To: General Faculty

Date: May 9, 2024

Regarding: Faculty Senate Agenda for May 10, 2024 via Zoom

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1. Call to Order
2. Roll Call
3. Minutes
   A) The April 12, 2024 Faculty Senate Meeting Minutes were approved electronically on May 9, 2024.
4. Administrator Reports
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

A) College of Arts, Culture, and Scientific Inquiry

   1) Department of English, Film, Languages, and Performing Arts

      a) Music Education, Option: Keyboard, String, & Guitar, B.M.

      Request: Revise

      Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122. The reduction to 122 hours is accomplished by eliminating three

courses (EDUC 2110, 2120, and 2130) and changing the credit hours for MUSC 3850 from 3 credit hours to 2 credit hours. This does not affect 25% or more of the concentration's curriculum content. No new courses are being added and the delivery method of the program remains the same. Therefore, there are no known changes that would require SACSCOC notification. USG notification and approval will be required.

b) Music Education, Option: Voice, B.M.

Request: Revise

Rationale is the same as for item a above.

c) Music Education, Option: Woodwind, Brass, & Percussion, B.M.

Request: Revise

Rationale is the same as for item a above.

B) College of Education

1) Department of Special Education

a) SPED - 3753 - Practicum I Dual Certification

Request: Add

The Department of Special Education is assuming oversight of the Dual Certification in Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration *initially took ECSE 4784*, along with students in the traditional ECSE concentration, for their practicum. The *ECSE program needed to keep its practicum course number* for the students in the ECSE traditional program. Therefore, a new course with the revised learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elementary Education.

b) SPED - 3754 - Practicum II Dual Certification

Request: Add

The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual

certification concentration *originally took ECSE 4785* along with students in the traditional ECSE concentration for their practicum. The ECSE program needed to keep its practicum course number for the students in the ECSE traditional program. For students pursuing the DUAL certification in Special Education General Curriculum/Elem Education, the new course number with the learning outcomes that combine the essential elements of ECSE and SPED is needed.

    c) SPED - 4787 - Internship Dual Certification

       Request: Add

       The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration *initially took ECSE 4786*, along with students in the traditional ECSE concentration, for their internship. The ECSE program needed to keep its internship course number for the students in the ECSE traditional program. The new course with the learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elem Ed.

C) University College

  1) Department of Civic Engagement and Public Service

    a) Public Service interdisciplinary pathway

       Request: Add

       The Bachelor of Interdisciplinary Studies (BIS) in Public Service is an interdisciplinary pathway that will allow for a public service focus in a degree path for UWG majors. This degree will benefit those who wish to work with state and local agencies as well as Federal government agencies, social and nonprofit outreach, and similar careers serving people and groups in our communities. Participating departments are Political Science, Criminology, and Sociology.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items (Addendum II):

A) College of Arts, Culture, and Scientific Inquiry

  1) Department of Anthropology, Psychology, and Sociology

a) [Sociology, M.A.](#)

Request: Revise Program

Rationale: Reducing the number of required credit hours from 36 to 30 will make the Sociology MA more desirable to students and more competitive in the marketplace of masters programs. We have attached a modified curriculum map. We have not attached an updated assessment plan, as this change will not impact the program SLOs or assessment.

B) College of Education

  1) Department of Early Childhood through Secondary Education and Reading

    a) [Teacher Education, M.A.T., Concentration in Elementary Education](#)

Request: Revise Program

Rationale: We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 36 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.

Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.

According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency

provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon. Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 36-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education: Georgia Southern: 45 credit hours UGA: 51 credit hours Augusta University: 39 credit hours Columbus State: 49-65 credit hours Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with an MAT in Elementary P-5 Education: Brenau University: 57-60 credit hours Mercer University: 37-46 credit hours Piedmont University: 48 credit hours Reinhardt University: 48 credit hours Thomas University: 48 credit hours Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification) University of Phoenix: 45 credit hours Liberty University: 36 credit hours Walden University: 70 quarter credit hours (approximately 47 semester credit hours).

C) University College
   1) Department of Civic Engagement and Public Service
      a) [Graduate Certificate in Planning, Public Safety, and GIS](#)
         Request: New Program

Rationale: This certificate addresses the growing job demand for professionals with expertise at the intersection of geographic information systems (GIS) and public administration. With the ever-evolving complexity of cities and development, it is essential to have the knowledge and skills set necessary for planning and spatial analysis that would directly impact local government and public safety agencies. Designed for both aspiring and practicing public administrators and those in public safety, this certificate provides specialized training in GIS technology, spatial analysis, and planning in order to meet the evolving needs of the public service sector.

b) Master of Public Administration, M.P.A.

Request: Revise Program

Rationale: The Criminology M.A. is deactivated but there are still students interested in earning practical degrees with a focus on Criminology and Criminal Justice. This concentration would allow students to focus on this topic while also gaining important skills associated with the Master's in Public Administration. This aligns with University goals of building partnerships with the community as well as aligns with recommendations by NASPAA (the accrediting body for the MPA) during their site visit in the Spring of 2024. The change in program description is to match a previously submitted proposal.

6. Old Business

A) Reminder for committees to find chair-elect for next year.

