Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I would like for you to **record yourself responding to the discussion questions and embed a video of your verbal responses to at least two of your six initial responses.** **Initial responses should be posted by the midpoint of the module window.**

The following rubric will be used to assess your **initial** responses to the discussion questions:

	Exemplary	Proficient	Developing	Beginning
Understanding of Question	(1.5 points) Posting demonstrates a thorough and complete understanding of the question(s).	(1 points) Posting demonstrates some understanding of the question.	(0.5 points) Posting demonstrates lack of understanding of the question.	(0 points) No response was given for the discussion question.
Insight and Depth of Ideas	(1.5 points) Posting contains thoughtful, substantive ideas that demonstrate critical thinking, insight, and depth related to the	(1 points) Posting demonstrates limited critical thinking, insight, and depth related to the content of the topic.	(0.5 points) Posting lacks evidence of critical thinking, insight, and depth related to the content of the topic.	(0 points) No response was given for the discussion question.

	content of the topic.			
Examples	(1.5 points) Posting is substantiated by many examples that include references to course readings (textbook, videos, and articles), outside research articles, and personal experience.	(1 points) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, or personal experience.	(0.5 points) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 points) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text and full citations are included and formatted according to APA (6 th ed.) format.	(0.3 points) Some errors in spelling, punctuation, or grammar distract the reader. In-text and full citations are included but APA (6 th ed.) formatting errors are present.	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning. In-text and full citations not included.	(0 points) No response was given for the discussion question.

Discussion Forum Participation

You are also expected to post *at least three substantive replies* to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).

Substantive Posts

To receive full credit, your initial response and replies to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic
- Communications that are presented in a professional and supportive manner, and with

respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module.** You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection:** Why did you choose to respond to this post?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

Posts and replies should be meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

Orientation Assignment: Culture and Teaching Philosophy Statement

(Module: Orientation; Objectives: 1, 5; Points: 5)

This is a preliminary, get-to-know-yourself assignment. Before we can begin to explore culturally responsive teaching and how to meet the needs of culturally and linguistically diverse (CLD) students, we first need to explore our own cultural identities and beliefs about teaching CLD students. Please submit this assignment as a short paper (no more than one, double-spaced page, preferably in APA format). There are two questions/prompts I'd like you to explore:

- *Your Culture*: Describe your culture. Reference your geographical home, your upbringing, your beliefs, family relationships, language, values, etc.
- *Philosophy of Teaching CLD Students*: Begin to explore your personal teaching philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations. Your philosophy will change as the course advances. For the capstone project for the course, you will write a more-detailed philosophy of teaching CLD students. This orientation assignment will give you an opportunity to begin exploring your initial thoughts in this area.

This assignment be graded on effort and the overall quality of your responses. Proofread carefully. This assignment automatically will be submitted to Turnitin.

Assignment 1: Implication of Current Events Paper

(Module 1; Objectives: 1, 2, 3; Points: 20)

Consider three events (from the last five years) that were reported in mass media and that have implications regarding racism, stereotyping, or discrimination (e.g., the 2015 violence in Ferguson, Missouri; the 2016 Orlando nightclub shooting; or the 2017 white supremacist march in Charlottesville). Write a brief essay (approximately 2–3 pages) briefly describing these events and how they could possibly affect learning in a classroom environment that includes English learners (ELs). Include an explanation as to how these events could be framed within this learning environment and how they could be integrated into the context of a lesson. Identify some practices that teachers could engage in that would promote a safe and positive learning environment throughout the school year.

*Include 3–5 **scholarly sources** (i.e., articles from peer-reviewed journals) from your research or the course readings to support your positions. Prepare this assignment according to the guidelines found in the APA Style Manual (6th ed.). This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion (and to get a feel for how points are distributed for similar assignments in the course that do not have a specific rubric). Use the headings in the rubric in your paper to ensure that you cover all required elements. This assignment automatically will be submitted to Turnitin.*

Assignment 1 Rubric: Implication of Current Events Paper

	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
Current Events	The essay does not include three current events or the current events included do not have implications related to racism,	The essay includes three current events and the current events included have implications related to racism, stereotyping,	The essay includes adequate descriptions of three current events and the current events included have implications related to	The essay includes clear and concise descriptions of three current events and the implications related to racism, stereotyping,

	stereotyping, or discrimination. (1 point)	or discrimination, but the descriptions are vague or require further clarification. (2 points)	racism, stereotyping, or discrimination. (3 points)	or discrimination are clearly established. (4 points)
Effect on Learning	The effects of the current events on learning are not established. (1 points)	The essay includes at least one vague or incomplete explanation of how at least one of the current events affects learning. (2 points)	The essay includes adequate explanations of how the current events affect learning. (3 points)	The essay includes appropriate and insightful explanations of how the current events affect learning. (4 points)
Framing and Integration	The essay may be missing an example in which at least one of the events described could be framed within the context of a lesson; or more than one of the examples may be vague or underdeveloped. (1 points)	The essay includes at least one example in which each of the events described could be framed within the context of a lesson, but at least one of the examples may be vague or underdeveloped. (2 points)	The essay includes at least one example in which each of the events described could be framed within the context of a lesson. (3 points)	The essay includes at least one innovative way in which each of the events described could be framed within the context of a lesson. Clear and concise examples are provided. (4 points)
Teaching Practices	The essay may be missing one practice that teachers could utilize to promote a safe and positive learning environment throughout the year; or more than one example is vague, underdeveloped, impractical, or inappropriate for ELs. (1 point)	The essay defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year, but at least one example is vague, underdeveloped, impractical, or inappropriate for ELs. (2 points)	The essay defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year. The examples provided are adequate for ELs. (3 points)	The essay clearly defines more than one practice that teachers could utilize to promote a safe and positive learning environment throughout the year. The examples provided are practical and appropriate for ELs. (4 points)
Organization	An attempt is made to organize the content, but the sequence is indiscernible. The ideas presented are compartmentalized and may not relate to each other. (0 points)	The content may not be adequately organized even though it provides the audience with a sense of the main idea. (0.5 points)	The content is logically organized. The ideas presented relate to each other. The content provides the audience with a clear sense of the main idea. (0.75 points)	The content is well-organized and logical. There is a sequential progression of ideas that relate to each other. The content is presented as a cohesive unit and provides the audience with a clear sense of the main idea. (1 point)
APA Formatting Skills (<i>in-text citations, type</i>	Many citations are missing where	Some citations are missing where	In-text citations are complete and virtually	In-text citations are complete, error-free,

<p><i>of sources, reference page, and format)</i></p>	<p>needed; or sources are not credible; or the references page includes numerous errors; or most aspects of the required format are missing or mistaken throughout the entire submission. (0 points)</p>	<p>needed; or the citations do not support the submission; or some sources may not be credible; or references page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission. (0.5 points)</p>	<p>error free. Sources are credible and adequate for the submission. The references page has very few errors. The required format is utilized for the most part throughout the submission. (0.75 points)</p>	<p>and arranged appropriately. Sources are credible and appropriate for the submission. The sources strongly support the submission. The references page is free of errors. All aspects of the required format are correct within the submission. (1 point)</p>
<p>Conventions (<i>spelling, punctuation, grammar, and language use</i>)</p>	<p>Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction are used. (0 points)</p>	<p>Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language or word choice may be present. Sentence structure may not be varied. (1 point)</p>	<p>The submission includes some mechanical errors, but they do not hinder comprehension. A variety of effective sentence structures are used, as well as some practice and content-related language. (1.5 points)</p>	<p>The submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging. (2 points)</p>

Assignment 2: Confronting Stereotypes Project
(Module 2; Objectives: 1, 2, 3; Points: 20)

The purpose of this assignment is to document how various stereotypes are evident or unfairly represent (or misrepresent) individuals or groups in various media formats, especially immigrants and ELs.

- Artifact:** Collect a minimum of 10 different artifacts or examples of how cultural attributes are miscommunicated or unfairly represented. Search out artifacts in which such misrepresentation is not obvious but is implied or covert or assumed. The artifacts must highlight communities and groups of people in the U.S. who are stigmatized *for their lack of English language ability*. (Do not illustrate stereotypes if they do not relate to culture or language ability. For instance, “dumb blonde jokes” abound, and they stereotype blondes, but they would not be relevant here because they have nothing to do with learning English or speaking differently [or as some might describe “poorly”]). Use examples from popular media, such as TV, newspapers, and magazines. You may also use song lyrics, video games, Internet images, greeting cards, classroom resources, activities and incentives for students, etc. Use a camera to photograph billboards, displays, etc. Radio and TV material may be included as excerpts with appropriate references of date, title of program, and time of airing.
- Caption:** Explain in *no more than 50 words* what misrepresentations or stereotypes you

see in each artifact. State the group that is being stereotyped (e.g., Asian Americans), and state what aspect is being stereotyped (e.g., All Asian Americans are said to be clever, intelligent, and successful).

- **Refutation:** Explain briefly why you think the stereotype is not appropriate. Quote facts and statistics where possible to support your contention (e.g., Of Cambodians, Hmong, and Laotians, 22% live in poverty, and 10% receive public assistance, the highest of any group, excluding Native Americans¹.)

This project should be formatted as a PowerPoint, Prezi, etc. You have room to be creative with this. **Please keep in mind that technology issues are not a valid excuse for turning in assignments late. Submit early and reach out to UWG Technical Support if you encounter issues.**

*Include several **scholarly sources** from your research and the course readings to support your claims. As always, solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your presentation. This assignment automatically will be submitted to Turnitin.*

Assignment 3: Immigrant Movie Analysis Paper

(Module 3; Objectives: 1, 2, 3; Points: 20)

You will select a film that deals with current issues of immigrants and immigration, preferably into the U.S., or of English learners (ELs) and other culturally and linguistically diverse (CLD) learners in U.S. schools. The movie could be a feature film (e.g., *The Visitor* [2007] or *Sugar* [2008]) or a documentary (e.g., *I Learn America* [2013])—a quick Google search will yield numerous results.

You will write a short critique/reflection on the film. The reviews must include (1) a summary of the film (approximately 300 words) and (2) an analysis of at least three issues that are raised by the film. For each of the issues, explain how you could deal with the issues in your classroom/school setting (approximately 1000 words) and how they will influence your teaching.

*Include several **scholarly sources** from your research and the course readings to support your position. APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded on meeting the criteria stated here and the overall quality of your paper. This assignment automatically will be submitted to Turnitin.*

Assignment 4: Profile of English Learners Presentation

¹ <http://www.asian-nation.org/demographics.shtml>

(Module 4; Objectives: 1, 2; Points: 20)

The focus of this assignment is on understanding who English learners (ELs) are **as people, who** (not *what*) you are teaching. The focus is **not** to understand and identify best instructional practices. Do not write about the proficiency levels of the ELs or how to teach them. Instead, create a presentation (PowerPoint, Prezi, etc.) in which you explore who your ELs are collectively and individually. Below are some questions to get you started. You will likely need to conduct some informal research to answer these questions.

Demographics:

- How many ELs are served in your classroom/school?
- How many were born in the U.S. or abroad?
- What native/first languages (L1s) are represented in your classroom/school?
- What are their parents' occupations?
- What are their parents' educational levels?

Traits/Culture:

- What traits would *you* identify with the ELs in your classroom/school?
- Detail the strengths of the ELs in behavioral and social (not academic) terms.
- What cultural (not academic) aspects of ELs and their families are represented in your classroom/school? How?
- How do *other educators* in your school perceive ELs, their cultural backgrounds, and their families?

Communication:

- How do you communicate with ELs and their parents? When and how often? For what purpose? What mode do you use for different groups of ELs?
- What are the most common topics of communication with each group?
- What obstacles to communication with families of ELs exist in your classroom/school? How can these obstacles be overcome?

The categories and questions above are only suggestions to get you started. Please reach beyond these questions to explore other aspects of who your ELs are as individuals in this presentation. You have freedom here to let your creativity flow and showcase the unique characteristics and personalities of the culturally and linguistically diverse students you teach.

If you do not teach ELs, reach out to an ESOL teacher or another colleague who teaches ELs at your school (or another school if necessary) for access to ELs.

References are not required for this assignment. This assignment will be graded on meeting the criteria stated here and the overall quality of your presentation. This assignment automatically will be submitted to Turnitin.

Assignment 5: Immigrant Family Interview Paper

(Module 5; Objectives: 1, 2; Points: 20)

This interview is designed to promote your investigation of how particular sociocultural and political climates influence schooling experiences for CLD students. Identify an immigrant family that has been in the U.S. for *less than five years*. The family should *preferably* have at least one child who is in a public K–12 school in the U.S. and who is receiving language support services in the Title III ESOL program. Honor the family by allowing them to choose the time and setting of the interview. Given our current political climate, some immigrant families understandably may be reluctant to be interviewed. If you encounter this reluctance, please do everything necessary to respect the privacy of the family. Emphasize that you will not record their names, voices, etc. and that only you and your professor will read about the interview.

Come into the interview with a few carefully drafted, open-ended interview questions, but allow the conversation to progress naturally and explore other areas or concepts as they emerge during the conversation. Take notes during and immediately after the interview. Taping the interview isn't necessary. After the interview, reflect carefully on what you learned from the experience to write a short analysis paper.

Write a brief interview analysis paper (approximately 3–4 pages long). After briefly summarizing the interview, critically analyze at least three issues/major ideas that emerged from the conversation. Explore how these issues relate to your professional practice as an educator of CLD students in particular and to the overall education for CLD students in general.

*Include several **scholarly sources** from your research and the course readings to support your claims. APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your papers. This assignment automatically will be submitted to Turnitin.*

Assignment 6: Biased Curriculum Paper

(Module 6; Objectives: 4; Points: 20)

Analyze educational materials used to teach CLD students at your classroom/school. These materials can be textbooks, resource guides, curricular documents, online resources, etc. used in an ESOL classroom or in a mainstream classroom with both native-English-speaking students and ELs. Look for examples of cultural bias within the curriculum. Write a short persuasive essay (approximately 2–3 pages) arguing for a more culturally inclusive curriculum devoid of bias within your school curriculum. Address the following in your essay:

- Provide at least one concrete example of a cultural bias within the curriculum.
- Explain how this bias may negatively affect the performance of CLD students.
- Express the need for educational materials to be free of such bias.

*Include several **scholarly sources** from your research and the course readings to support your position. APA (6th ed.) format is required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation*

guidelines. This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. Use the headings in the rubric to ensure you cover all required elements of the assignment. This assignment will automatically be submitted to Turnitin.

Assignment 6 Rubric: Biased Curriculum Paper

	Beginning	Developing	Proficient	Exemplary
Cultural Bias	It may not be clear how the example of bias provided is cultural in nature; or it may not have been obtained from actual curriculum; or any information regarding where it is located may not be included; or the bias identified is not supported by current research. (1 point)	An example of cultural bias is identified in curriculum, but the example may be lacking some information regarding where it is located; or the bias identified has tenuous ties to current research. (2 points)	An example of cultural bias is identified in curriculum, with adequate information regarding where it is located. The bias identified is supported by current research. (3-4 points)	An example of cultural bias is identified in curriculum, with specific details regarding where it is located including the content area and grade level. The bias identified is supported by current research. (5 points)
Explanation of Effect	An explanation of the effect of the cultural bias identified the academic performance of CLD students is attempted, but not established. (1 point)	The explanation of how the cultural bias identified may negatively affect the academic performance of CLD students may be vague or underdeveloped. (2 points)	The essay includes an adequate explanation of how the cultural bias identified may negatively affect the academic performance of CLD students. (3-4 points)	The essay includes an appropriate and insightful explanation of how the cultural bias identified may negatively affect the academic performance of CLD students. (5 points)
Persuasion of Expressed Need	The reason why there is a need for educational materials to be free of bias is not defined; or the manner in which it is presented may not be persuasive or appropriate for the intended reader. (1 point)	The reason why there is a need for educational materials to be free of bias may be vague or require further development; or the manner in which it is presented, though persuasive, may not be appropriate for the intended reader. (2 points)	At least one reason why there is a need for educational materials to be free of bias is provided in a persuasive manner adequate for the intended reader. (3-4 points)	Several reasons why there is a need for educational materials to be free of bias are provided in a concise and persuasive manner appropriate for the intended reader. The reason is tied to the original example provided. (5 points)
Organization	An attempt is made to organize the content, but the sequence is indiscernible. The ideas presented are	The content may not be adequately organized even though it provides the	The content is logically organized. The ideas presented relate to each other. The content provides the	The content is well-organized and logical. There is a sequential progression of ideas that relate to each

	compartmentalized and may not relate to each other. (0 points)	audience with a sense of the main idea. (0.5 point)	audience with a clear sense of the main idea. (0.75 point)	other. The content is presented as a cohesive unit and provides the audience with a clear sense of the main idea. (1 point)
APA Formatting Skills <i>(in-text citations, type of sources, reference page, and format)</i>	Many citations are missing where needed; or sources are not credible; or the references page includes numerous errors; or most aspects of the required format are missing or mistaken throughout the entire submission. (0 point)	Some citations are missing where needed; or the citations do not support the submission; or some sources may not be credible; or references page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission. (0.5 point)	In-text citations are complete and virtually error free. Sources are credible and adequate for the submission. The references page has very few errors. The required format is utilized for the most part throughout the submission. (1 point)	In-text citations are complete, error-free, and arranged appropriately. Sources are credible and appropriate for the submission. The sources strongly support the submission. The references page is free of errors. All aspects of the required format are correct within the submission. (2 points)
Conventions <i>(spelling, punctuation, grammar, and language use)</i>	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction are used. (0 points)	Frequent and repetitive mechanical errors distract the reader. Inconsistent language or word choice is present. Sentence structure is lacking. (0.5 point)	Submission includes some mechanical errors, but they do not hinder comprehension. A variety of effective sentence structures are used, as well as some practice and content-related language. (1 points)	Submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging. (2 points)

Midterm Exam

(Objectives: 1, 2, 3, 4, 5; Points: 30)

The midterm will be open for one week between Modules 3 and 4. You will only be responsible for completing the exam that week, though you are welcome to work ahead. The exam will consist of approximately 5–10 constructed-response questions from the course readings. Please answer each question thoroughly, **referencing the course readings**.

Solid academic writing is expected, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded on quality, not quantity, specifically your ability to synthesize the course readings. The exam automatically will be submitted to Turnitin.

Key Assessment: Philosophy of Teaching CLD Students

(Objectives: 1, 2, 3, 4, 5; Points: 30)

For your key assessment in this course, you will synthesize the concepts and ideas you have learned throughout this course to write a well-developed paper that succinctly describes your personal teaching philosophy *specifically with regard to being a culturally responsive educator and teaching culturally and linguistically diverse (CLD) students*. In addition to a well-developed introduction and conclusion paragraph(s), your philosophy paper should include the following three sections:

1. Approach to Teaching CLD Students
 - a. What is your approach to teaching CLD students?
 - b. How do you interact with CLD students and their families?
2. Philosophical, Theoretical, and Research Grounding
 - a. How do CLD students learn best? What theories, philosophies, and research support your perspectives?
3. Support for CLD Student Learning
 - a. How do you address CLD students’ cultural identities, backgrounds, and/or experiences for instructional relevancy?

Your paper should be approximately 6-8 pages in length. A variety of course resources should be cited in the essay, including information gleaned from the chapters in the textbook, the scholarly articles, the TED Talks, and outside research.

*APA (6th ed.) format is required for this assignment, and in-text citations and references should be presented using APA (6th ed.) documentation guidelines. This key assessment assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. Use the headings in the rubric to ensure you cover all required elements of the assignment. This assignment will automatically be submitted to Turnitin. You will submit to CourseDen **and Tk20**.*

Key Assessment Rubric: Philosophy of Teaching CLD Students

	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
Approach to Teaching CLD Students (Weight: 40%) <i>What is your approach to teaching CLD students?</i>	Candidate’s approach to teaching CLD students is not articulated. The narrative is not engaging and does not demonstrate self-reflection. Candidate does not articulate how s/he would	Candidate’s approach to teaching CLD students is somewhat unclear. The narrative demonstrates limited self-reflection and the content weakly engages the reader. Candidate writes a vague description of	Candidate offers a clear approach to teaching CLD students. The narrative is self-reflective and engages the reader. Candidate writes a detailed description with concrete examples of how s/he would	Candidate’s approach to teaching CLD students is compelling. The narrative is engaging and demonstrates self-reflection at a high level. .Candidate writes detailed description with

<i>How do you interact with CLD students and their families?</i>	interact with CLD students and their families.	how s/he would interact with CLD students and their families.	interact with CLD students and their families.	excellent, concrete examples of how s/he would interact with CLD students and their families.
Philosophical, Theoretical, and Research Grounding (Weight: 20%) <i>How do CLD students learn best? What theories, philosophies, and research support your perspectives?</i>	Candidate does not demonstrate an understanding of relevant educational theories, philosophies, or research regarding CLD students and their unique learning needs.	Candidate attempts to make connections between his/her teaching philosophy and noted educational philosophies, theories, and research, but with limited or illogical associations. Clear misconceptions are exhibited.	Candidate makes connections between his/her teaching philosophy and noted educational theories, philosophies, and research with reasonable association. A working understanding of relevant educational theory, philosophy, and research is exhibited with minimal mistakes.	Candidate makes high-level connections between his/her teaching philosophy and noted educational theories, philosophies, and research. A deep understanding of relevant educational theory, philosophy, and research is demonstrated. Candidate offers critical analysis of the concepts presents.
Support for CLD Student Learning (Weight: 20%) <i>How do you address CLD students' cultural identities, backgrounds, and/or experiences for instructional relevancy?</i>	Candidate does not address issues of inclusion. There is no connection to teaching and support for CLD students' learning.	Candidate attempts to address issues of inclusion and support for the diverse needs of CLD learners, but in an awkward way. The examples provided appear only to minimally address the diverse needs of CLD students.	Candidate addresses issues of inclusion and support for the diverse needs of CLD learners, with minimal misconceptions. Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Candidate addresses issues of inclusion and support for the diverse needs of CLD learners in a compelling and coherent manner. All strategies are based on a combination of practical experience, theory, research and documented best practice.
Organization (Weight: 10%)	An attempt is made to organize the content, but the sequence is indiscernible. The ideas presented are compartmentalized and may not relate to each other.	The content may not be adequately organized even though it provides the audience with a sense of the main idea.	The content is logically organized. The ideas presented relate to each other. The content provides the audience with a clear sense of the main idea.	The content is well organized and logical. There is a sequential progression of ideas that relate to each other. The content is presented as a cohesive unit and provides the audience with a clear sense of the main idea.
APA Formatting Skills (in-text citations, type of sources, reference page, and format) (Weight: 5%)	Many citations are missing where needed; or sources are not credible; or the references page includes numerous errors; or most aspects of the	Some citations are missing where needed; or the citations do not support the submission; or some sources may not be credible; or references	In-text citations are complete and virtually error free. Sources are credible and adequate for the submission. The references page has very few errors. The required format is	In-text citations are complete, error-free, and arranged appropriately. Sources are credible and appropriate for the submission. The sources strongly

	required format are missing or mistaken throughout the entire submission.	page includes some errors; or many aspects of the required format are missing or mistaken throughout the entire submission.	utilized for the most part throughout the submission.	support the submission. The references page is free of errors. All aspects of the required format are correct within the submission.
Conventions (<i>spelling, punctuation, grammar, and language use</i>) (Weight: 5%)	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction is used.	Frequent and repetitive mechanical errors distract the reader. Inconsistent language or word choice is present. Sentence structure is lacking.	Submission includes some mechanical errors, but they do not hinder comprehension. Varieties of effective sentence structures are used, as well as some practice and content-related language.	Submission is virtually free of mechanical errors. Word choice reflects well-developed use of practice and content-related language. Sentence structures are varied and engaging.