7. New Business

8. Announcements

A) General Faculty Meeting Voting Results

1) Incoming Faculty Senate Chair.

2) Post-Tenure Review Appeals Committee Members: All primary nominations were approved; write-in candidates did not meet approval threshold counts.

3) Bylaws Revision to Provide Executive Secretary Workload Modification: Approved with 153 approvals, 6 objections, and 11 abstentions.

9. Adjourn

Addendum I

Music Education, Option: Keyboard, String, & Guitar, B.M.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being _rejected_ and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department *

> Department of English, Film, Languages, and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course? *   ( ) Yes   (•) No

Is this a College of Education Program? *   ( ) Yes   (•) No

Is the addition/change related to core, honors, or XIDS courses *   [ ] Yes   [✓] No

Is this an Accelerated Bachelors to Masters program related proposal? *   ( ) Yes   (•) No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below. *   (•) Yes   ( ) No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *   (•) Program
                             ( ) Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name *   Music Education, Option: Keyboard, String, & Guitar, B.M.

Program ID - DO NOT EDIT* 4230

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Music

Program Description* This program is intended for those students who wish to teach music in the schools at the elementary, middle, and/or high school level. Students who complete this program have many career options in teaching and performance and can opt to pursue graduate study and seek teaching positions in higher education.

Certification to teach in the state of Georgia has requirements beyond academic curriculum. See the Office of Teacher Certification for more details.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, & E: 42 Hours

Core Curriculum

Core Area F. Music: 18 Hours

MUSC 1301 Music Theory I **[Right] (see note 1)**	**3**
MUSC 1302 Music Theory II **[Right] (see note 1)**	**3**
MUSC 1401 Aural Skills I **[Right] (see notes 1 and 2)**	**1**
MUSC 1402 Aural Skills II **[Right] (see note 1)**	**1**
MUSC 1501 Keyboard Skills I **[Right] (see note 3)**	**1**
MUSC 1502 Keyboard Skills II **[Right] (see note 3)**	**1**

[After] MUSC 2600 - Principal Applied 4 (see "Specific Requirements" No.3)

[Before](and)

MUSC 2700 Wind Ensemble	**1**
MUSC 2710 Symphony Band	**1**
MUSC 2720 Marching Band	**1**
[Right] (or)	
MUSC 2750 Concert Choir **[Right] (see note 4)**	**1**

Notes:

Prerequisite: successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Orientation to Technology is included in the first five weeks of MUSC 1401 - Aural Skills I.

Prerequisite: admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a prerequisite to MUSC 3850, MUSC 3900, MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Students enroll in the ensemble associated with the principal-applied area and according to the requirements specific to the major and option (See "Specific Requirements" above for each major and option).

Music Education Major: 48 Hours

MUSC 1000 Comprehensive Music Laboratory   0
[Right] (see note 1)

MUSC 2301 Music Theory III   3
[Right] (see note 2)

MUSC 2302 Music Theory IV   3
[Right] (see note 2)

MUSC 2401 Aural Skills III   1
[Right] (see note 2)

MUSC 2402 Aural Skills IV   1
[Right] (see note 2)

MUSC 2501 Keyboard Skills III   1
[Right] (see note 3)

MUSC 2502 Keyboard Skills IV [Right] (see note 3)	1

[After] MUSC 2600 - Principal Applied 1.0-2.0 (see "Specific Requirements" No. 3 below)

MUSC 3601 Woodwind Techniques and Materials	1
MUSC 3602 Brass Techniques and Materials	1
MUSC 3603 Percussion Techniques and Materials	1
MUSC 3604 String Techniques and Materials	1
MUSC 3701 Western Music Before 1800	3
MUSC 3702 Western Music After 1825 and World Music	3
MUSC 3850 Conducting	2
MUSC 3860 Advanced Conducting	2
MUSC 3900 Music in Elementary Schools [Right] (see note 6)	3
MUSC 4040 Principles and Methods of Music Learning and Teaching [Right] (see note 6)	3
MUSC 4200 Orchestration and Arranging	2

[After] MUSC 4600 - Principal Applied 6 (see note 4 and "Specific Requirements" No. 3 below)

Option: Keyboard, String, & Guitar

MUSC 3605 Voice Techniques and Materials [After] (and)	1
MUSC 4011 Choral Methods and Materials [Right] (or)	3
MUSC 4021 Instrumental Methods and Materials [Right] (see note 5 & 6)	3

[Before](and)

MUSC 4700 Wind Ensemble [Right] (or)	1
MUSC 4710 Symphony Band [Right] (or)	1

13

MUSC 4720 Marching Band [Right]	1
(or)	
MUSC 4750 Concert Choir [Right] (see "Specific Requirements" No. 2.C. below)	1

Notes:

Six terms must be completed with the grade "S." Transfer students may transfer credit. (See Requirements Common to all Bachelor of Music Degrees below.)

Prerequisite: Successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Prerequisite: Admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a Prerequisite to MUSC 3850, MUSC 3900 MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Admission to MUSC 4600 requires passing a "level-change" performance-jury examination after completion of MUSC 2600.

Prerequisite: MUSC 4040 and admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360).

This course includes a field-based music teaching experience once per week.

Professional Education: 24 Hours

CEPD 4101 Educational Psychology [Right] **	3

SPED 3715 The Inclusive Classroom: Differentiating Instruction	**3**
[Right] **Minimum Grade of B required	
MUSC 4186 Teaching Internship	**3**
MUSC 4187 Teaching Internship	**3**
MUSC 4188 Teaching Internship	**3**
[Right] ***	

Total Degree Program: 132 Hours

** Prerequisite: admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360)

*** Admission to the Teaching Internship requires the satisfactory completion of all coursework (see College of Education). Admission to Teacher Education must be completed by June 1 prior to enrolling in MUSC 3900 - Music in Elementary Schools.

Specific Requirements, Bachelor of Music in Music Education

Admission to the Teacher Education program requires the completion of 30 credit hours, including Core Area A, a minimum overall GPA of 2.7, passage of the Georgia Educator Ethics Assessment (Test 360), and approval by the Music Program. Successful completion of the Music education program requires that students must maintain a minimum overall GPA of 2.7, earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field, and successful completion of all field experiences. Satisfactory completion of the GACE Content Assessments in Music is required for Georgia Teacher Certification.

Ensemble Requirement
Woodwind, brass, and percussion instrumentalists pursuing the Music Education major must be in Marching Band, Wind Ensemble, or Symphonic Band each term offered, with the exception of the semester of the teaching internship. At least two semesters of Marching Band are required. One semester of Small Ensemble is also required.
Voice students pursuing the Music Education major must be in Concert Choir each term offered, with the exception of the semester of the teaching internship.
Keyboard, string, and guitar students pursuing the Music Education major must be in Marching Band, Wind Ensemble, Symphonic Band, or Concert Choir each term offered, with the exception of the semester of the teaching internship.

Principal-Applied Requirements

Students must register for MUSC 2600 Principal Applied (the principal performing instrument or voice) each term offered for a minimum of 6 credit hours and until passage of the level-change examination. Thereafter, the student must enroll in MUSC 4600 each term offered until a minimum of 6 credit hours has been earned. All credits earned in Principal Applied must be on a single instrument or in voice only.

Students must attend Principal-Applied seminars, master classes, recitals, and studio classes as part of the MUSC 1000 requirement.

Solo Public Performances in Principal-Applied area: Freshman year (1), Sophomore year (1), Junior year (1), and Senior year (1).

The Performance major requires a Half Recital (20-30 minutes of music) during the junior year and a Full Recital (40-60 minutes of music) during the senior year, each based on studies in Principal Applied. Half Recitals exceeding 30 minutes of music must be approved by the hearing committee. Successful completion of MUSC 4941 - Half Recital is a prerequisite for permission to enroll in MUSC 4942 - Full Recital. Half and Full degree recitals must be auditioned for approval by a faculty committee. Principal-Applied voice recitals must collectively include works sung in English, French, German, and Italian.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED.
Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the **↓** icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on **≡** "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

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.

MUSIC EDUCATION DEGREE CONCENTRATION MODIFICATIONS 2024

Bachelor of Music (Education Concentration, All 3 Options) - MODIFY

Remove: MUSC 3230 Tech & Improv (2)   Add: MUSC 3860 Advanced Conducting (2)
                EDUC 2110 (3)
                EDUC 2120 (3)
                EDUC 2130 (3)
Modify: MUSC 3850 Conducting (3) to MUSC 3850 Conducting (2)

Rationale: Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

Bachelor of Music (BM)
Music Teacher Education (CIP 131312)

	COURSES	PL-SLO 1 Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.	PL-SLO 2 Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.	PL-SLO 3 Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.	PL-SLO 4 Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.
1	MUSC 1301	I			
2	MUSC 1302	R			
3	MUSC 1401	R			
4	MUSC 1402	M (A)			
5	MUSC 2600		I (semester 1) R (semesters 2-4)		
6	MUSC 4600		R (semesters 1-3) R (A) (semester 2)		
7	MUSC 4941		M (A)		
8	MUSC 3701			I	
9	MUSC 3702			M (A)	
10	MUSC 3900				I
11	MUSC 4011				R
12	MUSC 4040				R
13	MUSC 4186, 4187, 4188				M (A)

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed

Academic Year 24-25
Program Map
BACHELOR OF MUSIC
Concentration in Music Education

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 1301 - Theory 1	3	MUSC 1302 - Theory 2	3
MUSC 1401 - Aural Skills 1	1	MUSC 1402 - Aural Skills 2	1
MUSC 1501 - Keyboard Skills 1	1	MUSC 1502 - Keyboard Skills 2	1
MUSC 2600 - Principal Applied	1	MUSC 2600 - Principal Applied	1
MUSC 2720 - Marching Band	1	MUSC 27x0 - Assigned Concert Band	1
A1: ENGL 1101 - English Comp 1	3	A1: ENGL 1102 - English Comp 2	3
B2: XIDS 2002 - Worlds of Music	2	A2: MATH 1001, 1111, or 1113	3
B1: Oral Communications	3	C1: MUSC 1110 - Survey World Music	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
- Complete ENGL 1101; Required to earn C or higher - Take GACE program admission assessment (unless exempt) - Complete music core courses with C or higher		- Complete ENGL 1102; Required to earn C or higher - Complete music core courses with C or higher	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 2301 - Theory 3	3	MUSC 2302 - Theory 4	3
MUSC 2401 - Aural Skills 3	1	MUSC 2402 - Aural Skills 4	1
MUSC 1501 - Keyboard Skills 3	1	MUSC 2502 - Keyboard Skills 4	1
MUSC 2600x - Principal Applied	2	MUSC 2600x - Principal Applied	2
MUSC 2720 - Marching Band	1	MUSC 27x0 - Assigned Concert Band	1
MUSC 3605 - Voice Tech/Materials	1	MUSC 3601 - Woodwind Tech/Mat.	1
E1: HIST 111x - World History	3	E2: HIST 211x - US History	3
E4: Social Science	3	D1: Non-lab Science	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
- Take GACE program admission assessment (unless exempt) - Complete music core courses with C or higher		- Complete music core courses with C or higher - Complete all steps for admission to teacher education	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3