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by **11:59 p.m.** on the last day of each module specified below. **Late assignments will not receive any points.**

	Points	Assessment	Assignments and Due Dates
Student Introduction Embed video in <i>Student Introductions</i> forum in the discussion board on CourseDen.	5 pts.	See description/ guidelines in Orientation module in CourseDen	Updated CourseDen Profile/ Student Introduction Video (5 points): August 19
Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response by the midpoint of the module window to allow ample time for others to reply.	6 @ 10 pts. = 60 pts.	See description/ guidelines and rubric above	Module 1 Discussion (10 points): -Initial response by August 26 -Three replies by September 2 Module 2 Discussion (10 points): -Initial response by September 9 -Three replies by September 16 Module 3 Discussion (10 points): -Initial response by September 23 -Three replies by September 30 Module 4 Discussion (10 points): -Initial response by October 14 -Three replies by October 21 Module 5 Discussion (10 points): -Initial response by October 28

			<p>-Three replies by November 4</p> <p>Module 6 Discussion (10 points):</p> <ul style="list-style-type: none"> -Initial response by November 18 -Three replies by November 25
<p>Course Assignments Submit via the assignments dropbox in CourseDen.</p>	125 pts.	See description/ guidelines and rubrics above	<p>Orientation Assignment: August 19 (5 points)</p> <p>Assignment 1: September 2 (20 points)</p> <p>Assignment 2: September 16 (20 points)</p> <p>Assignment 3: September 30 (20 points)</p> <p>Assignment 4: October 21 (20 points)</p> <p>Assignment 5: November 4 (20 points)</p> <p>Assignment 6: November 25 (20 points)</p>
<p>Midterm Exam & Capstone Paper Submit via the assignments dropbox in CourseDen.</p>	2 @ 30 pts. = 60 pts.	See description/ guidelines and rubrics above	<p>Midterm Exam: open from October 1 to October 7 (30 points)</p> <p>Capstone Paper (submitted to CourseDen and Tk20): open from November 26 to December 2 (20 points)</p>

Students will be graded using the following scale:
 A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. **Always proofread your writing before submitting an assignment for a grade.**

COE Writing Rubric	
1 = <i>Beginning</i>	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = <i>Developing</i>	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = <i>Proficient</i>	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = <i>Exemplary</i>	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Course Policies

Technology Issues:

Please do not contact the professor directly with technology issues. For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search <http://D2Lhelp.view.usg.edu>.

Academic Honesty:

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

Attendance Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not meticulously followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Email Policy:

All correspondences from the professor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and 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.
- Do not read emotion into an email or feedback comment.

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking:

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services:

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**

- <https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi** <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services** <http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams** <http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at **11:59 p.m.** on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation August 15–19 (only 5 days!)	<ol style="list-style-type: none"> 1. Read the syllabus <i>very carefully</i>. (If you have any questions, please post them to the forum titled “General Questions and Concerns” in <i>Discussions</i>.) 2. Watch Dr. Griffin’s introductory video. 3. After you have updated all components of your CourseDen user profile (under <i>Classlist</i> in course toolbar), embed a short video of you introducing yourself to the class in <i>Discussions</i> under “User Profile Introduction.” 4. Familiarize yourself with the other resources in the Orientation module. 5. Complete Orientation Assignment: Culture and Teaching Philosophy Statement. 	The following assignments are due by 11:59 p.m. on August 19 : <ol style="list-style-type: none"> 1. User Profile Introduction (5 points; short video introduction embedded into Discussion and updated CourseDen user profile page with picture) 2. Orientation Assignment: Culture and Teaching Philosophy Statement (5 points)
Module 1: Racism, Stereotyping, and Discrimination August 20–September 2 (2 weeks)	<ol style="list-style-type: none"> 1. Read Chapter 3 in <i>Comprehensive Multicultural Education: Theory and Practice</i> (Bennett, 2019). 2. Read “Leadership Against Racism” (Brooks et al., 2015). 3. Watch “I Am Not Your Asian Stereotype” (Xu, 2016) [TED Talk]. 4. Watch “How to Overcome our Biases: Walk Boldly Toward Them” (Myers, 2014) [TED Talk]. 	The following assignments are due by 11:59 p.m. on September 2 : <ol style="list-style-type: none"> 1. Module 1 Discussion (10 points; one initial response by August 26 and three replies by September 2) <ul style="list-style-type: none"> • Why is it important for teachers to understand the theories of ethnic identity identified in the textbook? • How could the exclusion of racially relevant details contribute to racism, stereotyping, or discrimination? • How do racism, stereotyping, and

	<ol style="list-style-type: none"> 5. After reading/viewing module readings/viewings, <u>synthesize</u> information learned throughout this module to complete the Module 1 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 6. Complete Assignment 1: Implication of Current Events Paper. 	<p>discrimination influence the education of CLD students?</p> <ol style="list-style-type: none"> 2. Assignment 1: Implication of Current Events Paper (20 points)
<p>Module 2: Purposes and Contexts for Multicultural Education September 3–16 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read Chapters 1 and 2 in <i>Comprehensive Multicultural Education: Theory and Practice</i> (Bennett, 2019). 2. Read “Pinterest for Parent Education” (Routh, Langworthy, & Jastram, 2014). 3. Read “The Culturally Proficient Technologist” (Johnson, 2015). 4. Read “Potentials of Mobile Technology for K-12 Education” (Liu, Navarrete, & Wivagg, 2014). 5. After reading/viewing module readings/viewings, <u>synthesize</u> information learned throughout this module to complete the Module 2 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 6. Complete Assignment 2: Confronting Stereotypes Project. 	<p>The following assignments are due by 11:59 p.m. on September 16:</p> <ol style="list-style-type: none"> 1. Module 2 Discussion (10 points; one initial response by September 9 and three replies by September 16) <ul style="list-style-type: none"> • Explain why incorporating technology in alignment with multicultural education is relevant in K-12 education. • Guidelines for cultural differences are discussed in your required reading. Which were you aware of and which ones were you not aware of? Why is this knowledge beneficial to teachers? 2. Assignment 2: Confronting Stereotypes Project (20 points)
<p>Module 3: Multicultural & Immigrant Perspectives September 17–30 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read Chapters 7, 8 and 9 in <i>Comprehensive Multicultural Education: Theory and Practice</i> (Bennett, 2019). 2. Watch “What If You Were an Immigrant?” (Huh, 2013) [TED Talk]. 	<p>The following assignments are due by 11:59 p.m. on September 30:</p> <ol style="list-style-type: none"> 1. Module 3 Discussion (10 points; one initial response by September 23 and three replies by September 30) <ul style="list-style-type: none"> • Is it always necessary for ethnic minorities to “trade

	<ol style="list-style-type: none"> 3. Watch “Immigrant Voices Make Democracy Stronger” (Bhojwani, 2016) [TED Talk]. 4. After reading/viewing module readings/viewings, synthesize information learned throughout this module to complete the Module 3 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 5. Complete Assignment 3: Immigrant Movie Analysis Paper. 	<p>off” some aspects of their traditional culture? Why or why not?</p> <ul style="list-style-type: none"> • Given the different histories and worldviews of American Indians, African Americans, Latina/o Americans, Asian Americans, and Arab Americans, how do you explain their differing successes and struggles in U.S. schools? <ol style="list-style-type: none"> 2. Assignment 3: Immigrant Movie Analysis Paper (20 points)
<p>Midterm Exam Window: The midterm exam (30 points) will be accessible from October 1 until October 7. It is due at 11:59 p.m. on October 7.</p>		
<p>Module 4: Learning Styles and Culturally Responsive Teaching October 8–21 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read Chapters 4, 10, and 11 in <i>Comprehensive Multicultural Education: Theory and Practice</i> (Bennett, 2019). 2. Read “Educator Beliefs and Cultural Knowledge: Implications for School Improvement Efforts” (Nelson & Guerra, 2014). 3. Watch “What Does My Headscarf Mean to You?” (Abdel-Magied, 2014) [TED Talk]. 4. After reading/viewing module readings/viewings, synthesize information learned throughout this module to complete the Module 4 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 5. Complete Assignment 4: Profile of English Learners Presentation. 	<p>The following assignments are due by 11:59 p.m. on October 21:</p> <ol style="list-style-type: none"> 1. Module 4 Discussion (10 points; one initial response by October 14 and three replies by October 21) <ul style="list-style-type: none"> • What is the relationship between the language spoken in the home and the rate at which an additional language is learned? How does culture factor into this? • Discuss biases and prejudices many educators harbor for their CLD students based on culture, nationality, ethnicity, religion, language, etc. What should educators do to address these types of bias when they encounter them? 2. Assignment 4: Profile of English Learners Presentation (20 points)
<p>Module 5: Family and Community Engagement October 22–November 4 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read Chapter 12 in <i>Comprehensive Multicultural Education: Theory and Practice</i> 	<p>The following assignments are due by 11:59 p.m. on November 4:</p>

	<p>(Bennett, 2019).</p> <ol style="list-style-type: none"> 2. Read “Ten Ways for Cultivating Language and Literacy Learning through Engagement with Families and Communities” (Phillips, 2015). 3. Read “Parental Involvement in Homework” (Gonida & Cortina, 2014). 4. Read “Utilizing Technology for Improved Family Engagement” (Altman & Meis, 2013). 5. Watch “Building Relationships Between Parents and Teachers” (Hall, 2013) [TED Talk]. 6. After reading/viewing module readings/viewings, synthesize information learned throughout this module to complete the Module 5 Discussion. Post one initial response (see syllabus for details) and three replies to classmates. 7. Complete Assignment 5: Immigrant Family Interview Paper. 	<ol style="list-style-type: none"> 1. Module 5 Discussion (10 points; one initial response by October 28 and three replies by November 4) <ul style="list-style-type: none"> • What misconceptions do some educators have about the level of parental involvement among some cultural groups? • How can schools best foster mutually respectful relationships between educators and parents of CLD students? 2. Assignment 5: Immigrant Family Interview Paper (20 points)
<p>Module 6: Curriculum Transformation November 5–25 (3 weeks; including Thanksgiving Break)</p>	<ol style="list-style-type: none"> 1. Read Chapter 13 in <i>Comprehensive Multicultural Education: Theory and Practice</i> (Bennett, 2019). 2. Read “Racial Labels in the Biology Curriculum” (Donovan, 2017). 3. Read “Teaching Anti-Bias Curriculum” (Lin, Lake, & Rice, 2008). 4. Read “Curriculum on the Borderzone” (Kern, 2011). 	<p>The following assignments are due by 11:59 p.m. on November 25:</p> <ol style="list-style-type: none"> 1. Module 6 Discussion (10 points; one initial response by November 18 and three replies by November 25) <ul style="list-style-type: none"> • How can teachers help students identify biases, stereotypes, and omissions in literature, media, and curriculum? • Why is fair-minded critical thinking necessary in multicultural teaching? 2. Assignment 6: Biased Curriculum Paper (20 points)

	<p>5. After reading/viewing module readings/viewings, <u>synthesize</u> information learned throughout this module to complete the Module 6 Discussion. Post one initial response (see syllabus for details) and three replies to classmates.</p> <p>6. Complete Assignment 6: Biased Curriculum Paper.</p>	
<p>Capstone Paper Submission Window: The dropbox for submitting the capstone paper (30 points) will be accessible from November 26 until December 2. Submit to CourseDen and Tk20. It is due at 11:59 p.m. on December 2.</p>		


NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

READ - 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition

2019-2020 Graduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	READ	Course Number*	7240
Course Title*	TESOL: Literacy, Linguistics, and Second Language Acquisition		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Reading		
College - School/ Department*	Department of Literacy and Special Education		

Catalog Course Description* This course focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2019

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes In this course, students will be able to:

1. Categorize how the English language works in a linguistic sense (e.g., phonology, phonetics, morphology, syntax, diction, semantics, and pragmatics; Finegan, 2015; Fromkin, Rodman, & Hyams, 2017; Griffiths & Cummins, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 1.a.1, 1.a.2, 1.a.3);
2. Analyze and evaluate the central theories, assumptions, findings, and controversies in first and second language acquisition/learning, as well as the individual, social, cultural, and political factors that affect this process in a P-12 classroom setting (Fasold & Connor-Linton, 2014; Fromkin, Rodman, & Hyams, 2017; Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; TESOL/NCATE: 1.b.1, 1.b.2, 1.b.3, 1.b.4, 1.b.5, 4.a.1, 4.b.1, 5.a.2);
3. Synthesize their own understanding and practical application of the various linguistic elements in English (Freeman & Freeman, 2014; Fromkin, Rodman, & Hyams, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 1.b.4);
4. Evaluate student language production as informed by language proficiency development levels and language acquisition assessments (Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 4.b.1).

Rationale* This course is revised from PTED 7240 Literacy, Linguistics, and Second Language Acquisition. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

Prerequisites

Corequisites None


Cross-listing

Restrictions
May be repeated
Fee* N/A
Fee Justification
Additional Stipulations
Planning Info* <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement
Present or Projected Annual Enrollment* 20-30

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

Attach syllabus* <input checked="" type="radio"/> Syllabus has been attached - This is required
--

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

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

READ 7240: TESOL: Literacy, Linguistics, and Second Language Acquisition

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays and Thursdays (1:00–4:00 p.m.), Wednesdays (1:00–5:00 p.m.), or online by appointment
Office:	678-839-6152
Cell:	404-414-7930 (for emergency use only <u>and never</u> after 8:30 p.m.)
Department:	678-839-6179
Email:	rgriffin@westga.edu

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
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

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education 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 change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research. 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 (TESOL/NCATE) 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 focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.

Credit Hours: 3.0

Prerequisites: Admission to graduate studies

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach ESL, reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language* (11th ed.). Boston, MA: Cengage.

Course References:

Azar, B. S., & Hagen, S. A. (2016). *Understanding and using English grammar* (5th ed.). New York, NY: Pearson.

Baugh, A. C., & Cable, T. (2013). *A history of the English language* (6th ed.). London, UK: Routledge.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow, Essex, UK: Pearson.

Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide spoken and written English grammar and usage*. Cambridge, UK: Cambridge University Press.

Fasold, R. W., & Connor-Linton, J. (Eds.) (2014). *An introduction to language and linguistics* (3rd ed.). New York, NY: Cambridge University Press.

- Finegan, E. (2015). *Language: Its structure and use* (7th ed.). Stamford, CT: Cengage Learning.
- Freeman, D. E., & Freeman, Y. S. (2007). *English Language Learners: The essential guide*. New York, NY: Scholastic Teaching Resources.
- Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach ESL, reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language* (11th ed.). Boston, MA: Cengage.
- Griffiths, P., & Cummins, C. (2017). *An introduction to English semantics and pragmatics* (2nd ed.). Edinburgh, UK: Edinburgh University Press.
- Hendrix, R. A., & Griffin, R. A. (2017). Developing enhanced morphological awareness in adolescent learners. *Journal of Adolescent & Adult Literacy*, 61(1), 55-63. doi:10.1002/jaal.642
- Huerta, M., Garza, T., Jackson, J. K., & Murukutla, M. (2019). Science teacher attitudes towards English learners. *Teaching & Teacher Education*, 77, 1–9. doi:10.1016/j.tate.2018.09.007
- Justice, P. W. (2004). *Relevant linguistics: An introduction to the structure and use of English for teachers* (2nd ed.). Stanford, CA: CSLI Publications.
- Karlsson, M. (2019). *Idiomatic mastery in a first and second language*. Bristol, UK: Multilingual Matters.
- Lems, K., Miller, L. D., & Soro, T. M. (2017). *Building literacy with English language learners: Insights from linguistics* (2nd ed.). New York, NY: Guildford Press.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford, UK: Oxford University Press.
- McArthur, T., Lam-McArthur, J., & Fontaine, L. (Eds.). (2018). *The Oxford companion to the English language* (2nd ed.). Oxford, UK: Oxford University Press.
- Parker, F., & Riley, K. (2009). *Linguistics for non-linguists: A primer with exercises* (5th ed.). New York, NY: Pearson.
- Richards, J., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, UK: Cambridge University Press.
- Rowe, B. M., & Levine, D. P. (2018). *A concise introduction to linguistics* (5th ed.). London, UK: Routledge.
- Wayland, R. (2019). *Phonetics: A practical introduction*. Cambridge, UK: Cambridge University Press.

Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is **not** required for this course because there is not a key assessment assigned to this course. Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

The course features interactive technology and is delivered 100% online. The course focuses on literacy theory, assessment, and instruction including the National Reading Panel dimensions (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to meet the needs of diverse learners.

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 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

In this course, students will be able to:

1. Categorize how the English language works in a linguistic sense (e.g., phonology, phonetics, morphology, syntax, diction, semantics, and pragmatics; Finegan, 2015; Fromkin, Rodman, & Hyams, 2017; Griffiths & Cummins, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 1.a.1, 1.a.2, 1.a.3);
2. Analyze and evaluate the central theories, assumptions, findings, and controversies in first and second language acquisition/learning, as well as the individual, social, cultural, and political factors that affect this process in a P–12 classroom setting (Fasold & Connor-Linton, 2014; Fromkin, Rodman, & Hyams, 2017; Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; TESOL/NCATE: 1.b.1, 1.b.2, 1.b.3, 1.b.4, 1.b.5, 4.a.1, 4.b.1, 5.a.2);
3. Synthesize their own understanding and practical application of the various linguistic elements in English (Freeman & Freeman, 2014; Fromkin, Rodman, & Hyams, 2017; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 1.b.4);
4. Evaluate student language production as informed by language proficiency development levels and language acquisition assessments (Freeman & Freeman, 2014; McArthur, Lam-McArthur, & Fontaine, 2018; Wayland, 2019; TESOL/NCATE: 4.b.1).

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, a growth-oriented perspective is essential for success. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is especially true for educators. **As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing.** You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and to **respond accordingly**. **Writing conventions and clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with all written work. Per APA, written work must be completed in a typed, double-space format, with Arial/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the assignment.**

Please be aware at the outset that this course requires you to interact with ESOL teachers and EL students in your professional setting. You will be asked to retrieve information about EL students and their English language proficiency *without compromising student confidentiality*. You will also be planning and delivering lessons to EL students. Two of these lessons will be recorded and uploaded to a video storage site and shared with the professor and your classmates in this course. You will need to have permission from students and their parents to record these lessons. Please see this [sample edTPA video permission form](#) for assistance creating an appropriate permission form. Do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Module Discussions

(Modules: 1, 2, 3, 4, 5, & 6; Objectives: 1, 2, 3, & 4; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.

Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I am giving you **the option** of recording yourself responding to the discussion questions. If you choose this option, please **embed** a video of your verbal responses to the discussion questions.

Initial responses should be posted by the midpoint of the module window to give your classmates sufficient time to respond and to ensure that authentic, professional dialogue is occurring.

The following rubric will be used to assess your **initial** responses to the discussion questions:

	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Beginning</i>
Understanding of Question	(1.5 points) Posting demonstrates a thorough and complete understanding of the question(s).	(1 point) Posting demonstrates some understanding of the question.	(0.5 point) Posting demonstrates lack of understanding of the question.	(0 points) No response was given for the discussion question.
Insight and Depth of Ideas	(1.5 points) Posting contains thoughtful, substantive ideas that demonstrate critical thinking, insight, and depth related to the content of the topic.	(1 point) Posting demonstrates limited critical thinking, insight, and depth related to the content of the topic.	(0.5 point) Posting lacks evidence of critical thinking, insight, and depth related to the content of the topic.	(0 points) No response was given for the discussion question.
Examples	(1.5 points) Posting is substantiated by many examples that include references to course readings (textbook, videos, and articles), outside research articles, and personal experience.	(1 point) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, or personal experience.	(0.5 point) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 point) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text and full citations are included and formatted	(0.3 point) Some errors in spelling, punctuation, or grammar distract the reader. In-text and full citations are included but APA	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning.	(0 points) No response was given for the discussion question.

	according to APA (6 th ed.) format.	(6 th ed.) formatting errors are present.	In-text and full citations not included.	
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Discussion Forum Participation

You are also expected to post *at least* **three substantive replies** to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).

Substantive Posts

To receive full credit, your initial response and replies to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic
- Communications that are presented in a professional and supportive manner, and with respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module**. You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection:** Why did you choose to respond to this post?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

You do not have to label the three elements above (i.e., *Connection*, *Discussion*, or *Extension*), but consider them as you write your response to ensure that you cover all required components to ensure your replies are indeed substantive. Posts and replies should be

meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support. It also provokes or elicits further discussion.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

All assignments, where applicable, should be completed in APA (6th ed.) format. In-text citations and references should be included **on all assignments**. Scholarly, contemporary sources from peer-reviewed journals, to include the course readings, should be cited on all assignments as appropriate.

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by **11:59 p.m.** on the last day of each module specified below. **Late assignments will not receive any points.**

<i>Assignment</i>	<i>Points</i>	<i>Assessment Tool(s)</i>	<i>Due Date</i>
<p>Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response by the midpoint of the module window to allow ample time for others to reply.</p>	60	See description and rubric above	Module 1 Discussion (10 points): -Initial response by January 27 -Three replies by February 3 Module 2 Discussion (10 points): -Initial response by February 10 -Three replies by February 17 Module 3 Discussion (10 points): -Initial response by March 3 -Three replies by March 10 Module 4 Discussion (10 points): -Initial response by March 17 -Three replies by March 24

			<p>Module 5 Discussion (10 points):</p> <ul style="list-style-type: none"> -Initial response by April 7 -Three replies by April 14 <p>Module 6 Discussion (10 points):</p> <ul style="list-style-type: none"> -Initial response by April 21 -Three replies by April 28

Students will be graded using the following scale:
 A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. **Always proofread your writing before submitting an assignment for a grade.**

COE Writing Rubric	
1 = <i>Beginning</i>	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = <i>Developing</i>	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = <i>Proficient</i>	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = <i>Exemplary</i>	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the

	assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.
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Peer-Reviewed Literacy Journals

The following are examples of reputable, peer-reviewed scientific journals in the field of reading and literacy education, though there are many others:

<i>The Reading Teacher</i>	<i>Journal of Literacy Research</i>
<i>TESOL Quarterly</i> (EL students)	<i>Journal of Learning Disabilities</i>
<i>Reading Research Quarterly</i>	<i>Journal of Educational Psychology</i>
<i>Journal of Educational Research</i>	<i>Journal of Teaching and Teacher Education</i>
<i>Elementary School Journal</i>	<i>Journal of Teacher Education</i>
<i>Reading Horizons</i>	<i>Georgia Journal of Reading</i>
<i>Journal of Adolescent and Adult Literacy</i>	<i>Journal of Critical Literacy</i>
<i>ISTE Journal</i>	

(Note: *The Instructor* and *K–8* magazines are not considered peer-reviewed journals.)

Course Policies

Technology Issues:

Please do not contact the professor directly with technology issues. For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search <http://D2Lhelp.view.usg.edu>.

Academic Honesty:

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

Attendance Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are

responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not meticulously followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Email Policy:

All correspondences from the instructor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and 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.
- Do not read emotion into an email or feedback comment.

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking:

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services:

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi** <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services** <http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams** <http://uwgonline.westga.edu/exams.php#student>

- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at **11:59 p.m.** on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation January 5–20 (approx. 2 weeks)		
Module 1: January 21–February 3 (2 weeks)		
Module 2: February 4–17 (2 weeks)		
Module 3: February 18–March 10 (3 weeks)		
Module 4: March 11–March 24 (2 weeks)		
Module 5: March 25–April 14 (3 weeks)		
Module 6: April 15–28 (2 weeks)		
Final Week April 29–May 5		


NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

READ - 7241 - TESOL: Methods, Materials, and Assessment

2019-2020 Graduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	READ	Course Number*	7241
Course Title*	TESOL: Methods, Materials, and Assessment		
Long Course Title	TESOL: Methods, Materials, and Assessment through Clinical Experience		
Lec Hrs*	0		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Reading		
College - School/ Department*	Department of Literacy and Special Education		

Catalog Course Description* This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes In this course, students will be able to:

1. Analyze past and present methods of teaching English learners as informed by theory and research in second language acquisition (Brown, Schell, Yujeong, & Benedict, 2017; Díaz-Rico, 2017; Echevarría, Vogt, & Short, 2018; Freeman & Freeman, 2007; Richards & Rodgers, 2014; TESOL/NCATE: 3, 4, 5);
2. Integrate and assess the social, cultural, and learner-centered aspects of teaching English learners (Crawford & Krashen, 2015; Cummins, 2001; Díaz-Rico, 2017; Wong & Hyland, 2017; TESOL/NCATE: 2);
3. Plan techniques for teaching and assessing the four language domains (i.e., listening, speaking, reading and writing) within an integrated, content-based approach (Chamot, 2009; Colombo & Furbush, 2008; Crawford & Krashen, 2015; Díaz-Rico, 2017; Echevarría et al., 2018; Gibbons, 2014; Ramírez, Freeman, & Freeman, 2008; Gibbons, 2014; TESOL/NCATE: 3, 4);
4. Categorize and evaluate different program models for teaching English learners and assessment instruments utilized for placement, programming, diagnosis, and entry/exit criteria in ESOL programs (Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Paradis, & Crago, 2004; Honigsfeld & Giouroukakis, 2011; Krashen & Terrell, 1983; Ovando & Collier, 1985; Stevick, 1986, 1988; TESOL/NCATE: 3, 4);
5. Evaluate and criticize current issues and controversies in the field of ESOL education, including historical development, terminology, legality, and the testing of English learners (i.e., cultural bias in tests, unjustified placement in special education, etc.; Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Honigsfeld & Giouroukakis, 2011; Valdez, 2001; TESOL/NCATE: 2, 4, 5).

Rationale* This course is revised from PTED 7241 Teaching English as a Second Language: Methods, Materials, and Assessment. In an effort to reactivate the ESOL Endorsement, all course prefixes, titles, descriptions, student learning outcomes, and pre- and co-requisites for courses associated with the ESOL Endorsement have been revised to reflect current terminology and research.

Prerequisites

Corequisites None

Cross-listing

Restrictions

May be repeated


Fee* N/A

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20-30

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

Attach syllabus* Syllabus has been attached - This is required

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

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

READ 7241: TESOL: Methods, Materials, and Assessment through Clinical Experience

Instructor Information

Instructor:	Dr. Robert A. Griffin
Class Meeting Time:	100% online via CourseDen
Office Location:	Education Annex, Room 248
Online Hours:	Tuesdays and Thursdays (1:00–4:00 p.m.), Wednesdays (1:00–5:00 p.m.), or online by appointment
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Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

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College of Education 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 change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research. 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 (TESOL/NCATE) 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 is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

Credit Hours: 3.0

Prerequisites: None

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text:

For Elementary (Grades P–5) Teachers:

Echevarría, J., Vogt, M., & Short, D. J. (2018). *Making content comprehensible for elementary English learners: The SIOP® model* (3rd ed.). New York, NY: Pearson. (ISBN: 978-0134550206)

For Secondary (Grades 6–12) Teachers:

Echevarría, J., Vogt, M., & Short, D. J. (2018). *Making content comprehensible for secondary English learners: The SIOP® model* (3rd ed.). New York, NY: Pearson. (ISBN: 978-1402937040)

You only need to purchase one of the two textbooks above depending on the grade level you teach.

Course References:

Ardasheva, Y., Tretter, T. R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning, 62*(3), 769–812. doi:10.1111/j.1467-9922.2011.00652.x

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Required Instructional Resource: TK20 Subscription

A subscription to Tk20 is **not** required for this course because there is not a key assessment assigned to this course. Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

The course features interactive technology and is delivered 100% online. The course focuses on literacy theory, assessment, and instruction including the National Reading Panel dimensions (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to meet the needs of diverse learners.

This course will be delivered 100% online. This requires the online equivalent of **2,250** minutes of instruction (seat time) and an additional **4,500** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 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

In this course, students will be able to:

1. Analyze past and present methods of teaching English learners as informed by theory and research in second language acquisition (Brown, Schell, Yujeong, & Benedict, 2017; Díaz-Rico, 2017; Echevarría, Vogt, & Short, 2018; Freeman & Freeman, 2007; Richards & Rodgers, 2014; TESOL/NCATE: 3, 4, 5);
2. Integrate and assess the social, cultural, and learner-centered aspects of teaching English learners (Crawford & Krashen, 2015; Cummins, 2001; Díaz-Rico, 2017; Wong & Hyland, 2017; TESOL/NCATE: 2);
3. Plan techniques for teaching and assessing the four language domains (i.e., listening, speaking, reading and writing) within an integrated, content-based approach (Chamot, 2009; Colombo & Furbush, 2008; Crawford & Krashen, 2015; Díaz-Rico, 2017; Echevarría et al., 2018; Gibbons, 2014; Ramírez, Freeman, & Freeman, 2008; Gibbons, 2014; TESOL/NCATE: 3, 4);
4. Categorize and evaluate different program models for teaching English learners and assessment instruments utilized for placement, programming, diagnosis, and entry/exit criteria in ESOL programs (Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Paradis, & Crago, 2004; Honigfeld & Giouroukakis, 2011; Krashen & Terrell, 1983; Ovando & Collier, 1985; Stevick, 1986, 1988; TESOL/NCATE: 3, 4);
5. Evaluate and criticize current issues and controversies in the field of ESOL education, including historical development, terminology, legality, and the testing of English learners (i.e., cultural bias in tests, unjustified placement in special education, etc.; Brown et al., 2017; Cummins, 2001; Echevarría et al., 2018; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Honigfeld & Giouroukakis, 2011; Valdez, 2001; TESOL/NCATE: 2, 4, 5);

Academic Expectations and Assignments

Preparation and active and positive participation in all discussions and activities is expected. For this course, a growth-oriented perspective is essential for success. A University of West Georgia graduate student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form—this is especially true for educators. **As graduate students, you are expected to use correct spelling, grammar, and punctuation in your writing.** You are expected to submit work that is professional and scholarly using academic language. You are also expected to read everything assigned, to **think deeply and critically**, and to **respond accordingly**. **Writing conventions and clarity of thought** (see *COE Writing Rubric* below) are important components of professional writing; therefore, your writing should be grammatically correct, clear, and of the **quality expected of graduate students**. Properly formatted citations according to APA (6th ed.) guidelines (not MLA) should be included with all written work. Per APA, written work must be completed in a typed, double-space format, with Arial/Times New Roman font, size 12, and 1-

inch margins on all sides unless otherwise indicated. **Late work will not be accepted and will result in a grade of a zero for the assignment.**

Please be aware at the outset that this course requires you to interact with ESOL teachers and EL students in your professional setting. You will be asked to retrieve information about EL students and their English language proficiency *without compromising student confidentiality*. You will also be planning and delivering lessons to EL students. Two of these lessons will be recorded and uploaded to a video storage site and shared with the professor and your classmates in this course. You will need to have permission from students and their parents to record these lessons. Please see this [sample edTPA video permission form](#) for assistance creating an appropriate permission form. Do not come to the professor later in the semester saying that you are unable to fulfill any of these requirements—make plans now at the beginning of the semester to meet these expectations. **No alternative assignments will be provided.**

Orientation Discussion: Introduction and Overview of ESOL Experience

(Module: Orientation; Course Objectives: 2, 3, and 5; Points: 10)

This assignment is designed to give you an opportunity to introduce yourself to your colleagues and the professor. It's also designed to gauge your past experiences working with English learners (ELs). As such, you will record a short introductory video (5–7 minutes) in which you will introduce yourself to the class. Please tell us a little about you, your interests, why you're taking this course, a little about your professional role in education, future prospects, etc. In addition, discuss your own experiences working with ELs. Consider some or all of the following questions when recording your introductory video:

- What have been your experiences teaching ELs?
 - How many ELs have you taught?
 - What were the proficiency levels, first languages, countries of origin, etc. of the ELs you have taught?
 - Are you an ESOL teacher? Have you collaborated with ESOL teachers? How did this go?
- How do you modify instruction and assessment to meet the diverse learning needs of ELs?
- What do you hope to gain from this course?

After you have posted your introductory video, please reply to at least three classmates' introductory videos. There is no required format for these replies. Just make sure they are personable and meaningful interactions with your classmates. While watching your classmates' videos, decide which other two classmates you'd like to work with as peer feedback partners for the lesson planning stages of the ESOL Unit Plan project. Use the shared Google doc in the Orientation Module to select the group members you would like to work with. Each group ideally will consist of three colleagues from diverse backgrounds who share common professional backgrounds.

This assignment will be graded on meeting the criteria stated here. Embed your video into the discussion forum labeled “Introduction and Overview of ESOL Experience.”

Module Discussions

(Modules: 1, 2, 3, 4, 5, & 6; Objectives: 1, 2, 3, 4, & 5; Points: 10 points per module)

You will engage in module discussions in response to the textbook, other weekly readings, and any outside research articles you read. This ongoing assignment has two components: (1) a thoughtful, well-developed initial response to the discussion question(s) and (2) at least three thoughtful, **substantive** replies to classmates. See the due dates on the course calendar below.

Discussion Question Responses

You will be graded based on your initial response to the discussion question(s) (*10 points per module—5 points for the initial post; 5 points for your three substantive replies*). Grading will be based on the **quality** of your responses and not the quantity. This is one of your only interactions with your classmates. Use the discussion forum to develop a genuine and professional discourse in this class instead of only satisfying this requirement for a grade.

I know that writing lengthy responses to discussion questions can become monotonous; therefore, I am giving you **the option** of recording yourself responding to the discussion questions. If you choose this option, please **embed** a video of your verbal responses to the discussion questions.

Initial responses should be posted by the midpoint of the module window to give your classmates sufficient time to respond and to ensure that authentic, professional dialogue is occurring.

The following rubric will be used to assess your **initial** responses to the discussion questions:

	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Beginning</i>
Understanding of Question	<i>(1.5 points)</i> Posting demonstrates a thorough and complete understanding of the question(s).	<i>(1 point)</i> Posting demonstrates some understanding of the question.	<i>(0.5 point)</i> Posting demonstrates lack of understanding of the question.	<i>(0 points)</i> No response was given for the discussion question.
Insight and Depth of Ideas	<i>(1.5 points)</i> Posting contains thoughtful, substantive ideas that demonstrate critical thinking, insight, and depth related to the	<i>(1 point)</i> Posting demonstrates limited critical thinking, insight, and depth related to the content of the topic.	<i>(0.5 point)</i> Posting lacks evidence of critical thinking, insight, and depth related to the content of the topic.	<i>(0 points)</i> No response was given for the discussion question.

	content of the topic.			
Examples	(1.5 points) Posting is substantiated by many examples that include references to course readings (textbook, videos, and articles), outside research articles, and personal experience.	(1 point) Posting is substantiated by some examples that include references to course readings (textbook and articles), outside research articles, or personal experience.	(0.5 point) Posting is not substantiated by examples or irrelevant examples are given.	(0 points) No response was given for the discussion question.
Grammar/ APA Formatting for In-text Citations and References	(0.5 point) Posting is essentially free of grammatical, spelling, and punctuation errors. In-text and full citations are included and formatted according to APA (6 th ed.) format.	(0.3 point) Some errors in spelling, punctuation, or grammar distract the reader. In-text and full citations are included but APA (6 th ed.) formatting errors are present.	(0 points) Grammatical, spelling, or punctuation errors are numerous and interfere with the reading of the posting and impede clarity of meaning. In-text and full citations not included.	(0 points) No response was given for the discussion question.

Discussion Forum Participation

You are also expected to post *at least* **three substantive replies** to your classmates' discussion question responses. Each substantive reply will count approximately 1.67 points (*5 points each module*).

Substantive Posts

To receive full credit, your initial response and replies to classmates should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

- Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or experience, or referencing real-world examples, current events, or presenting current research on the topic
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class
- Asking additional, relevant questions about the week's topic

- Communications that are presented in a professional and supportive manner, and with respectful tone

To stimulate critical thinking and deepen academic discussions, **you are expected to reference the readings from the textbook and other readings/viewings assigned for that module.** You are also required to bring in outside resources and experiences. When citing course readings and outside research, it is imperative that you model appropriate **APA (6th ed.) citations and references** in your posts.

When responding to your peers, consider incorporating the following elements:

- **Connection:** Why did you choose to respond to this post?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)

You do not have to label the three elements above (i.e., *Connection*, *Discussion*, or *Extension*), but consider them as you write your response to ensure that you cover all required components to ensure your replies are indeed substantive. Posts and replies should be meaningful and elicit genuine professional conversation about the critical issues covered in each module. A **substantive** post does not simply state an opinion, but backs it up with evidence and support. It also provokes or elicits further discussion.

Here are some examples of statements that work well in posts:

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I wonder about _____ because _____.
- In my classroom, I see _____, and this seems to confirm/contradict _____.

Here are some questions to elicit meaningful responses:

- How did this post extend your own thinking?
- What connections can you make to either other reading or experiences?
- What did you agree with? What did you disagree with?
- How can you keep this conversation going?

Assignment 1: Overview of ESOL Program Presentation

(Module: 1; Objectives: 4; Points: 20)

The purpose of this assignment is to build your background knowledge of the English to Speakers of Other Languages (ESOL) program within your school and district. To accomplish

this, you will need to reach out to the ESOL teacher(s) at your school, the district ESOL or learning support coordinator, etc. to ask questions about how ELs are being taught in your professional setting. Include answers to the following questions in your presentation:

- How do students qualify for ESOL language support services? What screening assessment does your district use? What role does the Home Language Survey (HLS) play in identifying students for ESOL language support services?
- How many ESOL teachers are there in your school? What are their educational and professional backgrounds? (If you're the only ESOL teacher at your school, explore who the other ESOL teachers are in the district.)
- How many ELs are there in your school? What are their first languages and cultural backgrounds?
- What do the following acronyms commonly used among TESOL professionals stand for: ESOL, ESL, TESOL, ELL, EL, LEP, TPC, L1, L2, ELP, ELD, ACCESS for ELLs, SIOP, WIDA?
- What standardized assessments are used to determine the English language proficiency of ELs in your school/district?
- What language support delivery models (e.g., sheltered class, pull out, push in, etc.) are used in your school/district? How are these delivery models determined?
- How do ESOL teachers teach ELs in your school/district? How do mainstream teachers differentiate instruction and assessment for ELs in their classes?
- What content and language standards are used to teach ELs in your school/district?
- How do mainstream teachers and ESOL teachers collaborate in your school/district?
- How do students qualify to exit ESOL direct language support services?
- How are monitored ELs different from served ELs?
- How is the academic progress of students who have exited direct ESOL language support services monitored?

You are welcome to organize the information in any manner you would like. To avoid issues of privacy or confidentiality, **do not** include the names of any persons (teachers, students, administrators, coordinators, etc.) or organizations (school districts, schools, etc.).

You will create a voiceover presentation, which your classmates will have access to. I would prefer not to see a video of you standing in front of a projected presentation or television screen—this makes the presentation hard to read and follow. Instead, there are various screen recording software programs or apps available that can enable you to narrate a presentation and record it (Screencast-O-Matic, Prezi, VoiceTread, etc.).

This assignment uses a rubric. Review the rubric before beginning this assignment. In-text citations and references should be presented using APA (6th ed.) documentation guidelines. This assignment will be graded based on the criteria stated here and the overall quality of your presentation. This assignment will be submitted automatically to Turnitin.

Assignment 1 Rubric: Overview of ESOL Program Presentation

	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Content	Content and explanations are clear and accurate, and all components/questions mentioned in the directions are presented in a logical order; very easy to follow (6 points)	Content and explanations are accurate; components/questions mentioned in the directions are presented in a generally logical order; generally easy to follow (4-5 points)	Content and explanations are inaccurate or key components missing; components/questions mentioned in the directions are not presented in a generally logical order and are not easy to follow (1-3 points)
Visual aid (PowerPoint, Prezi, etc.)	Excellent use of technology to create a visual aid for presentation; images are appropriate; layout of images, charts, etc. is professional and pleasing to the eye (5 points)	Proficient use of technology to create a visual aid for presentation; images are mostly appropriate; layout of images, charts, etc. may be cluttered (3-4 points)	Visual aid for presentation missing or contains inappropriate images or layout of images, charts, etc. is cluttered and visually unappealing (1-2 points)
Presentation	Presenter is thoroughly familiar with the components/questions mentioned in the directions; presenter speaks clearly and concisely; professionally presented; easy to follow; exceptionally well presented (5 points)	Presenter is moderately familiar with the components/questions mentioned in the directions; presenter mostly spoke clearly and concisely; professionally presented for the most part; generally easy to follow (3-4 points)	Presenter seemed unfamiliar with the components/questions mentioned in the directions; presenter did not speak clearly; unprofessionally presented; not easy to follow (1-2 points)
Writing conventions	No misspellings or grammatical errors present; no paragraphs or fonts that are too small to read ; only bulleted points included throughout (2 points)	Few misspellings or grammatical errors present; few paragraphs or fonts that are too small to read ; mostly bulleted points included throughout (1 point)	Many misspellings or grammatical errors present; few bulleted points included, but contains paragraphs or fonts that are too small to read (0 points)
Sources cited properly	All sources are cited properly according to APA (including videos, websites, etc.) (2 points)	Most sources are cited properly (1 point)	Few sources are cited properly or no references list included (0 points)

Capstone Project: ESOL SIOP-based Unit Plan and Teaching Portfolio Project

(Modules: 2, 3, 4, 5, & 6; Course Objectives: 1, 2, 3, 4, & 5; Points: 220)

The remaining assignments for the course together constitute the capstone project, a comprehensive ESOL SIOP-based Unit Plan. The purpose of this capstone project is for you to demonstrate proficiency in planning and implementing lessons using common instructional strategies for ELs in your content area. There are several major components to this project: lesson plans, recorded instruction and reflection, an assessment plan, and the overall unit portfolio. You will complete the portfolio in stages throughout the course.

- **SIOP-based Lesson Plans** (Assignments 2, 3a, 4a, & 5a; 10 points each): You will use the SIOP-based lesson plan template in the Orientation module to create four detailed, stellar SIOP-based lesson plans for your content area—each emphasizing a different core language skill—that together will form an instructional unit. These lesson plans will be detailed and include all the resources needed so that any educator with expertise in your field could come along and teach the lesson to another group of ELs. Remember the super-detailed lesson plans from your undergraduate years? I’m looking for that level of description here too—not scripted lessons necessarily, but very detailed. Each lesson plan will include content and language objectives, and **academic language development** should be incorporated into each lesson. If you are not an ELA teacher, you are expected to show through your lesson plans how literacy extends across the content areas into non-ELA content areas.
- **Recorded Lesson Reflections** (Assignments 3b & 5b; 20 points each): You will record yourself teaching two of the four SIOP-based lessons. Your lessons should be presented to a class with a sizable EL population (at least five EL students). If you don’t have at least five ELs in one of your classes, you will need to reach out to the ESOL teacher at your school to request permission to teach a group of ELs. If your school doesn’t have enough EL students to complete this activity, you will need to reach out to another school in your district (or outside your district, if necessary). Your recording must be at least 15 minutes long and uploaded to a video storage site like YouTube or Vimeo. You will embed (not upload) the lessons into the discussion forum labeled “Recorded Lessons and Feedback,” so that your peers can see your lessons and provide feedback. Please also attach the lesson plan that matches the video to the discussion post for the convenience of your peers. You will also write a brief reflection on the lesson delivery (1–2 pages each), focusing on what went well, what didn’t go well, and what you could do differently next time. (In your final paper, be sure to include a workable link to your recorded lessons toward the beginning of your written reflection.)
- **Lesson Plan Peer Feedback** (Assignments 4b & 6b; 10 points each): You will decide at the beginning of the course who will be in your feedback group (3 students per feedback group) based on common teaching interests and backgrounds. These groups will be determined on a first-come, first-served basis. Once you’ve selected your group members, one of you will post your group members’ names to the forum labeled “Peer Feedback Group Members.” You will read the lesson plans and view the recordings of your group members’ lessons to provide meaningful, constructive feedback using the

five questions below:

- Did the lesson plan achieve the specified content and language objectives? How so? Why not?
- What part(s) of the lesson plan worked well?
- Were any parts of the lesson plan difficult to understand or use? Why?
- Did you notice any typographical or content errors in the plan? What were they?
- What specific suggestions do you have to improve the lesson plan or to assist other teachers in delivering the material?