TERM 1		TERM 2	
Course	Credits	Course	Credits
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 3701 - West. Music before 1800	3	MUSC 3702 - West. Music after 1800	3
MUSC 3900 - Music in Elem Schools	3	MUSC 4021 - Inst. Methods/Materials	3
MUSC 4600x - Principal Applied	2	MUSC 4600x - Principal Applied	2
MUSC 3604 - String Tech/Materials	1	MUSC 3602 - Brass Tech/Materials	1
MUSC 3850 - Conducting	2	MUSC 3860 - Advanced Conducting	2
MUSC 47x0 - Marching Band/Wind Ens	1	MUSC 47x0 - Wind Ens/Sym Band	1
D2: Math, Science, Technology	3	SPED 3715 - Inclusive Classrooms	3
C2: Humanities	3	E3: POLS 1101 - American Govt.	3
SEMESTER TOTAL	18	SEMESTER TOTAL	18

Milestones	Milestones
● Complete DSW requirements in MUSC 3701 ● Complete field experiences in MUSC 3900	● Complete DSW requirements in MUSC 3702 ● Complete field experiences in MUSC 4011/4021

YEAR 4

TERM 1		TERM 2	
Course	Credits	Course	Credits
MUSC 3603 - Percussion Tech/Mat.	1	MUSC 4186 - Teaching Internship	3
MUSC 4040 - Methods of Teaching	3	MUSC 4187 - Teaching Internship	3
MUSC 4200 - Orchestration/Arranging	2	MUSC 4188 - Teaching Internship	3
MUSC 4600x - Principal Applied	2		
MUSC 4941 - Half Recital	0		
MUSC 47x0 - Marching Band/Wind Ens	1		
MUSC 4800x - Small Ensemble	1		
CEPD 4101 - Educational Psychology	3		
D1: Science + Lab	4		
SEMESTER TOTAL	17	SEMESTER TOTAL	9

Milestones	Milestones
● Complete professional education sequence ● Complete field experiences in MUSC 4040 ● Pass recital hearing and perform half recital ● Apply for graduation	● complete field experiences in 418x courses ● take GACE music content exams

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Music Education, Option: Voice, B.M.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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*

Modifications (Check all that apply) *
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*

Department of English, Film, Languages, and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education Program?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Music Education, Option: Voice, B.M.

25

Program ID - DO NOT EDIT *   4229

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Music

Program Description *   This program is intended for those students who wish to teach music in the schools at the elementary, middle, and/or high school level. Students who complete this program have many career options in teaching and performance and can opt to pursue graduate study and seek teaching positions in higher education.

Certification to teach in the state of Georgia has requirements beyond academic curriculum. See the Office of Teacher Certification for more details.

Status *   ⦿ Active-Visible   ○ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core Areas A, B, C, D, & E: 42 Hours

Core Curriculum

Core Area F. Music: 18 Hours

MUSC 1301 Music Theory I [Right] (see note 1)	**3**
MUSC 1302 Music Theory II [Right] (see note 1)	**3**
MUSC 1401 Aural Skills I [Right] (see notes 1 and 2)	**1**
MUSC 1402 Aural Skills II [Right] (see note 1)	**1**
MUSC 1501 Keyboard Skills I [Right] (see note 3)	**1**
MUSC 1502 Keyboard Skills II [Right] (see note 3)	**1**

[After]   **MUSC 2600 - Principal Applied 4 (see "Specific Requirements" No.3)**

[Before](and)

MUSC 2700 Wind Ensemble	**1**
MUSC 2710 Symphony Band	**1**
MUSC 2720 Marching Band [Right] (or)	**1**
MUSC 2750 Concert Choir [Right] (see note 4)	**1**

Notes:

Prerequisite: successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Orientation to Technology is included in the first five weeks of MUSC 1401 - Aural Skills I.

Prerequisite: admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a prerequisite to MUSC 3850, MUSC 3900, MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Students enroll in the ensemble associated with the principal-applied area and according to the requirements specific to the major and option (See "Specific Requirements" above for each major and option).