You will answer these questions for your two other group members and post your answers to the discussion forum as replies to their initial posts. Make sure your answers to the questions above are well developed and include **specific examples** of how to improve the plans. There is always room for improvement, so look carefully. You will use the feedback you receive from your peers to revise your plans for their final submission at the end of the course.

- **Authentic Assessment Plan (Assignment 6a; 20 points):** You will briefly mention how the students will be assessed within each lesson plan, but you will submit a more detailed description of each form of assessment in a succinct assessment plan paper (2–3 pages). In this assessment paper, you will briefly introduce the reader to how assessment for ELs is unique and provide at least four examples of authentic assessments that align with your overall unit plan. You should also provide a brief **research-based** rationale for how each is an authentic assessment and is appropriate for ELs. Please include examples of both formative and summative assessments, and for at least one of the four assessments, please include examples or explain how the assessment will be modified to differentiate for varying English proficiency levels. If additional documents are needed (such as project directions, rubrics, etc.), you will include these as appendices to your assessment plan paper.
- **Overall ESOL Unit Plan and Teaching Portfolio (100 points):** You will submit your unit plan and teaching portfolio as a unified document during the final week of the course. This will require you to mainly pull together all the components you have created throughout the course. However, in addition to previously completed assignments, you will add an introduction to the unit plan* with a **research-based** rationale for how your plan meets the diverse learning needs of ELs in your content area, and you will write an overall reflection** on the learning experience of completing this project. In your overall learning reflection, be sure to include references to a variety of the course resources and outside resources. When writing your rationale, be sure to include references to *at least* three contemporary (within the last five years), scholarly sources from peer-reviewed journals. Also, make sure that you have addressed the feedback you received from the professor and your peers on the lesson plans with this final submission. The document will contain the following sections in this order:

- *Introduction (2–3 pages)
 - Introduction to overall plan
 - Research-based rationale
- Lesson Plan 1: Reading
- Lesson Plan 2: Writing
- Recorded Lesson 1 Reflection (1–2 pages)
 - Peer Feedback (from both reviewers)
- Lesson Plan 3: Listening
- Lesson Plan 4: Speaking
- Recorded Lesson 2 Reflection (1–2 pages)
 - Peer Feedback (from both reviewers)
- Authentic Assessment Plan (2–3 pages)
- **Overall Learning Reflection (1–2 pages)
- References
- Appendixes
 - Handouts from lessons and assessment plan (if necessary, and not overly bulky; otherwise, just include links to where they are stored on outside server)

The final unit plan/portfolio paper will be submitted automatically to Turnitin (TII). Please be mindful of this requirement as you work through the assignments for the course—paraphrase carefully and only quote from original sources when absolutely necessary.

Final Capstone Project: ESOL Unit Plan & Teaching Portfolio

	Exemplary	Proficient	Beginning
Introduction <i>(at least 2–3 pages)</i>	Introduction is engaging and captures the reader’s attention; the introduction clearly states the purpose of unit and previews what will be included in the portfolio; includes a research-based rationale for how the unit plan meets the diverse learning needs of ELs; at least three scholarly, contemporary citations from peer-reviewed journals are included <i>(10 points)</i>	Introduction states the purpose of unit and previews what will be included in the portfolio; includes a research-based rationale for how the unit plan meets the diverse learning needs of ELs; at least three scholarly, contemporary citations from peer-reviewed journals are included <i>(7-9 points)</i>	Introduction does not state the purpose of the unit; does not adequately preview what will be included in the portfolio; rationale is not research based; less than three scholarly, contemporary citations from peer-reviewed journals are included <i>(0-6 points)</i>

<p>Lesson Plan 1: Reading</p>	<p>Very detailed, stellar SIOP-based lesson plan that emphasizes reading <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)</p>	<p>Satisfactorily detailed SIOP-based lesson plan that emphasizes reading <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)</p>	<p>Key components of the lesson plan are missing (0-6 points)</p>
<p>Lesson Plan 2: Writing</p>	<p>Very detailed, stellar SIOP-based lesson plan that emphasizes writing <u>and</u> academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)</p>	<p>Satisfactorily detailed SIOP-based lesson plan that emphasizes writing <u>and</u> academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)</p>	<p>Key components of the lesson plan are missing (0-6 points)</p>
<p>Recorded Lesson 1 Reflection and Peer Feedback <i>(at least 1–2 pages for the reflection)</i></p>	<p>Thorough, well-written reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; specific details are provided concerning what went well and what could have been done better; includes answers to feedback questions from two peers (10 points)</p>	<p>Reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; details are provided concerning what went well and what could have been done better, but may lack specificity; includes answers to feedback questions from two peers (7-9 points)</p>	<p>Key components of lesson reflection are missing (0-6 points)</p>

<p>Lesson Plan 3: Listening</p>	<p>Very detailed, stellar SIOP-based lesson plan that emphasizes listening and academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)</p>	<p>Satisfactorily detailed SIOP-based lesson plan that emphasizes listening and academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)</p>	<p>Key components of the lesson plan are missing (0-6 points)</p>
<p>Lesson Plan 4: Speaking</p>	<p>Very detailed, stellar SIOP-based lesson plan that emphasizes speaking and academic language development; all components of the lesson are clearly explained with more than effort detail; accurate, succinct content and language objectives included; instructional resources included; any educator with expertise in the content area could teach the lesson to ELs (10 points)</p>	<p>Satisfactorily detailed SIOP-based lesson plan that emphasizes speaking and academic language development; most components of the lesson are clearly explained with adequate detail; content and language objectives included; instructional resources included; almost any educator with expertise in the content area could teach the lesson to ELs (7-9 points)</p>	<p>Key components of the lesson plan are missing (0-6 points)</p>
<p>Recorded Lesson 2 Reflection and Peer Feedback <i>(at least 1–2 pages for the reflection)</i></p>	<p>Thorough, well-written reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; specific details are provided concerning what went well and what could have been done better; includes answers to feedback questions from two peers (10 points)</p>	<p>Reflection on the strengths and weaknesses of the delivery of the SIOP-based lesson included; details are provided concerning what went well and what could have been done better, but may lack specificity; includes answers to feedback questions from two peers (7-9 points)</p>	<p>Key components of lesson reflection are missing (0-6 points)</p>

<p>Authentic Assessment Plan <i>(at least 2–3 pages)</i></p>	<p>Succinct, well-written explanation of how assessment for ELs is unique included; at least four examples of authentic assessments that align with the overall unit plan are included and clearly explained; concise, well-written research-based rationale for how each assessment is an authentic assessment and is appropriate for ELs included; includes exemplary examples of both formative and summative assessments; includes exemplary examples or clearly explains how at least one assessment will be modified to differentiate for varying ELP levels (10 points)</p>	<p>Explanation of how assessment for ELs is unique included; at least four examples of authentic assessments that align with the overall unit plan are included and satisfactorily explained; research-based rationale for how each assessment is an authentic assessment and is appropriate for ELs included; includes examples of both formative and summative assessments; includes examples or explains how at least one assessment will be modified to differentiate for varying ELP levels (7-9 points)</p>	<p>Key components of the assessment plan are missing (0-6 points)</p>
<p>Overall Reflection <i>(at least 1–2 pages)</i></p>	<p>A thorough, well-written reflection on the overall learning process is included that provides specific details about what worked, what did not, and specific concepts learned; includes references to course readings and outside research (10 points)</p>	<p>A reflection on the overall process is included that describes what worked, what did not, and what would the tutor would do differently (7-9 points)</p>	<p>Key components of the overall reflection are missing (0-6 points)</p>
<p>References</p>	<p>All references cited throughout the portfolio have full bibliographical citations in the references list; all citations are in correct APA (6th ed.) format; at least five contemporary (within the last 5 years) references from peer-reviewed journals are included (5 points)</p>	<p>Most references cited throughout the portfolio have full bibliographical citations in the references list; most citations are in correct APA (6th ed.) format; at least five contemporary (within the last 5 years) references from peer-reviewed journals are included (3-4 points)</p>	<p>Less than five contemporary (within the last 5 years) references from peer-reviewed journals are included; most references are not in correct APA (6th ed.) format (0-2 points)</p>

Writing Conventions/APA Formatting	No misspellings or grammatical errors present; no APA formatting errors present (5 points)	Few misspellings or grammatical errors present; few APA formatting errors present (3-4 points)	Many misspellings or grammatical errors present; many APA formatting errors present (0-2 points)
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All assignments, where applicable, should be completed in APA (6th ed.) format. In-text citations and references should be included **on all assignments**. Scholarly, contemporary sources from peer-reviewed journals, to include the course readings, should be cited on all assignments as appropriate.

Grading Information, Policy, and Evaluation Schedule

These procedures can be changed at the discretion of the professor. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by **11:59 p.m.** on the last day of each module specified below. **Late assignments will not receive any points.**

Assignment	Points	Assessment Tool(s)	Due Date
Orientation Discussion Embed video in <i>Introduction and Overview of ESOL Experience</i> forum in the discussion board on CourseDen.	10	See description/ guidelines in Orientation module in CourseDen	Orientation Discussion: Introduction and Overview of ESOL Experience (10 points): -Introductory video by January 13 -Three replies by January 20 Peer Feedback Group Selection: January 20
Module Discussions Submit initial responses and replies via the discussion board in CourseDen; post initial response by the midpoint of the module window to allow ample time for others to reply.	60	See description and rubric above	Module 1 Discussion (10 points): -Initial response by January 27 -Three replies by February 3 Module 2 Discussion (10 points): -Initial response by February 10 -Three replies by February 17 Module 3 Discussion (10 points): -Initial response by March 3 -Three replies by March 10 Module 4 Discussion (10 points): -Initial response by March 17 -Three replies by March 24 Module 5 Discussion (10 points): -Initial response by April 7 -Three replies by April 14 Module 6 Discussion (10 points): -Initial response by April 21 -Three replies by April 28

<p>Capstone Project: ESOL SIOP-based Unit Plan & Teaching Portfolio Submit all assignments via the assignments dropbox in CourseDen except for Assignments 3b and 4b and 5b and 6b, which will be submitted via the discussion forum.</p>	<p>220</p>	<p>See description and rubric above</p>	<p>Assignment 1: February 3 (20 points) Assignment 2: February 17 (10 points) Assignment 3a: March 10 (10 points) Assignment 3b: March 10 (20 points) Assignment 4a: March 24 (10 points) Assignment 4b: March 24 (10 points) Assignment 5a: April 14 (10 points) Assignment 5b: April 14 (20 points) Assignment 6a: April 28 (20 points) Assignment 6b: April 28 (10 points) Capstone Project: May 5 (100 points)</p>
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Students will be graded using the following scale:
 A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Writing Expectations

Students will write in standard American English, defined as using the rules and patterns of English associated with educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (6th ed.) formatting. **Always proofread your writing before submitting an assignment for a grade.**

<p>COE Writing Rubric</p>	
<p>1 = <i>Beginning</i></p>	<p>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.</p>
<p>2 = <i>Developing</i></p>	<p>Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on</p>

	sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = <i>Proficient</i>	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = <i>Exemplary</i>	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Peer-Reviewed Literacy Journals

The following are examples of reputable, peer-reviewed scientific journals in the field of reading and literacy education, though there are many others:

<i>The Reading Teacher</i>	<i>Journal of Literacy Research</i>
<i>TESOL Quarterly</i> (EL students)	<i>Journal of Learning Disabilities</i>
<i>Reading Research Quarterly</i>	<i>Journal of Educational Psychology</i>
<i>Journal of Educational Research</i>	<i>Journal of Teaching and Teacher Education</i>
<i>Elementary School Journal</i>	<i>Journal of Teacher Education</i>
<i>Reading Horizons</i>	<i>Georgia Journal of Reading</i>
<i>Journal of Adolescent and Adult Literacy</i>	<i>Journal of Critical Literacy</i>
<i>ISTE Journal</i>	

(Note: *The Instructor* and *K–8* magazines are not considered peer-reviewed journals.)

Course Policies

Technology Issues:

Please do not contact the professor directly with technology issues. For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact the UWG Technology Helpdesk. You will receive fast and reliable service. The Helpdesk can be contacted Monday through Friday from 8:00 a.m. until 5:00 p.m. at 678-839-6248 or 855-933-8946 or through email at online@westga.edu. Should you need CourseDen assistance after hours, you may contact the 24-hour Helpline at 855-772-0423 or search <http://D2Lhelp.view.usg.edu>.

Academic Honesty:

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

Attendance Policy:

All course work is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

There will be no extra credit opportunities provided in this course.

Late Work:

No late assignments will be accepted in this course, and there are no exceptions. Technology issues are **not** an excuse for turning in assignments late.

Professional Conduct:

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondences. For the purposes of this course, professionalism includes: participating and interacting in class activities; collaborating and working equitably with colleagues; turning in assignments on time; and treating colleagues and the professor with respect.

Written Work Submissions:

As stated above, a UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (6th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (6th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not meticulously followed.**

Course Evaluation:

Students have the opportunity to give the professor feedback anonymously through the online Course Evaluation. You will be receiving notification about this on the CourseDen homepage. Don't forget to complete the evaluations.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Email Policy:

All correspondences from the instructor will be posted in CourseDen and/or sent to the student's UWG email only. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section and number may not be returned.

Communication Rules and 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.
- Do not read emotion into an email or feedback comment.

Expected Response Times:

I normally respond to emails within 48 hours, and I will make every attempt to return major assignments within 7–10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support:

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking:

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services:

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**

- <https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi** <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services** <http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams** <http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Course Outline and Schedule

Tentative and may be changed at the discretion of the professor. All assignments are due at **11:59 p.m.** on the dates listed.

Module	Learning Tasks	Assignments/Due Dates
Orientation January 5–20 (approx. 2 weeks)	<ol style="list-style-type: none"> 1. Read the syllabus <i>very carefully</i>. (If you have any questions, please post them to the discussion forum titled “General Questions and Concerns.”) 2. View Dr. Griffin’s introductory video for the course. 3. Familiarize yourself with the WIDA Consortium website, SIOP-based lesson plan template, UWG Writing Center, and the other resources included in this module. All of these resources will be helpful as you complete the assignments for the course. 4. By the end of the first week of the Orientation Module, embed a video (5–7 minutes) of you introducing yourself to the class and explaining your background working with English Learners in the “Orientation Discussion: Introduction and Overview of ESOL Experience” discussion forum. (If using YouTube, the video settings should be set to <i>unlisted</i>, not private.) During the second week of the Orientation Module, watch each other’s introductory videos and reply to at least three classmates’ videos. (See detailed directions for this assignment in the syllabus above.) 5. As you watch your classmates’ introductory videos, find other classmates with similar 	Orientation Discussion: Introduction and Overview of ESOL Experience (10 points; introductory video by January 13 and three replies by January 20) Peer Feedback Group Selection: January 20

	<p>professional backgrounds or interests to form a peer feedback group. Post the names of your peer feedback group members in the shared Google doc titled “Peer Feedback Group Selection.”</p>	
<p>Module 1: Overview of ESOL, the SIOP Model, and Second Language Acquisition January 21–February 3 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 1–2 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the two articles “Research on ELs” (Goldenberg, 2013) and “Effective Instruction for ELs” (Calderón et al., 2011). 3. Watch the three videos <i>Moises: Immersion</i> (2009), <i>Stephen Krashen on Language Acquisition, Part 1</i> (2011), and <i>James Cummins: BICS and CALP</i> (2013). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 1 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the second week of the module replying to classmates’ posts. 5. Embed your voiceover video presentation in the discussion forum labeled “Assignment 1: Overview of ESOL Program Presentation.” (See detailed directions and rubric for this assignment in the syllabus above.) 	<p>Module 1 Discussion (10 points; one initial post by January 27 and three replies by February 3):</p> <p><i>Module 1 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What does effective instruction for ELs generally look like? (Please incorporate concepts you've learned from Krashen's and Cummins's theories.) 2. How would you characterize the types of instruction offered to ELs in your school and/or district? How does this compare with “best practice”? <p>Assignment 1: Overview of ESOL Program Presentation (20 points): February 3</p>

	<p>6. View final peer feedback group assignments on the Google doc titled “Final Peer Feedback Groups.”</p>	
<p>Module 2: Effective Instruction in Reading (Input) February 4–17 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 3–4 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the articles “Reading Motivation for ELs” (Protacio, 2012) and “Read-Alouds for Elementary ELs” (Giroir et al., 2015). 3. Watch the two videos <i>Components to SIOP-based Lesson Preparation</i> (2011) and <i>Writing Effective Content and Language Objectives</i> (2017). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 2 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the second week of the module replying to classmates’ posts. 5. Using the template provided, write and submit your first lesson plan for reading (Assignment 2). 	<p>Module 2 Discussion (10 points; one initial post by February 10 and three replies by February 17):</p> <p><i>Module 2 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What does effective reading instruction for ELs look like in your content area or discipline? 2. What are some advantages to writing both content and language objectives for students to see and hear? <p>Assignment 2: Lesson Plan 1 (Reading; 10 points): February 17</p>
<p>Module 3: Effective Instruction in Writing (Output) February 18–March 10 (3 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 5–6 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the articles “Young ELs’ Writing Skills” (Pang, 2017) and “Academic Writing for ELs 7-12” (Olson et al., 2017). 	<p>Module 3 Discussion (10 points; one initial post by March 3 and three replies by March 10):</p> <p><i>Module 3 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What does effective writing instruction for ELs look like in your content area or discipline?

	<ol style="list-style-type: none"> 3. Watch the two videos <i>Stephen Krashen on Language Acquisition, Part 2</i> (2011) and <i>SIOP Activity: Interactive Writing with Dr. Jana Echevarría</i> (2016). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 3 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the second week of the module window. You should spend the last week of the module replying to classmates' posts. 5. Using the template provided, write and submit your second lesson plan for writing (Assignment 3a). 6. Embed a video of you teaching a group of ELs and attach the lesson plan to the discussion forum labelled "Assignments 3b & 4b: Recorded Lesson 1 Reflection & Peer Feedback." Below the embedded video in the discussion post, please write a detailed reflection on the lesson delivery. (See the directions in CourseDen and the syllabus for further directions.) 	<ol style="list-style-type: none"> 2. How does what you know about second language acquisition influence the way you teach ELs? <p>Assignment 3a: Lesson Plan 2 (Writing; 10 points): March 10</p> <p>Assignment 3b: Recorded Lesson 1 and Reflection (20 points): March 10</p>
<p>Module 4: Effective Instruction in Listening (Input) March 11–March 24 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 7–8 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the articles "L2 Listening Instruction" (Yeldham, 2016) and "Process-Oriented 	<p>Module 4 Discussion (10 points; one initial post by March 17 and three replies by March 24):</p> <p><i>Module 4 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What does effective listening instruction for ELs look like in

	<p>Listening Instruction” (Nguyen & Abbott, 2016).</p> <ol style="list-style-type: none"> 3. Secondary educators are highly encouraged, but not required, to read the article “ELs in the Secondary Classroom” (Berg et al., 2012). 4. Watch the two videos <i>SIOP Model for Teaching ELs: Lesson Delivery</i> (2012) and <i>ELLs: Trends & Myths</i> (2014). 5. <u>Synthesize</u> information learned throughout this module to answer the Module 4 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the last week of the module replying to classmates’ posts. 6. Using the template provided, write and submit your third lesson plan for listening (Assignment 4a). Submit via the assignments dropdown in CourseDen. 7. Complete Assignment 4b: Recorded Lesson 1 Peer Feedback. Post your feedback as replies to your two group members' original posts in the discussion form labelled “Assignments 3b & 4b: Recorded Lesson 1 Reflection & Peer Feedback.” (See the directions in CourseDen and the syllabus for further directions.) 	<p>your content area or discipline?</p> <ol style="list-style-type: none"> 2. According to the “Trends and Myths” video, what trends and myths surround ESOL instruction and ELs? <p>Assignment 4a: Lesson Plan 3 (Listening; 10 points): March 24</p> <p>Assignment 4b: Recorded Lesson 1 Peer Feedback (10 points): March 24</p>
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<p>Module 5: Effective Instruction in Speaking (Output) March 25–April 14 (3 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 9–10 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the articles “Let Them Talk!” (Wright, 2016) and “Digital Storytelling” (Johnson & Kendrick, 2016). 3. Watch the two videos <i>Five Successful ESOL Speaking Activities</i> (2012) and <i>Academic Language and ELs</i> (2014). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 5 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the second week of the module window. You should spend the last week of the module replying to classmates’ posts. 5. Using the template provided, write and submit your fourth lesson plan for speaking (Assignment 5a). Submit via the assignments dropbox in CourseDen. 6. As you did for Module 3, embed a video of you teaching a group of ELs and attach the lesson plan to the discussion forum labelled “Assignments 5b & 6b: Recorded Lesson 2 Reflection & Peer Feedback.” Below the embedded video in the discussion post, please write a detailed reflection on the lesson delivery. (See the directions in CourseDen and 	<p>Module 5 Discussion (10 points; one initial post by April 7 and three replies by April 14):</p> <p><i>Module 5 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What does effective speaking instruction for ELs look like in your content area or discipline? 2. How important is academic language for ELs? How does academic language factor into effective speaking instruction for ELs? <p>Assignment 5a: Lesson Plan 4 (Speaking; 10 points): April 14</p> <p>Assignment 5b: Recorded Lesson 2 and Reflection (20 points): April 14</p>
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	the syllabus for further directions.)	
<p>Module 6: Authentic Assessment April 15–28 (2 weeks)</p>	<ol style="list-style-type: none"> 1. Read chapters 11–12 in the textbook <i>Making Content Accessible for English Learners</i> (Echevarría et al., 2018). 2. Read the articles “Assessment for ELs” (Brown et al., 2017) and “High-stakes Assessments & ELs” (Honigsfeld & Giouroukakis, 2011). 3. Watch the two videos <i>Assessment in the SIOP Model</i> (2013) and <i>Assessment of ELs</i> (2014). 4. <u>Synthesize</u> information learned throughout this module to answer the Module 6 discussion questions. Post one initial reading response (see guidelines in the syllabus above for details) and at least three replies to classmates. Be sure to post your initial response (a written response or a recorded video response) to the two discussion questions by the end of the first week of the module window. You should spend the last week of the module replying to classmates’ posts. 5. Complete Assignment 6a: Authentic Assessment Plan. Submit via the assignments dropbox in CourseDen. (See the directions in CourseDen and the syllabus for further directions.) 6. Complete Assignment 6b: Recorded Lesson 2 Peer Feedback. Post your feedback as replies to your two group members' original posts in the discussion form labelled “Assignments 5b & 6b: Recorded Lesson 2 Reflection 	<p>Module 6 Discussion (10 points; one initial post by April 21 and three replies by April 28):</p> <p><i>Module 6 Discussion Questions:</i></p> <ol style="list-style-type: none"> 1. What are the major goals of authentic and alternative assessment? 2. How does authentic assessment bring value to teaching and learning for ELs? <p>Assignment 6a: Authentic Assessment Plan (20 points): April 28</p> <p>Assignment 6b: Recorded Lesson 2 Peer Feedback (10 points): April 28</p> <p>Course Evaluation: To be announced</p>

	<p>& Peer Feedback.” (See the directions in CourseDen and the syllabus for further directions.)</p> <p>7. Complete the end-of-course evaluation before the deadline (to be announced). Send proof to Dr. Griffin. Be honest in your responses, as I value your feedback.</p>	
<p>Final Week April 29–May 5</p>	<p>1. Write the overall learning reflection and make revisions to all previously submitted sections based on the feedback received throughout the drafting process. Submit the Final Capstone Project: ESOL Unit Plan & Teaching Portfolio (with all sections in their final, polished form) as <u>one</u> Word document to CourseDen.</p>	<p>Final Capstone Project: ESOL Unit Plan & Teaching Portfolio: May 5</p>


NOTE: Please note the deadlines and due dates. They will be adhered to strictly. **No late assignments will be accepted.**

SPED - 6706 - Special Education in the Regular Classroom

2019-2020 Graduate Revise Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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


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

Curriculum Proposal

**Proposed
Modifications
(Check all that
apply)***

- Course Title (list new title in imported boxes below)
- Prerequisites
- Corequisites
- Cross-listing
- Catalog Description (list new description in imported box below)
- Credit Hours (list new credit hours in imported boxes below)
- Student Learning Outcomes
- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- Other

**If other, please
identify.**

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Course Prefix*	SPED	Course Number*	6706
Course Title*	Special Education in the Regular Classroom		
Long Course Title	Special Education in the Regular Classroom		
Lec Hrs	3		
Credit Hrs	3		
Lab Hrs	0		
Course Type*	Special Education		
College - School/ Department*	Department of Literacy and Special Education		
Catalog Course Description*	Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors. Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.		
Frequency	3	Grading	Graduate Standard Letter
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden		

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:


- Course Title
- Credit Hours
- Catalog Description

Revised Prerequisites
Revised Corequisites
Revised Cross-listing


Revised Credit Hours	
Revised Student Learning Outcomes	
Revised Restrictions	
Revised Fee	
Revised Frequency	Revised Grading
Revised - Is this course repeatable for credit? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how many times?
Modification Comments* <p>Rationale for course modification: The Georgia Professional Standards Commission (GaPSC) has changed the policy to meet the special education requirement of Georgia House Bill No. 671 for certification educators in Georgia. Effective July 1, 2019, all students seeking initial teacher certification, leadership certification and certification in the service fields of Media Specialist and School Counseling in Georgia must earn a grade of "B" or better in the designated special education course (SPED 3713, SPED 3715 or SPED 6706) for their program. This policy change is for certification only and does not apply to program completion.</p> <p>Statement to be Added in Course Description: Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.</p>	

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Present or Projected Annual Enrollment*	200
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
Is this a College of Education course?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Desired Effective Semester*	Summer
Desired Effective Year*	2019
Is Senate Review Required?*	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 21938

Current Syllabus

SPED 6706, Section : Special Education in the Regular Classroom

Instructor Information

Instructor:

Meeting Time & Location: 100% online

Office Location:

Office Hours:

Telephone: (Office)

Telephone: (department)

Email:

Online Hours:

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

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

[University Bookstore](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

counseling@westga.edu

[Center for Academic Success](#)

[Student Services](#)

College of Education 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 change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the

Current Syllabus

College of Education is committed to excellence in teaching, professional service, engaged partnerships, 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 (Council for Exceptional Children and Georgia PSC) 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

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Prerequisites: None

Texts, Readings, and Instructional Resources

Required Text(s): Special Education: An introduction for all educators available as an eBook from Kendall Hunt <https://he.kendallhunt.com/product/special-education-introduction-all-educators> ISBN for the text: 9781524951856

Suggested Text(s): N/A

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the "How to" guides, visit the [Tk20 webpage](#).

****You will not have any assignments to upload into TK20 for this course.****

Approaches to Instruction

This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.

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

Current Syllabus

Activity/Instructional Equivalent

Class Activities/700 minutes

Audio/video instruction/950 minutes

Quizzes/600 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012) CEC 6
2. Demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012) CEC 1
3. Demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 2, 5
4. Plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011) CEC 3, 5, 7
5. Supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 5

CEC refers to the 7 Special Education Content Standards of the Council for Exceptional Children, available from:

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>

Assignments and Evaluation Procedures

1. **FAT CITY Choice assignment** - Students complete an assignment related to the movie FAT City. More specific information is provided in CourseDen. Make sure to read all information provided. (Objectives # 2&3)
2. **Chapter Quizzes** - Students will take quizzes based on the material in the textbook that are assigned to be read for each module. (Objectives #1-5)

Current Syllabus

3. **Article Chart** - Students will complete an article chart over the duration of the course on student-selected articles related to the information in each of the course modules. Topics include IEPs, RTI, Characteristics, Collaboration, and Learning Strategies (Objectives #1-5)
4. **Class Activities** - Students will have the opportunity to complete small activities throughout the course (e.g. case studies, discussions, projects) in addition to looking at class materials to earn class participation points. See CourseDen modules for specific information and due dates (Objectives 1-5)
5. **Module Summaries** - Students will submit summaries of their learning for each module. See CourseDen modules for specific information and due dates (Objectives 1-5)

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course. The instructor reserves the right to deduct points when appropriate for things that may not be specifically mentioned in the directions or syllabus.

Points allocated to assignments are as follow below.

1. FAT City Choice assignment - 5 points
2. Chapter Quizzes - 7 chapters x 7 points each = 49 points
3. Article Chart - 20 points
4. Class Activities - 6 x 2 points each = 12 points (See CourseDen for specific activities)
5. Module Summaries - 7 x 2 points each = 14 points

The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information.

Grading

The final grade for the course will be assessed in the following manner:

Percentage of total points earned:

A: 90-100%

B: 80-89%

C: 70-79%

F < 69%

Course Policies

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

Current Syllabus

Attendance/Participation: Professionals understand the importance of class attendance. Each of you must expect excellent attendance of your future students or clients, to provide them with opportunities to reach their full potential. Please keep this in mind as you work your way through this class: Attendance always counts. All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their careers.

In an online class, attendance is counted as completion of online assignments and online participation (e.g., time spent on material, turning work in on time, etc.).

Extra Credit: Extra Credit opportunities may be provided according to the judgment and discretion of the instructor, and only if it is deemed advantageous to class learning. Extra credit will not be used as a method to make up for poor student choices.

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. Specific circumstances (e.g., unanticipated hospitalization) can certainly be considered as grounds for an extension of a deadline. Quizzes not completed by the due date will earn a grade of zero (0). This does not apply to the FAT City quiz. If selected and submitted late 20% of the possible points will be deducted. Late assignments will have 20% of the possible points deducted.

Professional Conduct: This course provides opportunities for students to practice and become better prepared for their professional responsibilities as professionals. The instructor holds high expectations of each student to demonstrate professional demeanor. Each student is expected to demonstrate respect for all members of the class in their speech, attitude, and attention. Professional conduct includes using person-first language in all oral and written communication. Effective collaboration is an important skill for educators, and is accomplished partially through respectfully listening to and honoring differing viewpoints without necessarily agreeing with the view of another. Unacceptable professional behavior, as deemed by your professor, will be grounds of a reduction of points off your final grade.

UNIVERSITY POLICIES

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

Current Syllabus

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

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. You may expect responses from the instructor within 48 hours Monday through Friday.

Current Syllabus

Class Schedule Information

Each Module has a folder posted in CourseDen with all materials needed (aside from the textbook). It is your responsibility to check the online class meeting folders and complete the readings and assignments listed for each class. Due dates specified each week are included in the class folders in CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Current Syllabus

Full URL Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (8 AM – 5 PM)

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

online@westga.edu

24/7/365 D2L Help Center

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

University Bookstore

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

Common Language for Course Syllabi

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

UWG Cares

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

Center for Disability

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

Student Services

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

Center for Academic Success

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

Distance Learning Library Services

<https://www.westga.edu/library/resource-sharing.php>

Ingram Library Services

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

Proctored Exams

<http://uwgonline.westga.edu/exams.php#student>

Student Services

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

UWG Accessibility Statements for Technology

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f>

Course References:

Boyle, J., & Scanlon, D. (2010). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Belmont, CA: Wadsworth.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals*. Denver, CO: The Legal Center for People with Disabilities and Older People.

Friend, M., & Bursuck, W. D. (2012). *Including students with special needs: A practical guide for classroom teachers*. Boston, MA: Pearson.

Spinelli, C. (2011). *Linking assessment to instructional strategies: A guide for teachers*. Boston, MA: Pearson.

Proposed Syllabus

SPED 6706, Section : Special Education in the Regular Classroom

Instructor Information

Instructor:

Meeting Time & Location: 100% online

Office Location:

Office Hours:

Telephone: (Office)

Telephone: (department)

Email:

Online Hours:

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

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

[University Bookstore](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

counseling@westga.edu

[Center for Academic Success](#)

[Student Services](#)

College of Education 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 change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the

Proposed Syllabus

College of Education is committed to excellence in teaching, professional service, engaged partnerships, 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 (Council for Exceptional Children and Georgia PSC) 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

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.

Prerequisites: None

Texts, Readings, and Instructional Resources

Required Text(s): Special Education: An introduction for all educators available as an eBook from Kendall Hunt <https://he.kendallhunt.com/product/special-education-introduction-all-educators> ISBN for the text: 9781524951856

Suggested Text(s): N/A

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the "How to" guides, visit the [Tk20 webpage](#).

****You will not have any assignments to upload into TK20 for this course.****

Proposed Syllabus

Approaches to Instruction

This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.

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

Activity/Instructional Equivalent

Class Activities/700 minutes

Audio/video instruction/950 minutes

Quizzes/600 minutes

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

Course Objectives and Learning Outcomes

Students will:

1. Demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012) CEC 6
2. Demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012) CEC 1
3. Demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 2, 5
4. Plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011) CEC 3, 5, 7
5. Supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 5

CEC refers to the 7 Special Education Content Standards of the Council for Exceptional Children, available from:

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>

Proposed Syllabus

Assignments and Evaluation Procedures

1. **FAT CITY Choice assignment** - Students complete an assignment related to the movie FAT City. More specific information is provided in CourseDen. Make sure to read all information provided. (Objectives # 2&3)
2. **Chapter Quizzes** - Students will take quizzes based on the material in the textbook that are assigned to be read for each module. (Objectives #1-5)
3. **Article Chart** - Students will complete an article chart over the duration of the course on student-selected articles related to the information in each of the course modules. Topics include IEPs, RTI, Characteristics, Collaboration, and Learning Strategies (Objectives #1-5)
4. **Class Activities** - Students will have the opportunity to complete small activities throughout the course (e.g. case studies, discussions, projects) in addition to looking at class materials to earn class participation points. See CourseDen modules for specific information and due dates (Objectives 1-5)
5. **Module Summaries** - Students will submit summaries of their learning for each module. See CourseDen modules for specific information and due dates (Objectives 1-5)

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course. The instructor reserves the right to deduct points when appropriate for things that may not be specifically mentioned in the directions or syllabus.

Points allocated to assignments are as follow below.

1. FAT City Choice assignment - 5 points
2. Chapter Quizzes - 7 chapters x 7 points each = 49 points
3. Article Chart - 20 points
4. Class Activities - 6 x 2 points each = 12 points (See CourseDen for specific activities)
5. Module Summaries - 7 x 2 points each = 14 points

The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information.

Grading

The final grade for the course will be assessed in the following manner:

Percentage of total points earned:

A: 90-100%

B: 80-89%

C: 70-79%

F < 69%

Proposed Syllabus

Course Policies

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

Attendance/Participation: Professionals understand the importance of class attendance. Each of you must expect excellent attendance of your future students or clients, to provide them with opportunities to reach their full potential. Please keep this in mind as you work your way through this class: Attendance always counts. All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their careers.

In an online class, attendance is counted as completion of online assignments and online participation (e.g., time spent on material, turning work in on time, etc.).

Extra Credit: Extra Credit opportunities may be provided according to the judgment and discretion of the instructor, and only if it is deemed advantageous to class learning. Extra credit will not be used as a method to make up for poor student choices.

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. Specific circumstances (e.g., unanticipated hospitalization) can certainly be considered as grounds for an extension of a deadline. Quizzes not completed by the due date will earn a grade of zero (0). This does not apply to the FAT City quiz. If selected and submitted late 20% of the possible points will be deducted. Late assignments will have 20% of the possible points deducted.

Professional Conduct: This course provides opportunities for students to practice and become better prepared for their professional responsibilities as professionals. The instructor holds high expectations of each student to demonstrate professional demeanor. Each student is expected to demonstrate respect for all members of the class in their speech, attitude, and attention. Professional conduct includes using person-first language in all oral and written communication. Effective collaboration is an important skill for educators, and is accomplished partially through respectfully listening to and honoring differing viewpoints without necessarily agreeing with the view of another. Unacceptable professional behavior, as deemed by your professor, will be grounds of a reduction of points off your final grade.

Proposed Syllabus

UNIVERSITY POLICIES

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

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. You may expect responses from the instructor within 48 hours Monday through Friday.

Proposed Syllabus

Class Schedule Information

Each Module has a folder posted in CourseDen with all materials needed (aside from the textbook). It is your responsibility to check the online class meeting folders and complete the readings and assignments listed for each class. Due dates specified each week are included in the class folders in CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Proposed Syllabus

Full URL Support for Courses

CourseDen D2L Home Page

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

D2L UWG Online Help (8 AM – 5 PM)

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online@westga.edu

24/7/365 D2L Help Center

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Common Language for Course Syllabi

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

[common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)

UWG Cares

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

Center for Disability

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Center for Academic Success

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

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<http://uwgonline.westga.edu/exams.php#student>

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

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<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f>

School Improvement, Ed.D.

2019-2020 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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

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

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

Curriculum Proposal

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

Type of Program*

Program

Shared Core

Modifications (Check all that apply)*

Program Name

Track/Concentration

Catalog Description


Degree Name

Program Learning Outcomes

Program Curriculum

Other

If other, please identify. Admission Requirements. (See change under Application Process in Program Curriculum Section.)

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name*	School Improvement, Ed.D.
Program ID*	1799
Program Code	
Program Type*	Doctorate
Degree Type*	Doctorate in Education
College - School/ Department*	Department of Leadership, Research, and School Improvement
Program Description*	<p>The mission of the Doctor of School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK-12 schools.</p> <p>It is the goal of the program and its faculty that graduates:</p> <ul style="list-style-type: none"> • Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research. • Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement. • Conduct research that can be applied to initiate and sustain PK - 12 school improvement. • Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name
Program Description

Modified Program Learning Outcomes	
Modification Comments*	<p>Admission selection process will now include:</p> <p>(1) A writing sample as a required admission component; and</p> <p>(2) A required admission minimum GRE score of 151 (Verbal Reasoning); 145 (Quantitative Reasoning); and 4.0 (Analytic Writing).</p>

Rationale* Writing Sample:

The School Improvement Doctoral Program currently does not require a writing sample as part of the admissions packet. An essay related to school improvement goals is required.

We would like to modify these admission requirements to include a writing sample. Since the major culminating project in the doctoral program is writing a dissertation, a writing sample, in addition to the school improvement essay, would be an important factor to assist with choosing competitive candidates for the program.

Students will be encouraged to submit previously written work (5-10 pages in length) they feel demonstrates their writing abilities. Written work can include papers from graduate degree work or work reports.

Required GRE Scores:


The School Improvement Doctoral Program currently requires applicants to complete the verbal, quantitative, and writing portions of the GRE. The recommended minimum GRE scores are 151 Verbal reasoning, 145 Quantitative Reasoning, and 4.0 Analytical Writing. Due to the mandate by the Southern Association of Colleges and Schools (SACS) for programs requiring the GRE to have a required minimum, we would like to make the recommended scores the new required scores. This change was requested by the Graduate School to ensure the Graduate Catalog is in compliance with SACS requirements. Since our incoming students for the past three years have achieved these scores, we feel they are reasonable for our applicant population.

PROGRAM CURRICULUM



Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

 There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum***Program Overview**

The mission of the Doctor of School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools. It is the goal of our program and its faculty that our graduates: Develop a strong knowledge base on

theories and practices in PK - 12 educational leadership, instruction, and applied research. Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement. Conduct research that can be applied to initiate and sustain PK - 12 school improvement. Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Core Coursework

The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study. The required core coursework in the School Improvement program falls within three curricular strands:

Teaching and Learning (9 hours)

EDSI 9941 Models of School Improvement and Reform

EDSI 9942 Instructional Leadership that Facilitates School Improvement

EDSI 9943 Models of Professional Development

Leadership for School Improvement (9 hours)

EDSI 9923 Leadership for Diversity in the 21st Century

EDSI 9925 Policy Analysis for School Improvement

EDSI 9933 Leadership for Change

Research and the Effective Use of Data (15 hours)

EDSI 9960 Research Design

EDSI 9961 Quantitative Research Methods

EDSI 9962 Qualitative Research Methods

EDSI 9964 Advanced Research Seminar

EDSI 9171 Program Evaluation

The Core also includes the following:

[Before] AoC (Area of Concentration) (12 credit hours)

EDSI 9998 Research for Doctoral Dissertation

EDSI 9901 Dissertation Mentoring I

EDSI 9902 Dissertation Mentoring Section 2

EDSI 9903 Dissertation Mentoring Section 3

[After] The School Improvement Orientation (no credit) The Dissertation Prep Summer Institute (no credit)

Application Process

Admission to the Doctor of School Improvement Program is highly competitive. Each spring, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered. Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee. Official GRE scores (Quantitative, Verbal Reasoning, and Analytical Writing) must be sent from ETS to UWG. Scores must be no more than 5 years old. Minimum required scores are Verbal Reasoning 151, Quantitative Reasoning 145, and Analytical Writing 4.0. GRE scores are required--there are no exceptions or allowable substitutions. All applicants must have earned a Master's degree from a regionally or nationally accredited institution. A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work. Three letters of Recommendation: At least one letter must be from a current or past supervisor. (these forms are available, once you apply online) Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active e-mail address. Official Transcripts: Request official transcripts from institutions that you have attended (must include undergraduate and graduate) even if only for transfer credit. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu. Essay: Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional

practice or otherwise influenced you. (Include appropriate APA citations) **Writing Sample:** Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports. International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office. Finalists will be selected for a telephone or virtual interview.

Transfer of Credits

In this 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 12 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions: work must have been completed within seven years of the date of admission to the Ed.D. degree program; work must have been applicable toward a graduate degree at the institution where the credit was earned; the coursework must be approved by the Ed.D. Director. courses must have been taken post Master's degree; (normally 7000 level courses or above) the courses must meet the thematic requirements for the AoC; and a grade of B or higher must have been earned in the coursework.

AoC (Area of Concentration)

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 12 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include: English to Speakers of Other Languages (ESOL) Early Childhood Education Educational Leadership Instructional Technology K-12 Online Learning Media Specialist Reading School Counseling Special Education (General Curriculum)

For Georgia Students only

The Doctor of School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Early Childhood Education, Instructional Technology,

K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum. The following conditions/restrictions apply: The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field, The student must select the applicable, qualifying certification area as their minimum 12-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program, Educational Leadership students must meet the specific position requirements, and The program does not lead to initial certification. It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

General Academic Standards

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences. A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours.

Academic Standing

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program. Each student is reviewed regularly regarding the following: Academic progress and standards, Ethical, legal, and professional standards and performance in the program, and Progress on major program assessments. Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

Program of Study

Teaching and Learning (9 hours):

EDSI 9941 Models of School Improvement and Reform
EDSI 9942 Instructional Leadership that Facilitates School Improvement
EDSI 9943 Models of Professional Development

Research (15 hours):

EDSI 9960 Research Design
EDSI 9961 Quantitative Research Methods
EDSI 9962 Qualitative Research Methods
EDSI 9171 Program Evaluation
EDSI 9964 Advanced Research Seminar

Dissertation (9 hours):

EDSI 9998 Research for Doctoral Dissertation

Leadership for School Improvement (9 hours):

EDSI 9923 Leadership for Diversity in the 21st Century
EDSI 9925 Policy Analysis for School Improvement
EDSI 9933 Leadership for Change

Area of Concentration (AoC) (12 hours)**Dissertation Mentoring (6 hours):**

EDSI 9901 Dissertation Mentoring I
EDSI 9902 Dissertation Mentoring Section 2
EDSI 9903 Dissertation Mentoring Section 3

Total Program: 60 hours

Program Notes: 1. Courses in the (AoC) Area of Concentration (12 hours) may be taken at designated times during the plan of studies.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Online

Is this a School of Nursing Program?*

Yes No

Is this a College of Education Program?*

Yes No

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
- None of these apply

SACSCOC Comments

Is Senate Review required?*

Yes
 No

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

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the


 **icon in the Proposal Toolbox to make your decision.**

NURS - 8001 - Advanced Physiology and Pathophysiology

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8001
Course Title*	Advanced Physiology and Pathophysiology		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Analyze the etiology and pathophysiological alterations associated with common illnesses and disease.
2. Evaluate holistic influences associated with pathophysiological changes within the disease process.
3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions along with providing culturally competent and sensitive care.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus* Syllabus has been attached - This is required

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

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall 20XX

NURS 8001- Advanced Physiology and Pathophysiology

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

Course Learning Outcomes:

1. Analyze the etiology and pathophysiological alterations associated with common illnesses and disease.
2. Evaluate holistic influences associated with pathophysiological changes within the disease process.
3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions along with providing culturally competent and sensitive care.