Music Education Major: 48 Hours

MUSC 1000 Comprehensive Music Laboratory [Right] (see note 1)	0
MUSC 2301 Music Theory III [Right] (see note 2)	3
MUSC 2302 Music Theory IV [Right] (see note 2)	3
MUSC 2401 Aural Skills III [Right] (see note 2)	1
MUSC 2402 Aural Skills IV [Right] (see note 2)	1
MUSC 2501 Keyboard Skills III	1

[Right] (see note 3)

| MUSC 2502 Keyboard Skills IV | 1 |

[Right] (see note 3)

[After] MUSC 2600 - Principle Applied 1.0 - 2.0 (see
"Specific Requirements" No. 3 below)

MUSC 3601 Woodwind Techniques and Materials	1
MUSC 3602 Brass Techniques and Materials	1
MUSC 3603 Percussion Techniques and Materials	1
MUSC 3604 String Techniques and Materials	1
MUSC 3701 Western Music Before 1800	3
MUSC 3702 Western Music After 1825 and World Music	3
MUSC 3850 Conducting	2
MUSC 3860 Advanced Conducting	2
MUSC 3900 Music in Elementary Schools	3

[Right] (see note 6)

| MUSC 4040 Principles and Methods of Music Learning and Teaching | 3 |

[Right] (see note 6)

| MUSC 4200 Orchestration and Arranging | 2 |

[After] MUSC 4600 - Principal Applied 6 (see note 4
and "Specific Requirements" No. 3 below)

Option: Voice

| MUSC 3606 Principles of Diction | 1 |
| MUSC 4011 Choral Methods and Materials | 3 |

[Right] (see note 5 & 6)

| MUSC 4750 Concert Choir | 1 |

[Right] (see "Specific Requirements" No. 2.B. below)

Notes:

Six terms must be completed with the grade "S." Transfer students may transfer credit. (See Requirements Common to all Bachelor of Music Degrees below.)

Prerequisite: Successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be

validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Prerequisite: Admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a Prerequisite to MUSC 3850, MUSC 3900 MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Admission to MUSC 4600 requires passing a "level-change" performance-jury examination after completion of MUSC 2600.

Prerequisite: MUSC 4040 and admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360)

This course includes a field-based music teaching experience once per week.

Professional Education: 24 Hours

CEPD 4101 Educational Psychology [Right] **	3
SPED 3715 The Inclusive Classroom: Differentiating Instruction [Right] **Minimum Grade of B required	3
MUSC 4186 Teaching Internship	3
MUSC 4187 Teaching Internship	3
MUSC 4188 Teaching Internship [Right] ***	3

Total Degree Program: 132 Hours

** Prerequisite: admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360)

*** Admission to the Teaching Internship requires the satisfactory completion of all coursework (see College of Education). Admission to Teacher Education must be completed by June 1 prior to enrolling in MUSC 3900 - Music in Elementary Schools.

Specific Requirements, Bachelor of Music in Music Education

Admission to the Teacher Education program requires the completion of 30 credit hours, including Core Area A, a minimum overall GPA of 2.7, passage of the Georgia Educator Ethics Assessment (Test 360), and approval by the Music Program. Successful completion of the Music education program requires that students must maintain a minimum overall GPA of 2.7, earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field, and successful completion of all field experiences. Satisfactory completion of the GACE Content Assessments in Music is required for Georgia Teacher Certification.

Ensemble Requirement
Woodwind, brass, and percussion instrumentalists pursuing the Music Education major must be in Marching Band, Wind Ensemble, or Symphonic Band each term offered, with the exception of the semester of the teaching internship. At least two semesters of Marching Band are required. One semester of Small Ensemble is also required.
Voice students pursuing the Music Education major must be in Concert Choir each term offered, with the exception of the semester of the teaching internship.
Keyboard, string, and guitar students pursuing the Music Education major must be in Marching Band, Wind Ensemble, Symphonic Band, or Concert Choir each term offered, with the exception of the semester of the teaching internship.

Principal-Applied Requirements
Students must register for MUSC 2600 Principal Applied (the principal performing instrument or voice) each term offered for a minimum of 6 credit hours and until passage of the level-change examination. Thereafter, the student must enroll in MUSC 4600 each term offered until a minimum of 6 credit hours has been earned. All credits earned in Principal Applied must be on a single instrument or in voice only.
Students must attend Principal-Applied seminars, master classes, recitals, and studio classes as part of the MUSC 1000 requirement.
Solo Public Performances in Principal-Applied area: Freshman year (1), Sophomore year (1), Junior year (1), and Senior year (1).
The Performance major requires a Half Recital (20-30 minutes of music) during the junior year and a Full Recital (40-60 minutes of music) during the senior year, each based on studies in Principal Applied. Half Recitals exceeding 30 minutes of music must be approved by the hearing committee. Successful completion of MUSC 4941 - Half Recital is a prerequisite for permission to enroll in MUSC 4942 - Full Recital. Half and Full degree recitals must be auditioned for approval by a faculty

committee. Principal-Applied voice recitals must collectively include works sung in English, French, German, and Italian.

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ≡ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

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.