Potential Required Textbooks:

Tkacs, N. & Herrman, L. (2020). Advanced Physiology and Pathophysiology. New York, NY. Springer. (ISBN#9780826177070).

Potential Major Assignments:

Case Studies

Shadow Health Assignments

Plan of Care Development

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of

A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8002 - Advanced Pharmacology

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8002
Course Title*	Advanced Pharmacology		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

- Student Learning Outcomes**
1. Analyze advanced concepts of pharmacotherapeutics and pharmacokinetics as they apply to advanced nursing practice.
 2. Utilize critical thinking in the application of pharmacotherapeutic principles to case situations as a basis for advanced nursing practice based on caring and holism.
 3. Discuss the issues and considerations associated with pharmacotherapeutics related to culturally diverse and special needs populations.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


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

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Spring 20XX

NURS 8002- Advanced Pharmacology

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

Course Learning Outcomes:

1. Analyze advanced concepts of pharmacotherapeutics and pharmacokinetics as they apply to advanced nursing practice.
2. Utilize critical thinking in the application of pharmacotherapeutics principles to case situations as a basis for advanced nursing practice based on caring and holism.
3. Discuss the issues and considerations associated with pharmacotherapeutics related to culturally diverse and special needs populations.

Potential Required Textbooks:

Haas, L. (2020). Advanced Pharmacology Prescribers. New York, NY. Springer. (ISBN#9780826195463).

Potential Major Assignments:

Pharmacokinetics/Pharmacodynamics Group Project

Case Studies

Discussions

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

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C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[THS SON GPC approval 3_25_19](#)

NURS - 8003 - Advanced Health Assessment

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8003
Course Title*	Advanced Health Assessment		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	4		
Credit Hrs*	4		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2023

Frequency

Grading* Graduate Standard Letter

- Student Learning Outcomes**
1. Complete a comprehensive health assessment to identify health needs.
 2. Formulate a comprehensive plan of care, based upon identified health needs, that reflects caring and a holistic view of self and others.
 3. Appraise evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$35

Fee Justification

Additional Stipulations


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

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Summer 20XX

NURS 8003- Advanced Health Assessment

Credit Hours: 3-4-4

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.

Course Learning Outcomes:

1. Complete a comprehensive health assessment to identify health needs.
2. Formulate a comprehensive plan of care, based upon identified health needs, that reflects caring and a holistic view of self and others.
3. Appraise evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.

Potential Required Textbooks:

Myrick, K. & Karosas, L. (2019). Advanced Health Assessment and Differential Diagnosis. New York, NY. Springer. (ISBN# 9780826162496)

Potential Major Assignments:

Assessment Logs

Shadow Health Assessments

Case Studies

Discussions

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8004 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8004
Course Title*	Advanced Practice Nursing: Primary Care I, Adults/Gerontology		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Describe the scope of practice for the FNP role, including legal and ethical considerations.
2. Identify evidence from multiple valid and reliable sources applicable to an individual patient encounter.
3. Demonstrate critical appraisal of scientific evidence for determining best practices.
4. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of families, adult-focused, who are experiencing common, episodic, and/or chronic illnesses.
5. Articulate theoretical and scientific foundations that drive decision-making in practice.
6. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse adults and families.
7. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for adults and families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Corequisites NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


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

**Present or
Projected Annual
Enrollment*** 30

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

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

NURS 8004- Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Co-requisites: NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Course Description: Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Describe the scope of practice for the FNP role, including legal and ethical considerations.
2. Identify evidence from multiple valid and reliable sources applicable to an individual patient encounter.
3. Demonstrate critical appraisal of scientific evidence for determining best practices.
4. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of families, adult-focused, who are experiencing common, episodic, and/or chronic illnesses.
5. Articulate theoretical and scientific foundations that drive decision-making in practice.
6. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse adults and families.
7. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for adults and families.

Potential Required Textbooks

Graham & Uphold (latest version). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content

1. FNP role and scope of practice
2. Legal and ethical considerations associated with the advanced practice
3. Promoting Lifelong Health:
4. Management of Common, episodic, acute, and/or chronic health conditions
 - Acute and emergent problems
 - Ears, nose, sinuses, throat, mouth, and neck disorders
 - Upper and lower airway problems
 - Hematologic disorders
 - Cardiovascular system
 - Genitourinary disorders
 - Orthopedic disorders
 - Gastrointestinal disorders
 - Neurologic disorders
 - Dermatologic disorders
 - Mental/behavioral disorders
 - Gynecological problems
 - Immunodeficiencies
 - Musculoskeletal disorders
 - Chronic diseases

Potential Major Assignments:

A management plan for 1 selected patient encounter

The scope of Practice for the FNP role (includes legal and ethical considerations)

Examinations X 5 patients

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8005 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8005
Course Title*	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	8		
Credit Hrs*	2		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

- Student Learning Outcomes**
1. Articulate the APRN role with patients, families, and members of the healthcare team.
 2. Perform a focused-assessment of a patient with only 1-2 presenting problems, using a template and under mentored guidance.
 3. Use patient and clinical data to formulate common healthcare diagnosis(es) in a patient with only 1-2 presenting problems.
 4. Identify evidence-based, patient-centered plan of care for common health problems for an individual patient.
 5. Identify and evaluate the appropriate therapeutic interventions (pharmacologic and non-pharmacologic) for the management of common problems.
 6. Educate patients, families, and/or communities regarding their health condition and potential health risks.
 7. Solicit the patient’s perspective to enable shared decision-making in the development of a plan of care.
 8. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in non-complex or straightforward situations.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 75


Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate


Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

NURS 8005- Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Co-requisites: NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Course Description: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Articulate the APRN role with patients, families, and members of the healthcare team.
2. Perform a focused-assessment of a patient with only 1-2 presenting problems, using a template and under mentored guidance.
3. Use patient and clinical data to formulate common healthcare diagnosis(es) in a patient with only 1-2 presenting problems.
4. Identify evidence-based, patient-centered plan of care for common health problems for an individual patient.
5. Identify and evaluate the appropriate therapeutic interventions (pharmacologic and non-pharmacologic) for the management of common problems.
6. Educate patients, families, and/or communities regarding their health condition and potential health risks.
7. Solicit the patient's perspective to enable shared decision-making in the development of a plan of care.
8. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in non-complex or straightforward situations.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Boltz, M. (2016). Evidence-Based Geriatric Nursing Protocols for Best Practice. 5th Ed. New York, NY. Springer. (ISBN#9780826171665)

Content

1. Health promotion
2. Population health
3. Common, episodic, acute, and/or chronic health conditions

Potential Major Assignments:

Patient Care Documentation

Population Health assignment

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8006 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8006
Course Title*	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of patients and populations.
2. Apply science-based theories and concepts, including evidence-based guidelines, to the management of families, adult-focused, who experience complex health conditions and situations.
3. Design, translate and disseminate evidence-based interventions for the care of patients and populations.
4. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse populations.
5. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Corequisites NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Cross-listing

Restrictions

May be repeated

Fee* none


Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate


Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

**NURS 8006- Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology**

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Co-requisites: NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum

Course Description: Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of patients and populations.
2. Apply science-based theories and concepts, including evidence-based guidelines, to the management of families, adult-focused, who experience complex health conditions and situations.
3. Design, translate and disseminate evidence-based interventions for the care of patients and populations.
4. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse populations.
5. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Boltz, M. (2016). Evidence-Based Geriatric Nursing Protocols for Best Practice. 5th Ed. New York, NY. Springer. (ISBN#9780826171665)

Content

1. Management of Complex Health Conditions

- Life-threatening conditions
- Ears, nose, sinuses, throat, mouth, and neck disorders
- Upper and lower airway problems
- Hematologic disorders
- Cardiovascular system
- Genitourinary disorders
- Orthopedic disorders
- Gastrointestinal disorders
- Neurologic disorders
- Dermatologic disorders
- Mental/behavioral disorders
- Gynecological problems
- Immunodeficiencies
- Musculoskeletal disorders
- Chronic diseases

Potential Major Assignments:

Management plan(s) for selected patient encounters demonstrating complex issues/patient needs

Advocacy Plan

Examinations X 5

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8007 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8007
Course Title*	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	8		
Credit Hrs*	2		
Course Type*	Nursing		
College - School/ Department*			

Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with multiple co-morbidities and undifferentiated condition(s).
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.
4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.
5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.
6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.
7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.
8. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to promote collaboration within the healthcare team to plan and implement care for patients.
9. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.
10. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in complex situations.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Corequisites NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Cross-listing

Restrictions

May be repeated


Fee* \$75

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus* Syllabus has been attached - This is required

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

**NURS 8007- Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology Practicum**

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Co-requisites: NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with multiple co-morbidities and undifferentiated condition(s).
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.
4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.
5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.
6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.
7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.

8. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to promote collaboration within the healthcare team to plan and implement care for patients.
9. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.
10. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in complex situations.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content

1. APRN role at the doctoral level
2. Global health
3. Episodic, acute, and/or chronic health conditions involving co-morbidities and complex health issues

Potential Major Assignments:

Patient Care Documentation X 15

Plan of Care for a patient with complex conditions/co-morbidities Clinical Documentation X 10 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8008 - Advanced Practice Nursing: Primary Care Pediatrics

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8008
Course Title*	Advanced Practice Nursing: Primary Care Pediatrics		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Apply theoretical and evidence-based guidelines that drive health supervision management of infants (birth through 11 months), children (1-10 years), and adolescents (11-21 years) and their families.
2. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of infants, children, adolescents who are experiencing common, episodic, and/or chronic illnesses.
3. Incorporate knowledge of ethical and legal principles into the management plan for infants, children, and adolescents.
4. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for infants, children, and adolescents.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Corequisites NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX**

NURS 8008- Advanced Practice Nursing: Primary Care Pediatrics

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Co-requisites: NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Course Description: Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theoretical and evidence-based guidelines that drive health supervision management of infants (birth through 11 months), children (1-10 years), and adolescents (11-21 years) and their families.
2. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of infants, children, adolescents who are experiencing common, episodic, and/or chronic illnesses.
3. Incorporate knowledge of ethical and legal principles into the management plan for infants, children, and adolescents.
4. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for infants, children, and adolescents.

Potential Required Textbooks

American Academy of Pediatrics (2017 or latest edition). Bright futures: Guidelines for health supervision of infants, children, and adolescents (4th ed.). *Author.*

Also available online <https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx>

Graham & Uphold (latest edition). Clinical Guidelines in Child Health.

Berkowitz, C. (latest edition). Berkowitz's Pediatrics: A primary care approach (5th ed.). American Academy of Pediatrics

Center for Medicare & Medicaid Services

<https://www.medicaid.gov/medicaid/benefits/epsdt/index.html>

Content

1. Promoting Lifelong Health:

- Family support, including education and health literacy
- Health for children and youth with special health care needs
- Mental health
- Nutrition, weight, and physical activity
- Oral health
- Healthy sexual development and sexuality
- Healthy and safe use of social media
- Safety and injury prevention
- Best practices for health supervision
 - American Academy of Pediatrics
 - Early and Periodic, Screening, Diagnostic and Treatment (EPSDT)—provided from birth to age 21 as services of Medicaid (national guidelines but administered through each state)—includes assessment of, referrals for, and treatment for identified health problems

2. Health Supervision Visits:

- Prenatal
 - Social determinants of health (living situation risks, environmental risks, pregnancy adjustment, family violence, maternal drug, tobacco, and alcohol use, family health history, prenatal care, maternal nutrition, plans for newborn nutrition, safety (car seats, safe sleep, pets, firearm safety),
 - Newborn screening
 - Newborn and infant immunizations
 - Family education, including anticipatory guidance
 - Orientation to the practice
 - Newborn adjustment to extra-uterine life
 - Sibling rivalry
- Newborn
 - Maternal depression screening
 - Birth history (Prenatal, Labor, and Delivery)
 - Neonatal history and initial assessment
 - Development Surveillance
 - Social language and self-help
 - Verbal language
 - Gross motor

- Fine motor
 - Review of systems
 - Parent-newborn interaction
 - Physical examination
 - Universal screening
 - Hearing
 - Newborn bilirubin
 - State-specific newborn blood screenings
 - Selective screening according to risk assessment
 - Blood pressure
 - Vision
 - Immunizations
 - Anticipatory guidance/education for parents/families
 - Newborn behavior and care
 - Illness prevention
 - Calming your baby
 - Nutrition guidance
 - Safety
- 1 month (may also have a 2-week visit, or more frequent visits, depending on individual factors, i.e. breastfeeding)
 - Family and social history
 - Surveillance of development
 - Review of systems
 - Parent-child-family interactions
 - Physical examination
 - Universal Screening
 - Maternal depression
 - Selective screening—based on risk assessment
 - Immunizations
 - Anticipatory guidance/education for parents/families
 - Infant behavior and development
 - Illness prevention
 - Environmental risks
 - Nutrition and feeding
 - Safety
 - Family support
- 2 month
 - Same as for a 1-month visit
- 4 months
 - Same as for a 2-month visit
 - Add Oral health
- 6 months
- 9 months
 - Add to universal screening—formal screening of development (i.e. ASQ)
 - Add to anticipatory guidance--separation

- 12 months
 - Add to universal screening: anemia, lead, oral health
 - Add to anticipatory guidance
 - Discipline (parental expectations)
 - Establishing routines
 - Feeding and appetite changes
 - Establishing a dental home
 - Falls (drowning prevention and water safety)
- 15 months
 - Add to anticipatory guidance
 - Individuation
 - Separation
 - Sleep routines and issues
- 18 months
 - Add to universal screening—autism spectrum disorder screen; developmental screen
 - Add to anticipatory guidance---toilet training readiness, behavior, communication, temperament, and poisonings
- 2 year –same
 - Add to Universal screening—autism, lead
 - Add to Selective screening—dyslipidemia
 - Add to Anticipatory guidance—toilet training; personal hygiene; promotion of reading; outdoor safety; media use
- 3 year
 - Add to Universal screening—vision assessment at this and all subsequent visits (according to insurance coverage); healthy nutrition and physical activity
- 4 year
 - Add to Universal screening—hearing by audiometry (some insurance will cover at age 5 instead of 4) at this and subsequent visits (according to insurance coverage)
 - Add to Anticipatory guidance—language development and fluency; socialization with other children; readiness for structured learning experiences
- 5 and 6 years
 - Add children transitioning to kindergarten
 - Add emotional security and self-esteem; development of mental health; anger management; school; parent-teacher communication; harm from adults
- 7 and 8 years
 - Add pubertal changes
- 9 and 10 years
 - Add to Universal screening—dyslipidemia (once between the 9 year and 11-year visits)
 - Add neighborhood, family, and school violence—fighting, bullying
 - Add sexual development

- 11-14 years
 - Add emotional well-being; risk reduction
 - Add to Universal screening—depression screen (beginning at 12-year visit), tobacco, alcohol, or drug use screen
 - Add to Selective screening—HIV, STIs according to risk assessment
 - Add mood regulation and mental health; body image; healthy eating
- 15-17 years
 - Add vehicle safety (driving)
- 18-21 years
 - Add to Universal screening—cervical dysplasia (at the 21-year visit)
 - Add transition to adult care

3. Management of Common, episodic, acute, and/or chronic health conditions

- Acute and emergent problems
 - Fever and bacteremia
 - Febrile seizures
 - Respiratory distress
 - Stridor and croup
 - Sudden infant death syndrome
 - Shock
 - Acute abdomen
 - Head trauma
 - Fluid and electrolyte imbalances
 - Ingestions
- Ears, nose, sinuses, throat, mouth, and neck disorders
- Upper and lower airway problems
- Hematologic disorders
- Cardiovascular system
- Genitourinary disorders
- Orthopedic disorders
- Gastrointestinal disorders
- Neurologic disorders
- Dermatologic disorders
- Mental/behavioral disorders
- Gynecological problems (including STDs)
- Immunodeficiencies
- Musculoskeletal disorders (including sports participation assessments)
- Chronic diseases
 - Cancer
 - Metabolic and endocrine disorders
 - Juvenile idiopathic arthritis
 - Nephrotic syndrome
 - Seizures/epilepsy

4. Ethical and Legal Issues Surrounding the Care of Infants, Children, and Adolescents

- Foster care (out-of-home care)
- Guardianship

- Consent for self-treatment
- Consent/assent for research

Potential Major Assignments:

Management plan for 1 selected well baby/well child health supervision visit. The management plan will address all aspects of what should occur during the visit, including best practices and anticipatory guidance/family education. 10% of the total course grade

Management plan of care for a selected acute or chronic childhood condition commonly seen in the primary care setting. The plan of care will include scientific support for the condition (pathophysiology), diagnostic evaluation(s), and treatment plan, including pharmacological (as appropriate) and symptomatic interventions. The plan of care will also address the needs of the patient/family for spiritual support and education appropriate to their health literacy status. 20% of the total course grade

Case study (paper)--ethical/legal aspects of child health care—present a descriptive story or legal case about a child and family experiencing some type of family disruption(s). Discuss the situation, extenuating circumstances (if any), effect on the child(ren), the resolution to the situation, and personal reflection about the resolution (i.e., was it best for the child? Was it best for the family?). 20% of the total course grade

Examinations X 5 at 10% each 50% of the total course grade

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8009 - Advanced Practice Nursing: Primary Care Pediatrics Practicum

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8009
Course Title*	Advanced Practice Nursing: Primary Care Pediatrics Practicum		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	4		
Credit Hrs*	1		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Perform comprehensive, evidence-based health supervision assessments in each age group: infants, toddlers, preschoolers, school-agers, and adolescents.
2. Document patient care through effective written (includes electronic health record) and/or verbal communication that conveys the patient assessment, diagnostic evaluation, recommended treatments, symptomatic relief, and pharmacologic management.
3. Demonstrate competent clinical judgment to gather and interpret patient and clinical data to make an accurate diagnosis(es) in infants, children, and adolescents experiencing common, episodic, and/or chronic illnesses and conditions.
4. Synthesize relevant knowledge to develop a patient/family-centered plan of care for infants, children, and adolescents, including diagnostic evaluation.
5. Integrate pharmacological interventions, including alternative and complementary, into the treatment and management of infants, children, and adolescents.
6. Implement, coordinate, and evaluate therapeutic interventions for patients as identified in the patient's plan of care.
7. Engage patients and families in making decisions about their healthcare.
8. Apply interpersonal and communication skills that facilitate effective exchange of information and collaboration with patients, families, and members of the interprofessional team.
9. Collaborate with the patient, family, and interprofessional team to integrate patient/family preferences in the plan of care.
10. Demonstrate integrity and respect for patients, families, and all members of the healthcare team.
11. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, in professional practice.
12. Adhere to ethical and legal principles and standards in providing care to children and their families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Corequisites NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Cross-listing

Restrictions

May be repeated


Fee* 75

Fee Justification

**Additional
Stipulations**


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX**

NURS 8009- Advanced Practice Nursing: Primary Care Pediatrics Practicum

Credit Hours: 0-4-1 (60 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Co-requisites: NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Course Description: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Perform comprehensive, evidence-based health supervision assessments in each age group: infants, toddlers, preschoolers, school-agers, and adolescents.
2. Document patient care through effective written (includes electronic health record) and/or verbal communication that conveys the patient assessment, diagnostic evaluation, recommended treatments, symptomatic relief, and pharmacologic management.
3. Demonstrate competent clinical judgment to gather and interpret patient and clinical data to make an accurate diagnosis(es) in infants, children, and adolescents experiencing common, episodic, and/or chronic illnesses and conditions.
4. Synthesize relevant knowledge to develop a patient/family-centered plan of care for infants, children, and adolescents, including diagnostic evaluation.
5. Integrate pharmacological interventions, including alternative and complementary, into the treatment and management of infants, children, and adolescents.

6. Implement, coordinate, and evaluate therapeutic interventions for patients as identified in the patient's plan of care.
7. Engage patients and families in making decisions about their healthcare.
8. Apply interpersonal and communication skills that facilitate effective exchange of information and collaboration with patients, families, and members of the interprofessional team.
9. Collaborate with the patient, family, and interprofessional team to integrate patient/family preferences in the plan of care.
10. Demonstrate integrity and respect for patients, families, and all members of the healthcare team.
11. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, in professional practice.
12. Adhere to ethical and legal principles and standards in providing care to children and their families.

Potential Required Textbooks

American Academy of Pediatrics (latest edition). Bright futures: Guidelines for health supervision of infants, children, and adolescents (4th ed.). *Author*.

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Berkowitz, C. (latest edition). Berkowitz's pediatrics: A primary care approach (5th ed.). American Academy of Pediatrics

Center for Medicare & Medicaid Services

<https://www.medicare.gov/medicaid/benefits/epsdt/index.html>

Content

1. Health supervision visits
2. Common, episodic, acute, and/or chronic health conditions of infants, children, and adolescents
3. Ethical and legal issues surrounding the care of infants, children, and adolescents

Potential Major Assignments:

Health Supervision Documentation X 15

Plan of Care Acute and Chronic "Sick" Visits Clinical Documentation X 10 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8010 - Advanced Practice Nursing: Primary Care Family Health

2019-2020 Graduate New Course Request

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8010
Course Title*	Advanced Practice Nursing: Primary Care Family Health		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of childbearing families. Apply science-based theories and concepts, including evidence-based guidelines, to the care of the mother and neonate in the pre-natal and post-natal period.
2. Use knowledge of families, including legal/ethical principles, in the care of childbearing families.
3. Demonstrate knowledge of social, cultural, and spiritual influences in family-centered plans of care

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology; NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Corequisites NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Cross-listing

Restrictions

May be repeated


Fee* None

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

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

Attach syllabus* Syllabus has been attached - This is required

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8010- Advanced Practice Nursing: Primary Care Family Health

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology; NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Co-requisites: NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Course Description: Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of childbearing families. Apply science-based theories and concepts, including evidence-based guidelines, to the care of the mother and neonate in the pre-natal and post-natal period.
2. Use knowledge of families, including legal/ethical principles, in the care of childbearing families.
3. Demonstrate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Alexander, I. (2017). Women's Health Care in Advanced Practice Nursing, 2nd Ed. New York, NY. Springer. (ISBN# 9780826190017

Content

1. Management of Health Conditions in the Expanding Family
 - a. Preconception care
 - b. Prenatal care
 - c. Postpartum care
2. Family Systems as a concept
3. Legal/Ethical principles surrounding the care of the family experiencing the birth of a child
4. Social, cultural, spiritual influences

Potential Major Assignments:

Management plan(s) for selected patient encounters

- Prenatal
- Postnatal

Education plan for an expanding/growing family

Examinations X 5

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8011 - Advanced Practice Nursing: Primary Care Family Health Practicum

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8011
Course Title*	Advanced Practice Nursing: Primary Care Family Health Practicum		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	8		
Credit Hrs*	2		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

- Student Learning Outcomes**
1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
 2. Perform a comprehensive, evidence-based assessment of patients experiencing an expanding family.
 3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in childbearing patients and families.
 4. Synthesize relevant data to develop evidence-based preconception, prenatal, and postnatal plans of care.
 5. Manage care for expanding families that includes prescribing, ordering, and evaluating therapeutic interventions.
 6. Engage patients and families, through education and counseling, to empower themselves to participate in shared decision-making.
 7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care for expanding families.
 8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, including legal/ethical considerations, in professional practice for expanding families.
 9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients and families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Corequisites NURS 8010 Advanced Practice Nursing Primary Care Family Health

Cross-listing

Restrictions


May be repeated

Fee* \$75

Fee Justification**Additional Stipulations**


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

Present or Projected Annual Enrollment* 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8011- Advanced Practice Nursing: Primary Care Family Health Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Co-requisites: NURS 8010 Advanced Practice Nursing Primary Care Family Health

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients experiencing an expanding family.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in childbearing patients and families.
4. Synthesize relevant data to develop evidence-based preconception, prenatal, and postnatal plans of care.
5. Manage care for expanding families that includes prescribing, ordering, and evaluating therapeutic interventions.
6. Engage patients and families, through education and counseling, to empower themselves to participate in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care for expanding families.

8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, including legal/ethical considerations, in professional practice for expanding families.
9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients and families.

Potential Required Textbooks:

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Alexander, I. (2017). Women’s Health Care in Advanced Practice Nursing, 2nd Ed. New York, NY. Springer. (ISBN# 9780826190017)

Content:

1. APRN role at the doctoral level
2. Expanding families
 - a. Preconception
 - b. Prenatal
 - c. postnatal
3. Episodic, acute, and/or chronic health conditions

Potential Major Assignments:

Patient Care Documentation X 15

Plan of Care Clinical Documentation X 10 (i.e. SOAP notes) for childbearing families

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

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B – Average Performance (3.00)	(79.50-89.49)
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F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_25_19

NURS - 8012 - Advanced Practice Nursing: Family Practice Synthesis Practicum

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8012
Course Title*	Advanced Practice Nursing: Family Practice Synthesis Practicum		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	8		
Credit Hrs*	2		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform comprehensive, evidenced-based assessments.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) for individuals, families, and aggregate populations.
4. Synthesize relevant data to develop evidence-based plans of care that transcend the individual patient.
5. Manage the health of individuals and aggregate populations across the care continuum.
6. Engage patients and families in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care.
8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice while adhering to legal/ethical standards of care.
9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients, families, and the healthcare team.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum; NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Corequisites None

Cross-listing

Restrictions


May be repeated

Fee* \$75

Fee Justification**Additional Stipulations**


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

Present or Projected Annual Enrollment* 30

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**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8012- Advanced Practice Nursing: Family Practice Synthesis Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum; NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Co-requisites: none

Course Description: This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform comprehensive, evidenced-based assessments.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) for individuals, families, and aggregate populations.
4. Synthesize relevant data to develop evidence-based plans of care that transcend the individual patient.
5. Manage the health of individuals and aggregate populations across the care continuum.
6. Engage patients and families in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care.
8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice while adhering to legal/ethical standards of care.

9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients, families, and the healthcare team.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content:

1. APRN role at the doctoral level
2. Health management of the family
3. Legal/ethical considerations of care

Potential Major Assignments:

(Include list of potential major assignment(s))

Patient Care Documentation X 15

Plans of Care Documentation X 20 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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F – Failure (0.00)	(below 74.50)

NURS - 8013 - Professional Transitions: Doctor of Nursing Practice Role

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8013
Course Title*	Professional Transitions: Doctor of Nursing Practice Role		
Long Course Title			
Lec Hrs*	1		
Lab Hrs*	0		
Credit Hrs*	1		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Analyze the historical and evolving role and scope of the DNP prepared nurse.
2. Describe competencies required for advanced practice as a DNP prepared nurse.
3. Identify an individual professional framework of advanced practice that includes the context of DNP roles, nursing values in ethics, and healthcare system needs.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

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Attach syllabus*

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall, 2020

NURS 8013- Professional Transitions: Doctor of Nursing Practice Role

Credit Hours: 1-0-1

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description: This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.

Course Learning Outcomes:

1. Analyze the historical and evolving role and scope of the DNP prepared nurse.
2. Describe competencies required for advanced practice as a DNP prepared nurse.
3. Identify an individual professional framework of advanced practice that includes the context of DNP roles, nursing values in ethics, and healthcare system needs.

Potential Required Textbooks:

AACN DNP Essentials

AACN Common Advanced Practice Doctoral-Level Competencies

ANA Code of Ethics

Potential Major Assignments:

Development of Professional Framework for DNP Practice

Paper of Summary of Interviews of DNP- prepared practicing nurses

Class discussions (threaded) on the role, scope, and competencies of DNP nurse

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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B – Average Performance (3.00) (79.50-89.49)

C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_11_19

NURS - 8014 - Science and Theory for Evidence-Based Practice

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8014
Course Title*	Science and Theory for Evidence-Based Practice		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student's clinical specialty area will be explored.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Evaluate scientific theoretical principles and their contributions to support advanced practice nursing.
2. Synthesize knowledge of theoretical principles to identify a phenomenon of interest in a clinical specialty area.
3. Identify a conceptual framework to guide the complexity of advanced practice nursing at the doctoral level.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall, 2020

NURS 8014- Science and Theory for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Course Description: This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student's clinical specialty area will be explored.

Course Learning Outcomes:

1. Evaluate scientific theoretical principles and their contributions to support advanced practice nursing. (1)
2. Synthesize knowledge of theoretical principles to identify a phenomenon of interest in a clinical specialty area. (1)
3. Identify a conceptual framework to guide the complexity of advanced practice nursing at the doctoral level. (1)

Potential Required Textbooks

Reed,P. & Shearer, N. (2017). Nursing Knowledge and Theory Innovation. New York, NY. Springer. (ISBN # 9780826149916)

Potential Major Assignments:

Concept analysis/Conceptual Framework

Paper addressing theoretical and scientific foundations for own practice

Bare bones paper on area of research interest

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


THS SON GPC approval 3_11_19

NURS - 8015 - Research Methods for Evidence-Based Practice

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8015
Course Title*	Research Methods for Evidence-Based Practice		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Spring

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Contrast quality improvement, evidenced-based practice, and research methodologies to develop clinical questions using the PICOT format.
2. Use strategies to conduct a systematic literature search to analyze various forms of knowledge to answer clinical questions.
3. Synthesize data based on evidence hierarchy for specific types of clinical questions and translate into recommendations for improvement of clinical care and organization effectiveness.
4. Assess barriers to implementation of EBP, including potential ethical and legal conflict of interest issues, and identify strategies to overcome them.

Rationale* See course description

Prerequisites NURS 8014-Science and Theory for Evidence-Based Practice

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* none


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Semester 2019

NURS 8015- Research Methods for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: NURS 8014-Science and Theory for Evidence-Based Practice

Course Description:

The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.

Course Learning Outcomes:

1. Contrast quality improvement, evidenced based practice, and research methodologies to develop clinical questions using the PICOT format. (1)
2. Use strategies to conduct a systematic literature search to analyze various forms of knowledge to answer clinical questions. (1,2)
3. Synthesize data based on evidence hierarchy for specific types of clinical questions and translate into recommendations for improvement of clinical care and organization effectiveness. (1)
4. Assess barriers to implementation of EBP, including potential ethical and legal conflict of interest issues, and identify strategies to overcome them. (1,8)

Potential Required Textbooks:

Melnyk, B.M. & Fineour-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice*. (4th ed.) Philadelphia: Wolters Kluwer

Terry, A. (2014). *Clinical research for the Doctor of Nursing Practice* (2nd ed.). Burlington, MA: Jones, & Bartlett Learning.

Potential Major Assignments:

Craft Clinical Questions using PICOT format

Systematic Search to Forming a Body of Evidence

Clinical Practice Guidelines Critique

EBP Model to Guide EBP Implementation Presentation

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

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A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[THS SON GPC approval 3_11_19](#)

NURS - 8016 - Analytical Methods for Evidence-Based Practice

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8016
Course Title*	Analytical Methods for Evidence-Based Practice		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Evaluate the psychometric properties of outcome measures.
2. Describe appropriate data analysis methods to answer clinical questions.
3. Synthesize statistical findings for clinical decision making to develop and evaluate evidence-based practice protocols.
4. Describe data management and evaluation plans for evidence-based practice projects.
5. Outline, summarize and prepare the characteristics of outcome data for dissemination.

Rationale* See course description

Prerequisites NURS 8014 Science & Theory for Evidence-Based Practice; NURS 8015 Research Methods for Evidence-Based Practice

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* None

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus* Syllabus has been attached - This is required

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

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Semester of 2019

NURS 8016- Analytical Methods for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: NURS 8014 Science & Theory for Evidence-Based Practice; NURS 8015 Research Methods for Evidence-Based Practice

Course Description:

This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.

Course Learning Outcomes:

1. Evaluate the psychometric properties of outcome measures. (1)
2. Describe appropriate data analysis methods to answer clinical questions. (1)
3. Synthesize statistical findings for clinical decision making to develop and evaluate evidence-based practice protocols. (1)
4. Describe data management and evaluation plans for evidence-based practice projects. (1)
5. Outline, summarize and prepare the characteristics of outcome data for dissemination. (1)

Potential Required Textbooks:

Kim, M., & Mollory, C. (2016). Statistics for evidence-based practice in nursing (2nd ed.). Burlington, MA: Jones & Bartlett Learning. (ISBN#: 978-1284088373)

Sylvia, M. L., & Terhaar, M. F. (2018). Clinical analytics and data management for the DNP (2th ed.). New York, NY: Springer. (ISBN#: 978-0826142771)

Potential Recommended Textbooks:

Field, A. (2013). Discovering statistics using IBM SPSS Statistics (4th ed.). Los Angeles, CA: Sage. (ISBN#: 978-9351500827)

Gravetter, F. J., & Wallnau, L. B. (2017). Statistics for the behavioral sciences (10th ed.). Boston, MA: Cengage Learning. (ISBN#: 978-9351500827)

Knapp, H. (2016). Introductory statistics using SPSS (2nd ed.). Thousand Oaks, CA: Sage. (ISBN#: 978-1506341002)

Shannon, D. M. & Davenport M. A. (2000). Using SPSS to solve statistical problems: A self- instructional guide. Upper Saddle River, NJ: Prentice Hall,. (ISBN#: 978-0132675765)

Additional readings will be assigned from selected journals, Websites, and other resources.

Potential Major Assignments:

- Data entry exercises applying analytical tools and statistical software packages
- Psychometric evaluation of an outcome measure
- Meta-analysis/synthesis (group projects)
- Data management plan

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[THS SON GPC approval 3_11_19](#)

NURS - 8017 - Interprofessional Collaboration for Population Health

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8017
Course Title*	Interprofessional Collaboration for Population Health		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Employ population-health interventions within the interprofessional healthcare team for health promotion and disease prevention.
2. Evaluate healthcare delivery models and strategies for health disparities to improve the care of individuals, aggregates, or populations.
3. Lead interprofessional teams in the analysis of complex practice and organizational issues.
4. Illustrate leadership skills within interprofessional healthcare teams to create change and improve the health outcomes of populations.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* none

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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Attach syllabus* Syllabus has been attached - This is required

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

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Spring 2021

NURS 8017- Interprofessional Collaboration for Population Health

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.

Course Learning Outcomes:

1. Employ population-health interventions within the interprofessional healthcare team for health promotion and disease prevention. (3,6)
2. Evaluate healthcare delivery models and strategies for health disparities to improve the care of individuals, aggregates, or populations. (5,6)
3. Lead interprofessional teams in the analysis of complex practice and organizational issues. (3,7)
4. Illustrate leadership skills within interprofessional healthcare teams to create change and improve the health outcomes of populations. (3,7)

Potential Required Textbooks:

Bernker, M. & Ralyea, C. (2018). Population Health and Its Integration into Advanced Nursing Practice. Destech Publications. ISBN-13: 978-1605953922

Potential Major Assignments:

Healthcare Gaps/Access and Health Promotion Scholarly Paper on the healthcare gaps in care, healthcare access, and health promotion will be explored with interventions based upon the students leadership role on a healthcare team to address diverse populations, including social, cultural, economic, and policy and political barriers (consider including WHO social determinants health model).

Professional Debate on a topic (example: the role of genomics in healthcare delivery) that will impact or exists within population health.

Promotion and Prevention Evaluation Project in which students will assume a leadership role and design a promotion and prevention program. Students will also evaluate others (peers) health promotion and disease prevention programs as members of a healthcare team. Evaluation of the program will encompass not only quality but also the cost-effectiveness, including budget, for practice initiatives.

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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[**THS SON GPC approval 3_11_19**](#)

NURS - 8018 - Healthcare Informatics

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8018
Course Title*	Healthcare Informatics		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Select and evaluate appropriate communication technologies and healthcare informatics for the effective exchange of information with the healthcare team.
2. Analyze and communicate critical elements necessary for the selection, use, and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Evaluate ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* None


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Summer 2021

NURS 8018- Healthcare Informatics

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.

Course Learning Outcomes:

1. Select and evaluate appropriate communication technologies and healthcare informatics for the effective exchange of information with the healthcare team. (4)
2. Analyze and communicate critical elements necessary for the selection, use, and evaluation of health care information systems and patient care technology. (4)
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. (4)
4. Evaluate ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. (4)

Potential Required Textbooks:

Telehealth book needed.

Saba, V. and McCormick, K. (latest). Essentials of nursing informatics. New York: McGraw Hill Education. ISBN13: 978-0-07-182955-7

American Nurses Association (latest edition). Nursing informatics: Scope and standard of practice (2nd ed.). Silver Spring, MD: Nursesbooks.org

Potential Major Assignments:

Information Literacy Competency Standards Assessment/Reflection

EHR/EMR Product Assessment Scholarly Paper

E-Portfolio Project

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

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F – Failure (0.00)	(below 74.50)


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NURS - 8020 - Healthcare Finance

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix* <input type="text" value="NURS"/>	Course Number* 8020
Course Title* Healthcare Finance	
Long Course Title	
Lec Hrs* 3	
Lab Hrs* 0	
Credit Hrs* 3	
Course Type* <input type="text" value="Nursing"/>	
College - School/ Department* <input type="text" value="Tanner Health System School of Nursing"/>	

Catalog Course Description* This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Demonstrate an understanding of accounting principles, economics, business planning, and healthcare policy to support practice funding and policy development in healthcare.
2. Apply the principles of economics and finance to redesign effective and realistic healthcare delivery strategies.
3. Develop and evaluate cost-effective, sustainable budget plans for practice initiatives.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* None


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall 2020

NURS 8019- Organizational & Systems Leadership for Quality Improvement

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to demonstrate organizational and systems leadership that contributes to the design and delivery of healthcare in complex healthcare environments.

Course Learning Outcomes:

1. Demonstrate the advanced competencies of the doctoral-prepared advanced practice nurse in healthcare to improve patient and population health outcomes. (7)
2. Apply improvement strategies and leadership models and processes for quality healthcare outcomes and patient safety for populations. (2,7)
3. Develop strategies within the intraprofessional and interprofessional teams to manage ethical dilemmas and moral principles in complex healthcare situations. (7)
4. Evaluate systems-level quality improvement strategies within an organizational and systems leadership model to improve population health outcomes. (7,8)

Potential Required Textbooks:

Fowler, M.D.M., Ed. (latest edition) *Guide to the code of ethics for nurses: Interpretation and application*. Silver Springs, MD: American Nurses Association. ISBN:13:978-1-55810-258-3

Jonsen, A.R., Seigler, M., & Winslade, E.J. (latest edition) *Clinical ethics: A practical approach to ethical decisions in clinical medicine*.

Kouzes, J.M. & Posner, B.Z. (latest edition) *The leadership challenge: How to make extraordinary things happen in organizations*. San Francisco: Jossey-Bass. ISBN:13:978-040651728

Potential Major Assignments:

Transformational Leadership Self-Assessment in which students will conduct a self-assessment and develop and implement an individualized action plan for advanced competency in interprofessional healthcare leadership (*scaffolding assignment that leads into the Transformational Leadership Scholarly Paper*).

Transformational Leadership Case Studies that will include the five key leadership competencies of creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness (*scaffolding assignment that leads into the Transformational Leadership Scholarly Paper*).

Transformational Leadership Scholarly Paper on the advanced competencies of the doctoral-prepared advanced practice nurse in healthcare to improve patient and population health outcomes. Five key leadership competencies incorporated in the paper will include creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness.

Discussion Board Forums on economic, political and cultural aspects of organizational systems. Also to incorporate themes of ethics, research, interprofessional collaboration, creativity, and accountability.

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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NURS - 8020 - Healthcare Finance

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

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Course Prefix*	NURS	Course Number*	8020
Course Title*	Healthcare Finance		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Demonstrate an understanding of accounting principles, economics, business planning, and healthcare policy to support practice funding and policy development in healthcare.
2. Apply the principles of economics and finance to redesign effective and realistic healthcare delivery strategies.
3. Develop and evaluate cost-effective, sustainable budget plans for practice initiatives.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* None


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia

Tanner Health System School of Nursing

DNP Syllabus

Fall 2021

NURS 8020- Healthcare Finance

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

Course Learning Outcomes:

1. Demonstrate an understanding of accounting principles, economics, business planning, and healthcare policy to support practice funding and policy development in healthcare. (5)
2. Apply the principles of economics and finance to redesign effective and realistic healthcare delivery strategies. (7)
3. Develop and evaluate cost-effective, sustainable budget plans for practice initiatives. (7)

Potential Required Textbooks:

Waxmann (2017). *Financial and Business Management for the Doctor of Nursing Practice* (2nd edition). Springer Publishing Company. ISBN-13: 978-0826122063

Potential Major Assignments:

Discussion Board Forums on the impact of current healthcare laws-policies (Affordable Care Act, HCAHPS, and other care delivery and reimbursement strategies) on healthcare.

Patient Advocacy/Financial Policy Paper on the DNP prepared nurses' role in patient advocacy and necessary changes in financial structures to support practice policy development in healthcare financing. Students will illustrate via a scholarly paper how they designed, influenced and implemented health care policy(ies) that frame healthcare finance within their practicum setting.

Business Plan/Budget Project in which student will demonstrate an understanding of cost-benefit analyses and creating budgets to support the design, implementation, and sustainability of healthcare delivery initiatives.

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
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[THS SON GPC approval 3_11_19](#)

NURS - 8021 - Healthcare Policy for Advocacy

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8021
Course Title*	Healthcare Policy for Advocacy		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

- Student Learning Outcomes**
1. Analyze healthcare policies at a systems-level that impact issues of access, equity, quality, and cost.
 2. Demonstrate leadership in the development of an institutional, local, state, or federal policy to optimize access to and delivery of quality, cost-effective, healthcare. (
 3. Interpret healthcare policy and patient care outcomes to policymakers at all levels to create and sustain change at the systems and policy level.
 4. Influence policy makers through active participation on committees, boards, and task forces at institutional, local, state, regional, national and/or international levels to improve healthcare delivery and population outcomes.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* None


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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University of West Georgia Tanner Health System School of Nursing DNP Syllabus Spring 2022

NURS 8021- Healthcare Policy for Advocacy

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.

Course Learning Outcomes:

1. Analyze healthcare policies at a systems-level that impact issues of access, equity, quality, and cost. (5)
2. Demonstrate leadership in the development of an institutional, local, state, or federal policy to optimize access to and delivery of quality, cost-effective, healthcare. (5,7)
3. Interpret healthcare policy and patient care outcomes to policymakers at all levels to create and sustain change at the systems and policy level. (3,5)
4. Influence policy makers through active participation on committees, boards, and task forces at institutional, local, state, regional, national and/or international levels to improve healthcare delivery and population outcomes. (5,8)

Potential Required Textbooks:

Brasfield, J.M. (latest edition). *Health policy: The decade ahead*. Boulder, CO: LYNNE RIENNER Publishers ISBN: 978-1-58826-797-9

Dunn, W.N. (latest edition). *Public policy analysis. An introduction* (5th ed). Upper Saddle River, NJ: PEARSON/Prentice Hall

Loeb, P.R. (latest edition). *Soul of a citizen: Living with conviction in **challenging** times*. New York, NY: St. Martin's Press

Potential Major Assignments:

Stakeholder Analysis for Selected Health Policy Topic

Reaction Paper (Legislative Interview and Reaction Paper)

Development of Advocacy Strategy for Selected Health Issue, Inclusive of Economic Analysis (The impact of current healthcare laws-policies (Affordable Care Act, HCAHPS, and other care delivery and reimbursement strategies) will be discussed).

Presentation of Advocacy Strategy for Selected Health Issue, Inclusive of Economic Analysis (The DNP prepared nurses' role in patient advocacy and policy development will be discussed).