MUSIC EDUCATION DEGREE CONCENTRATION MODIFICATIONS 2024

Bachelor of Music (Education Concentration, All 3 Options) - MODIFY

Remove: MUSC 3230 Tech & Improv (2)   Add: MUSC 3860 Advanced Conducting (2)
                       EDUC 2110 (3)
                       EDUC 2120 (3)
                       EDUC 2130 (3)
Modify: MUSC 3850 Conducting (3) to MUSC 3850 Conducting (2)

Rationale: Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

Bachelor of Music (BM)
Music Teacher Education (CIP 131312)

	COURSES	PL-SLO 1 Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.	PL-SLO 2 Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.	PL-SLO 3 Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.	PL-SLO 4 Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.
1	MUSC 1301	I			
2	MUSC 1302	R			
3	MUSC 1401	R			
4	MUSC 1402	M (A)			
5	MUSC 2600		I (semester 1) R (semesters 2-4)		
6	MUSC 4600		R (semesters 1-3) R (A) (semester 2)		
7	MUSC 4941		M (A)		
8	MUSC 3701			I	
9	MUSC 3702			M (A)	
10	MUSC 3900				I
11	MUSC 4011				R
12	MUSC 4040				R
13	MUSC 4186, 4187, 4188				M (A)

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed

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Academic Year 24-25
Program Map
BACHELOR OF MUSIC
Concentration in Music Education

YEAR 1

TERM 1

Course	Credits
MUSC 1000 - Comp Music Lab	0
MUSC 1301 - Theory 1	3
MUSC 1401 - Aural Skills 1	1
MUSC 1501 - Keyboard Skills 1	1
MUSC 2600 - Principal Applied	1
MUSC 2720 - Marching Band	1
A1: ENGL 1101 - English Comp 1	3
B2: XIDS 2002 - Worlds of Music	2
B1: Oral Communications	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher
- Take GACE program admission assessment (unless exempt)
- Complete music core courses with C or higher

TERM 2

Course	Credits
MUSC 1000 - Comp Music Lab	0
MUSC 1302 - Theory 2	3
MUSC 1402 - Aural Skills 2	1
MUSC 1502 - Keyboard Skills 2	1
MUSC 2600 - Principal Applied	1
MUSC 27x0 - Assigned Concert Band	1
A1: ENGL 1102 - English Comp 2	3
A2: MATH 1001, 1111, or 1113	3
C1: MUSC 1110 - Survey World Music	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102; Required to earn C or higher
- Complete music core courses with C or higher

YEAR 2

TERM 1

Course	Credits
MUSC 1000 - Comp Music Lab	0
MUSC 2301 - Theory 3	3
MUSC 2401 - Aural Skills 3	1
MUSC 1501 - Keyboard Skills 3	1
MUSC 2600x - Principal Applied	2
MUSC 2720 - Marching Band	1
MUSC 3605 - Voice Tech/Materials	1
E1: HIST 111x - World History	3
E4: Social Science	3
SEMESTER TOTAL	15

Milestones

- Take GACE program admission assessment (unless exempt)
- Complete music core courses with C or higher

TERM 2

Course	Credits
MUSC 1000 - Comp Music Lab	0
MUSC 2302 - Theory 4	3
MUSC 2402 - Aural Skills 4	1
MUSC 2502 - Keyboard Skills 4	1
MUSC 2600x - Principal Applied	2
MUSC 27x0 - Assigned Concert Band	1
MUSC 3601 - Woodwind Tech/Mat.	1
E2: HIST 211x - US History	3
D1: Non-lab Science	3
SEMESTER TOTAL	15

Milestones

- Complete music core courses with C or higher
- Complete all steps for admission to teacher education

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YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 3701 - West. Music before 1800	3	MUSC 3702 - West. Music after 1800	3
MUSC 3900 - Music in Elem Schools	3	MUSC 4021 - Inst. Methods/Materials	3
MUSC 4600x - Principal Applied	2	MUSC 4600x - Principal Applied	2
MUSC 3604 - String Tech/Materials	1	MUSC 3602 - Brass Tech/Materials	1
MUSC 3850 - Conducting	2	MUSC 3860 - Advanced Conducting	2
MUSC 47x0 - Marching Band/Wind Ens	1	MUSC 47x0 - Wind Ens/Sym Band	1
D2: Math, Science, Technology	3	SPED 3715 - Inclusive Classrooms	3
C2: Humanities	3	E3: POLS 1101 - American Govt.	3
SEMESTER TOTAL	18	SEMESTER TOTAL	18
Milestones		**Milestones**	
● Complete DSW requirements in MUSC 3701 ● Complete field experiences in MUSC 3900		● Complete DSW requirements in MUSC 3702 ● Complete field experiences in MUSC 4011/4021	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
MUSC 3603 - Percussion Tech/Mat.	1	MUSC 4186 - Teaching Internship	3
MUSC 4040 - Methods of Teaching	3	MUSC 4187 - Teaching Internship	3
MUSC 4200 - Orchestration/Arranging	2	MUSC 4188 - Teaching Internship	3
MUSC 4600x - Principal Applied	2		
MUSC 4941 - Half Recital	0		
MUSC 47x0 - Marching Band/Wind Ens	1		
MUSC 4800x - Small Ensemble	1		
CEPD 4101 - Educational Psychology	3		
D1: Science + Lab	4		
SEMESTER TOTAL	17	SEMESTER TOTAL	9
Milestones		**Milestones**	
● Complete professional education sequence ● Complete field experiences in MUSC 4040 ● Pass recital hearing and perform half recital ● Apply for graduation		● complete field experiences in 418x courses ● take GACE music content exams	

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Music Education, Option: Woodwind, Brass, & Percussion, B.M.