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[THS SON GPC approval 3_11_19](#)

NURS - 8022 - DNP Specialty Practicum I

2019-2020 Graduate New Course Request

Introduction

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8022
Course Title*	DNP Specialty Practicum I		
Long Course Title			
Lec Hrs*	0		
Lab Hrs*	4-8		
Credit Hrs*	1-2		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Assess an organizational system, process, or program for a needed change.
2. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to develop a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.
3. Incorporate the use of population data in the development of the practice initiative for change.
4. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description...the course labs hours will vary depending upon hours nurse practioners enter the program with from their MSN program.

Prerequisites none

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$75

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus* Syllabus has been attached - This is required

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

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX

NURS 8022- DNP Specialty Practicum I

Credit Hours: 0-(4-8)-(1-2) (60-120 hours)

Prerequisites: none

Co-requisites: none

Course Description: This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Assess an organizational system, process, or program for a needed change. (time 2 Competency 4, domain 7)
2. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to develop a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
3. Incorporate the use of population data in the development of the practice initiative for change. (time 1, competency 1, domain 6)
4. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Potential Major Assignments:

Organizational system, process, or program assessment with the identification of opportunities for change

Project Charter (overview of the project) (initial draft)

Plan for change (detailed plan)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[THS SON GPC approval 3_11_19](#)

NURS - 8023 - DNP Specialty Practicum II

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8023
Course Title*	DNP Specialty Practicum II		
Long Course Title			
Lec Hrs*	1		
Lab Hrs*	4-8		
Credit Hrs*	2-3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to further refine a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.
2. Obtain all regulatory permissions for the conduct of the project, including review for the protection of the rights of humans in research, if needed.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8022 DNP Specialty Practicum I

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$75


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus*  Syllabus has been attached - This is required

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

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX

NURS 8023- DNP Specialty Practicum II

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8022 DNP Specialty Practicum I

Co-requisites: none

Course Description: This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to further refine a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
2. Obtain all regulatory permissions for the conduct of the project, including review for the protection of the rights of humans in research, if needed.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Potential Major Assignments:

Project Charter (overview of the project) (initial draft)

Refinement of the Plan for change (detailed plan)—GNATT chart (excel spreadsheet)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


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NURS - 8024 - DNP Specialty Practicum III

2019-2020 Graduate New Course Request

Introduction

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix* <input type="text" value="NURS"/>	Course Number* 8024
Course Title* DNP Specialty Practicum III	
Long Course Title	
Lec Hrs* 1	
Lab Hrs* 4	
Credit Hrs* 2	
Course Type* <input type="text" value="Nursing"/>	
College - School/ Department* <input type="text" value="Tanner Health System School of Nursing"/>	

Catalog Course Description* This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester* Summer

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to implement systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.
2. Collaborate with the interprofessional team to implement a quality improvement initiative.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8023 DNP Specialty Practicum II

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$75


Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus*  Syllabus has been attached - This is required

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

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

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX**

NURS 8024- DNP Specialty Practicum III

Credit Hours: 1-4-2 (60 hours)

Prerequisites: NURS 8023 DNP Specialty Practicum II

Co-requisites: none

Course Description: This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to implement systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
2. Collaborate with the interprofessional team to implement a quality improvement initiative. (time 2, competency 4, domain 7)
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Project Management

Potential Major Assignments:

(Include list of potential major assignment(s))

Project Management—GNATT chart (excel spreadsheet)

Capstone Project Report--Implementation
Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
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F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

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B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


[**THS SON GPC approval 3_11_19**](#)

NURS - 8025 - DNP Specialty Practicum IV

2019-2020 Graduate New Course Request

Introduction

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Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8025
Course Title*	DNP Specialty Practicum IV		
Long Course Title			
Lec Hrs*	1		
Lab Hrs*	4-8		
Credit Hrs*	2-3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Evaluates the quality and cost-effectiveness for practice initiatives.
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8024 DNP Specialty Practicum III

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$75

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

Attach syllabus*  Syllabus has been attached - This is required

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

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

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX

NURS 8025- DNP Specialty Practicum IV

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8024 DNP Specialty Practicum III

Co-requisites: none

Course Description: This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Evaluates the quality and cost-effectiveness for practice initiatives. (time 1, competency 2, domain 6; time 2, competency 4, domain 7))
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Results

Data Analysis

Implications for Practice, Education, and Leadership

Recommendations

Potential Major Assignments:

(Include list of potential major assignment(s))

Capstone Project Report---Evaluation

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

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F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

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B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)


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NURS - 8026 - DNP Specialty Practicum V

2019-2020 Graduate New Course Request

Introduction

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix*	NURS	Course Number*	8026
Course Title*	DNP Specialty Practicum V		
Long Course Title			
Lec Hrs*	1		
Lab Hrs*	4-8		
Credit Hrs*	2-3		
Course Type*	Nursing		
College - School/ Department*	Tanner Health System School of Nursing		

Catalog Course Description* This course is the final practicum in a series of five that explores the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Status* Active-Visible Inactive-Hidden

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

1. Effectively educate peers, students, and members of the healthcare team through the dissemination of the practice initiative (capstone project) outcomes.
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8025 DNP Specialty Practicum IV

Corequisites

Cross-listing

Restrictions

May be repeated


Fee* \$75

Fee Justification

Additional Stipulations


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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Attach syllabus* Syllabus has been attached - This is required

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

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

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX

NURS 8026- DNP Specialty Practicum V

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8025 DNP Specialty Practicum IV

Co-requisites: none

Course Description: This course is the final practicum in a series of five that explores the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Effectively educate peers, students, and members of the healthcare team through the dissemination of the practice initiative (capstone project) outcomes. (time 2, competency 5, domain 5; time 2, competency 4, domain 7)
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Data presentation

Writing for publication

Presentation tips and techniques (podium/poster)

Recommendations

Potential Major Assignments:

Dissemination of the capstone project
Final Capstone Project Report
Presentation (presentation outline/poster PDF)
Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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Grades and Cumulative Grade Point Average

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COMPREHENSIVE PROGRAM REVIEWS

Graduate Program Committee

Review of CPR for the Post-Baccalaureate Certificate in Nonprofit Management and Community Development

April 2019

General Review Summary¹

The committee appreciates the shift away from a pure managerial focus made by the program under review in contrast to conventional certificate programs; this shift is important in view of a growing non-profit sector in our globalized societies. We consider the program as well-built and its review generally well done. Given that this is the first CPR the program has undergone, the critical points we address in this report are intended to enhance both the quality of the document (and, thus, future CPR reviews) and of the program itself.

The main area of concern our report addresses is the issue of *retention* that appears throughout the document as either missing or inadequately addressed. The only retention strategy mentioned is a mentoring system (IV, A, bullet 4); we suggest additional strategies be created and implemented. Further, in response to set goals for the next review cycle, the program does not mention a need to focus on retention and increased conferral of certificates. Finally, considering the students' learning outcomes (VI), we propose to link more clearly and systematically the planned increase of non-profit leaders' involvement to the issues experienced due to significant changes in exam content. Again, this element speaks to the issue of retention as addressing the impact of non-profit leader involvement could be taken as, or even developed into, an opportunity for retention. Our final point in this core area relates to the student output quality measures (V, C, bullet six). The program lists graduate GPA as the only measure, which we do not find sufficient. We highly recommend using an exit survey as an indirect measure, which, as feedback, can serve as a useful instrument in working towards retention strategies. The second area we address is linked to the program's shift mentioned at the beginning: *cultural sensitivity*. According to the mission statement, the certificate shall be useful to students working in socio-culturally sensitive areas, ranging from local to international organizations and fields. For the program resources (IV, C) and its goals for quality (VII), we suggest that the program consider incorporating additional options for students to take key classes in the COAH and COSS that would strengthen the training. Finally, we see a general tendency in the program's review to be more descriptive than analytical, thus creating moments in the CPR where the implications of the information presented is left unclear and up to the reader to infer. For instance, the *analysis of data* concerning the viability of the program with regard to faculty profile is not sufficient, leaving several questions open (IV, B). Our general recommendation is to enhance and refine the analyses throughout the document.

In sum, the committee would like to emphasize that we are convinced of the importance of the program both in terms of the professional development of students and in its contribution to community and societal work. The goal of the revision request and suggestions is to ensure a

¹ Since the document does not contain internal page numbering, all numbers are from the GPC draft, which printed in landscape orientation.

smooth program review at higher levels and to see a document that could serve to enhance the program's overall quality.

Section III: Program Productivity

1. Section III, bullet one asks for an analysis of program data across credit hour production, degrees conferred, courses in the program, etc. The narrative response notes an increase in credit hour production (812 in 2017/18, i.e. +134 as compared to 2013/14), but, along with that, an increase in time to degree (.8 years to 6.3 years) and a relatively low number of certificates conferred (3 in 2017/18). While the narrative does note some of the reasons for the low number of certificates conferred, why does the small number of certificates awarded "not present a concern to the department" (5)? This discrepancy between relatively significant and continuing to rise credit hour production and low number of certificates conferred needs to be explained more clearly in regard to the program's overall productivity.
2. Section III, bullet three provides a projection based on the "current trend" that assumes an increase in its enrollment and number of certificates awarded. However, there is no narrative explanation of the numbers in the chart provided. What are these projections based on? And, what is the specific rationale for them (e.g. for the assumption of equal numbers for AY21 and AY22)? Are these equal numbers a floor or limit the program wants to reach for some reason?

Section IV: Program Viability

A. Student Profile

1. Part A, bullet three states that the program expects enrollment to increase "due to the enhanced reputation and network." While this one maker listed could certainly gain some increases in students, what other strategies is the program considering to reach the listed goal?
2. Part A, bullet four asks that the program's retention strategies be described and evaluated. The narrative does speak to a faculty/student mentoring program implemented, but this is the only retention strategy listed. We suggest additional strategies be included that specifically address the challenges to retention detailed in the response to bullet one, section III (students moving to the MPA, insufficient GPAs, etc.).

B. Faculty Profile

1. Part B, bullet two asks that the program analyze the data (student-faculty ratios, class sizes, and distribution of faculty by FT/PT and rank) as it relates to the program's vitality.
 - The narrative response provided merely describes the data; it does not narrate the essential thread which was to analyze the data as it relates to the program's viability. This missing element leaves the reader with many questions, such as: what is the impact of increased faculty-student ratios on the program's quality? Does the on-line delivery method impact this as well? Etc. A full analysis needs to be added to the CPR.
 - Additionally, while the CPR does include the requested data by faculty status (FT/PT and NTT/TT), neither the narrative here nor table seven breaks down the

ratios by faculty rank, per this bullet's directions. We recommend checking with the assessment office to see if status (FT/PT and NTT/TT) is sufficient for post-bac programs; otherwise, they will need to include the data by faculty rank.

C. Program Resources

1. Bullet one describes the program's interrelatedness with certain classes in Sociology and Criminology in the COSS and classes in the COE. While these are strong connections, given the program's mission with local, national and international organizations that often serve populations with non-native speakers hailing from other countries, we recommend considering incorporating additional options for students to take key culture and/or language classes in the COAH (e.g., history, foreign languages) and additional departments in the COSS (e.g. anthropology, psychology); see bullet two in this section C calling for additional instructional areas of need.
2. Bullet five calls for the program to align its financial resources with current and future needs. The current response simply states that they do not have a separate budget from the department and that with the program's assumed growth the department will need "more resources." This response is insufficient. The narrative needs to provide specific details here, especially concerning alignment with future needs.
3. In response to bullet six concerning the set goals for the next review cycle, the program does *not* mention either a need to focus on retention or increased conferral of certificates as goals. These omissions seem curious as increased enrollment, which they do list, does not necessarily translate to successful retention and certificate conferral.

Section V: Program Quality

A. Curriculum

1. The narrative for student needs and progression in bullet two underscores that students select their elective courses, which are the bulk of the certificate, "based upon their preferences and availability" (12). This nod to student preference seems to conflict with earlier aspects of the narrative that point to the import of their focal areas and, thus, need to work with faculty mentors to select the best classes for their goals. Additionally, the narrative states that nonprofit organizations increasingly want leaders "with a deep understanding of theory and practice" (12). Given that the students are rolling their own program via electives that can cross colleges, what measures are in place to make sure they both a) achieve the stated content goal of robust theory and practice; and b) do so at similar levels regardless of their individual focal areas?

B. Instruction

1. In addition to asking for a list of High Impact Practices, bullet three requires that programs narrate how they "ensure students complete these courses prior to graduation" (14). The current response only lists the opportunities students have in POLS 5215 and 5217. They need to provide further information on how they make sure students complete classes with HIP, given the elective nature of the bulk of the certificate requirements specific to student interests. We suggest connecting the mentoring system to this element, which would also clarify and help focus the strategy of "strong encouragement" to present work in public mentioned here.

C. Students

1. In response to bullet six concerning output quality measures, the program lists graduate GPA as the only measure. We do not find this sufficient as GPA alone is not an effective output quality measure. An easy to accomplish indirect measure of students' output quality is an exit survey, which could also be used in Table 11 (Appendix). We recommend using this measure to strengthen the program's assessment by including a (qualitative) exit survey, which, as feedback, can also serve as a useful instrument as the programs builds additional retention strategies. In general, we would recommend that the program consult Amanda Thomas at IEA concerning an adequate plan for assessment moving forward.

D. Faculty

1. In response to bullet point two, the descriptions of the individual areas of faculty expertise and interests are not specific enough. We would recommend providing more detail here, especially with the specialty descriptions.

Section VI: Program Outcomes Assessment

Student Learning Outcome 1

1. Strongly encouraging a "B" on each assignment as a success criteria does not seem adequate for a graduate level program (see bullet point three).
2. The improvement plan and goal detailed in bullet six under LO1 does not sufficiently address the issues listed in bullet five (concerning changes in exam and proposal scores due to increased difficulty). The program should explain explicitly how increased involvement with nonprofit leaders and additional real world case studies will serve as solutions to the issues outlined in bullet five. This piece ties into the topic of retention, which is not sufficiently addressed by the program.

Section VII: Summary and Implications of Findings

Strengths

1. We would caution the program with saying that graduation rates have "significantly improved" in letter "c," since the real figures at stake represent a move from one to three certificates conferred over the period of time analyzed. Additionally, the data provided in the table in section III (page 6) could be read as a degression when looking at the difference between total enrollments and certificates awarded (-1 for AY 17, -1 for AY 18, -2 for AY 19). Such a read might suggest a need for additional work on retention in the program, which could be listed as an opportunity.
2. Item "d" mentions high student diversity as a strength in the program, but the CPR report does not provide specifics on what that diversity represents and at what levels it exits in the program. Data and additional narrative are needed in this area and at other key junctures in the full CPR concerning diversity.

Goals for the New Cycle

1. In response to goals for viability, the program does not mention a need to focus on retention and increased conferral of certificates. Again, we would note here that increased enrollment, which they do list as a goal, does not necessarily translate to successful retention and certificate conferral.
2. In response to goals for quality, we would highlight the absence of any plans to incorporate options for students in key culture and/or language areas. Such an inclusion, which could bring additional classes in from the COAH and COSS, could, it would seem, strengthen content for those students interested in nonprofit organizations that serve community populations with non-native speakers from a variety of cultural backgrounds.

Other CPR Notes

We recommend a faculty member thoroughly proof the draft again for 1) language issues throughout, and 2) red proofing inserts and strikethroughs left in the document sent to committee. While we note a few below for reference, this list nods to some examples; it does not itemize all the errors in the document. In short, the document needs further rhetorical polishing.

Sample Errors:

- Page 5, a red comma insert note after “Thus”
- Page 11, a red marked out ~~not~~
- Page 12, “This internship makes students to better understand” (instead of “makes students better understand”)
- Page 12, “students assesses” (instead of “students assess”)
- Page 12, a deleted red “s” in shows

Graduate program Committee
Review of CPR for the Master of Business Administration
April 2019

General Review Summary

The MBA appears to be a thriving program in many respects—particularly in the consistency of its enrollment numbers. It has attempted to leverage its ongoing success through proactive strategic measures, coupled with realistic assessment of the outcomes of these changes and subsequent adjustments where appropriate. For example, the introduction of classes in Douglasville would seem to be a good idea that did not work as hoped, and the decision to return them to Carrollton seems to be the appropriate next step. The proposal of maximizing the efficiency of resources through a “cohort model” is another idea worth trying. We take the spirit of active self-improvement to be both a sign of the program’s present health and an important part of the ongoing maintenance of that health.

Certain aspects of the CPR would benefit from additional information. It is not that there is evidence of any negative aspects of the program, but rather that there is a *lack* of evidence (at least within this document) in support of certain positive aspects. Most importantly, specific data on rates of attrition and graduation would be very helpful. Overall, however, the MBA seems to be in excellent shape. Its institutional history and current momentum give it a solid foundation, and its leadership continues to make well-conceived decisions about the program’s structure and implementation.

Productivity

The steadiness of credit hours generated and students enrolled is very positive, especially given the stated limitations on the number of sections and their size. This context makes the goal of improving quality rather than quantity particularly fitting.

Viability

This section’s opening narrative highlights the increase in areas of focus through the creation of concentrations and the new combined MBA and MPAcc. Both would seem to be excellent opportunities for students and great examples of the “proactive strategic measures” mentioned above. The listed recruitment strategies appear to be very effective.

We are skeptical that close tracking between number of declared majors and number of graduates is an indicator of low attrition rate or high graduation rate. Given the average of two years to complete the degree, the proportion of annual graduates to students in the program (about 1:3 based on a five-year average) would seem to indicate a higher attrition rate and lower graduation rate than the national average of 10% and 86%, respectively.¹ These are, however, merely inferences from the data provided; claims about attrition and graduation rates would be better supported by more direct measures of these issues. If it is true that graduation rates are

¹ “Master’s Completion Project,” Council of Graduate Schools, <https://cgsnet.org/masters-completion-project>

lower than desired, the goal (mentioned above) of focusing on the quality of students over quantity would be particularly important.

The faculty makeup (skewed towards higher-ranking and more senior faculty) demonstrates a priority on the MBA relative to other programs within the RCOB, which should instill confidence in prospective and current students. The Faculty Development Workshop sounds like a worthwhile practice.

The current model of funding the MBA internally within the RCOB is confidence-inspiring.

The goals of restructuring the core and shifting to a cohort model to control class sizes seem promising as methods for maximizing resources while limiting the numbers of sections offered and the seats per section.

Quality

The Learning Objective Outcomes (listed in Appendix C) appear to be fairly strong, although they would benefit from some more context. (Do these tables measure the percent of students that attain a certain score on a particular assessment? What is that score?)

The report mentions the availability of conferences for faculty but does not mention whether they attend (except to say elsewhere that “most” graduate faculty attend the RCOB Faculty Development Workshop). The points about High Impact Practices (they are not tracked) and the use of technology (a comment on face-to-face vs. online) make no substantive claims about quality.

Section C on “Students” is also vague on certain points: it mentions opportunities for scholarships, study abroad, and assistantships, but does not specify how many students take these opportunities or how much funding is awarded through these avenues.

The minimum yearly average for graduating GPA of 3.7 is an impressive achievement, but it apparently does not address the GPA of students who do not graduate. In conjunction with the question raised above about rates of attrition and graduation, this data seems pertinent.

It is impossible to assess Sections D and E on “Faculty” and “Service” since this information is excluded. Even a brief summary and contextualization of these areas would be helpful in assessing this document.

Summary and Implications of Findings

A focus of this closing section (and the CPR in general) is strong enrollment numbers. This opens a question of attrition and graduation rates, which are not specified. These rates may well be perfectly acceptable, or there may be context that would explain any need for improvement. Either way, we fully support the proposed goal that prioritizes improving the quality of students rather than striving for greater enrollment numbers; this focus would seem to address the question of graduation rates rather directly.

In general, this program’s consistency in enrollment, flexibility of student focus, range of student opportunities, internal funding model, and general spirit of self-improvement are markers of a thriving program.

Evaluation of this Comprehensive Program Review

1. Administrative Review by the College/School Dean: Analysis and evaluative response regarding the quality, viability, and productivity of the program. Also evaluate the quality and depth of the evidence the program has provided to support its case. Finally, discuss your plans to incorporate this review into the unit's strategic and financial plans.

The MPAcc is a strong program for the RCOB. Research productivity of faculty is high, and quality of the program is high, as reflected in separate accounting accreditation from AACSB. As one of only six universities in Georgia with separate accounting accreditation, this adds a competitive advantage to the programs. All courses in the MPAcc program are taught by full-time terminally qualified faculty. The recent addition of a combined MPAcc/MBA program will provide an option that will prove attractive for many accounting students.

The five-year accreditation cycle includes assessment of learning, qualifications of faculty, and strategic planning processes. The Department of Accounting & Finance under leadership of chair Ron Colley is key to the college's continued success. The data evaluated in this report provides evidence of program quality, faculty productivity and continuous improvement.

Information in this report is part of the RCOB's regular strategic planning process. The peer review team (PRT) report from the 2016 accreditation by AACSB identified emphasis on student success, strong faculty scholarship, and a culture of mentoring faculty as key strengths. Additionally, the accounting PRT noted the faculty "should be commended on their commitment to continual improvement of AOL in general and on its innovative approach to assessing A7 [data analytics] in particular."

2. Faculty Review (UPC or GPC): Analysis and evaluative response regarding the quality, viability, and productivity of the academic program, and the quality and depth of the evidence the program has provided to support its case. Include recommendations for the future of the program.

Quality: The average GPA is consistent and represents quality students from an academic standpoint. However, there was a decline in the overall institutional GPA of graduates from 2016-2017 (3.79) to 2017-2018 (3.39). The program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) and Southern Association of Colleges and Schools (SACS).

Viability: The admission numbers of the program have remained relatively stable in the past five years, which indicates a need for the program. Furthermore, recruitment strategies have been implemented by the program to improve viability. With continued efforts, there is evidence to indicate the program is will continue to grow.

Productivity: All programs in the MPAcc program are taught by full-time faculty with terminal degrees. Class sizes average 15-20 students and are offered in the evening. Faculty are demonstrating productivity in teaching, professional development, and service. The faculty members in the program are engaged in increasing the coverage of big data analytics in the program and every full-time accounting faculty member serves on the Accounting Accreditation Committee. It appears students are graduating the MPAcc program in 3 years, as opposed to 1.5 years in 2017 and an average of 2.1 years for the previous three years. However, most students in the program are considered part-time, and working full time while pursuing their degree.

Recommendation: Based on the increasing numbers and size of the program, we would like to see faculty work on maintaining/increasing student enrollments. Furthermore, it appears that some learning outcomes are not being met by students and will need to be carefully reviewed in the next few years.