2024-2025 Undergraduate 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*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* [Department of English, Film, Languages, and Performing Arts]

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education Program?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Music Education, Option: Woodwind, Brass, & Percussion, B.M.

Program ID - DO NOT EDIT* 4191

Program Code - DO NOT EDIT

Program Type*
Bachelor

Degree Type*
Bachelor of Music

Program Description* This program is intended for those students who wish to teach music in the schools at the elementary, middle, and/or high school level. Students who complete this program have many career options in teaching and performance and can opt to pursue graduate study and seek teaching positions in higher education.

Certification to teach in the state of Georgia has requirements beyond academic curriculum. See the Office of Teacher Certification for more details.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core Areas A, B, C, D, & E: 42 Hours

Core Curriculum

Core Area F. Music: 18 Hours

MUSC 1301 Music Theory I **[Right] (see note 1)**	**3**
MUSC 1302 Music Theory II **[Right] (see note 1)**	**3**
MUSC 1401 Aural Skills I **[Right] (see notes 1 and 2)**	**1**
MUSC 1402 Aural Skills II **[Right] (see note 1)**	**1**
MUSC 1501 Keyboard Skills I **[Right] (see note 3)**	**1**
MUSC 1502 Keyboard Skills II **[Right] (see note 3)**	**1**

[After] MUSC 2600 - Principal Applied 4 (see "Specific Requirements" No.3)

[Before](and)

MUSC 2700 Wind Ensemble	**1**
MUSC 2710 Symphony Band	**1**
MUSC 2720 Marching Band	**1**
[Right] (or)	
MUSC 2750 Concert Choir **[Right] (see note 4)**	**1**

Notes:

Prerequisite: successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Orientation to Technology is included in the first five weeks of MUSC 1401 - Aural Skills I.

Prerequisite: admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a prerequisite to MUSC 3850, MUSC 3900, MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Students enroll in the ensemble associated with the principal-applied area and according to the requirements specific to the major and option (See "Specific Requirements" above for each major and option).

Music Education Major: 48 Hours

MUSC 1000 Comprehensive Music Laboratory   **0**
[Right] (see note 1)

MUSC 2301 Music Theory III   **3**
[Right] (see note 2)

MUSC 2302 Music Theory IV   **3**
[Right] (see note 2)

MUSC 2401 Aural Skills III   **1**
[Right] (see note 2)

MUSC 2402 Aural Skills IV   **1**
[Right] (see note 2)

MUSC 2501 Keyboard Skills III   **1**
[Right] (see note 3)

MUSC 2502 Keyboard Skills IV	1
[Right]	
(see note 3)	
[After] MUSC 2600 - Principle Applied 1.0 - 2.0 (see "Specific Requirements" No. 3 below)	
MUSC 3601 Woodwind Techniques and Materials	1
MUSC 3602 Brass Techniques and Materials	1
MUSC 3603 Percussion Techniques and Materials	1
MUSC 3604 String Techniques and Materials	1
MUSC 3701 Western Music Before 1800	3
MUSC 3702 Western Music After 1825 and World Music	3
MUSC 3850 Conducting	2
MUSC 3860 Advanced Conducting	2
MUSC 3900 Music in Elementary Schools	3
[Right] (see note 6)	
MUSC 4040 Principles and Methods of Music Learning and Teaching	3
[Right] (see note 6)	
MUSC 4200 Orchestration and Arranging	2
[After] MUSC 4600 - Principal Applied 6 (see note 4 and "Specific Requirements" No. 3 below)	

Option: Woodwind, Brass, & Percussion

MUSC 3605 Voice Techniques and Materials	1
MUSC 4021 Instrumental Methods and Materials	3
[Right] (see note 5 & 6)	
[Before](and)	
MUSC 4700 Wind Ensemble	1
[Right] (or)	
MUSC 4710 Symphony Band	1
[Right] (or)	
MUSC 4720 Marching Band	1
[Right] (see "Specific Requirements" No. 2.A.)	
[After] (and)	
[After] MUSC 28XX (or)	

[After]   MUSC 48XX one semester of Small Ensemble is
required

Notes:

Six terms must be completed with the grade "S." Transfer students may transfer credit. (See Requirements Common to all Bachelor of Music Degrees below.)

Prerequisite: Successful completion of the preceding course in the Music-Theory and Aural-Skills course sequences. Any course in the Music-Theory course sequence can be taken for credit by examination. Credit by examination must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar.

Prerequisite: Admission to music degree program or successful completion of the preceding course in the sequence. May be taken for credit by examination. Passing the Keyboard-Skills course sequence (i.e., MUSC 1501, MUSC 1502, MUSC 2501, MUSC 2502) constitutes keyboard proficiency. Keyboard proficiency is a Prerequisite to MUSC 3850, MUSC 3900 MUSC 4171, MUSC 4172, MUSC 4181, MUSC 4182, MUSC 4311 and MUSC 4500. Students must enroll in Keyboard Skills each term offered for a minimum of four semesters and until successful completion. A course or courses in the sequence may receive credit by examination. Credit by examination for any course must be validated by the course's faculty and processed through the Music Office and the Office of the Registrar. The requirements for each proficiency level are included in the various Keyboard-Skills course syllabi.

Admission to MUSC 4600 requires passing a "level-change" performance-jury examination after completion of MUSC 2600.

Prerequisite: MUSC 4040 and admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360).

This course includes a field-based music teaching experience once per week.

Professional Education: 24 Hours

CEPD 4101 Educational Psychology   3
[Right] **

SPED 3715 The Inclusive Classroom: 3
Differentiating Instruction   45

[Right] **Minimum Grade of B required

MUSC 4186 Teaching Internship	3
MUSC 4187 Teaching Internship	3
MUSC 4188 Teaching Internship	3

[Right] **

Total Degree Program: 132 Hours

** Prerequisite: admission to the Teacher Education program. Admission requires a GPA of at least 2.7 and passage of the Georgia Educator Ethics Assessment (Test 360)

*** Admission to the Teaching Internship requires the satisfactory completion of all coursework (see College of Education). Admission to Teacher Education must be completed by June 1 prior to enrolling in MUSC 3900 - Music in Elementary Schools.

Specific Requirements, Bachelor of Music in Music Education

Admission to the Teacher Education program requires the completion of 30 credit hours, including Core Area A, a minimum overall GPA of 2.7, passage of the Georgia Educator Ethics Assessment (Test 360), and approval by the Music Program. Successful completion of the Music education program requires that students must maintain a minimum overall GPA of 2.7, earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field, and successful completion of all field experiences. Satisfactory completion of the GACE Content Assessments in Music is required for Georgia Teacher Certification.

Ensemble Requirement
Woodwind, brass, and percussion instrumentalists pursuing the Music Education major must be in Marching Band, Wind Ensemble, or Symphonic Band each term offered, with the exception of the semester of the teaching internship. At least two semesters of Marching Band are required. One semester of Small Ensemble is also required.
Voice students pursuing the Music Education major must be in Concert Choir each term offered, with the exception of the semester of the teaching internship.
Keyboard, string, and guitar students pursuing the Music Education major must be in Marching Band, Wind Ensemble, Symphonic Band, or Concert Choir each term offered, with the exception of the semester of the teaching internship.

Principal-Applied Requirements
Students must register for MUSC 2600 Principal Applied (the principal performing instrument or voice) each term offered for a minimum of 6 credit hours and until

passage of the level-change examination. Thereafter, the student must enroll in MUSC 4600 each term offered until a minimum of 6 credit hours has been earned.

All credits earned in Principal Applied must be on a single instrument or in voice only.
Students must attend Principal-Applied seminars, master classes, recitals, and studio classes as part of the MUSC 1000 requirement.
Solo Public Performances in Principal-Applied area: Freshman year (1), Sophomore year (1), Junior year (1), and Senior year (1).
The Performance major requires a Half Recital (20-30 minutes of music) during the junior year and a Full Recital (40-60 minutes of music) during the senior year, each based on studies in Principal Applied. Half Recitals exceeding 30 minutes of music must be approved by the hearing committee. Successful completion of MUSC 4941 - Half Recital is a prerequisite for permission to enroll in MUSC 4942 - Full Recital. Half and Full degree recitals must be auditioned for approval by a faculty committee. Principal-Applied voice recitals must collectively include works sung in English, French, German, and Italian.

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

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.

MUSIC EDUCATION DEGREE CONCENTRATION MODIFICATIONS 2024

Bachelor of Music (Education Concentration, All 3 Options) - MODIFY

Remove: MUSC 3230 Tech & Improv (2)   Add: MUSC 3860 Advanced Conducting (2)
                EDUC 2110 (3)
                EDUC 2120 (3)
                EDUC 2130 (3)
Modify: MUSC 3850 Conducting (3) to MUSC 3850 Conducting (2)

Rationale: Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122.

Bachelor of Music (BM)
Music Teacher Education (CIP 131312)

	COURSES	PL-SLO 1 Demonstrate an understanding of the common elements of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.	PL-SLO 2 Demonstrate competence in the principal applied performance area, utilizing technical skills requisite for self-expression, and including a representative body of literature.	PL-SLO 3 Demonstrate knowledge of and ability to work with music of diverse cultural sources, historical periods, and media.	PL-SLO 4 Demonstrate the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.
1	MUSC 1301	I			
2	MUSC 1302	R			
3	MUSC 1401	R			
4	MUSC 1402	M (A)			
5	MUSC 2600		I (semester 1) R (semesters 2-4)		
6	MUSC 4600		R (semesters 1-3) R (A) (semester 2)		
7	MUSC 4941		M (A)		
8	MUSC 3701			I	
9	MUSC 3702			M (A)	
10	MUSC 3900				I
11	MUSC 4011				R
12	MUSC 4040				R
13	MUSC 4186, 4187, 4188				M (A)

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed

Academic Year 24-25
Program Map
BACHELOR OF MUSIC
Concentration in Music Education

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 1301 - Theory 1	3	MUSC 1302 - Theory 2	3
MUSC 1401 - Aural Skills 1	1	MUSC 1402 - Aural Skills 2	1
MUSC 1501 - Keyboard Skills 1	1	MUSC 1502 - Keyboard Skills 2	1
MUSC 2600 - Principal Applied	1	MUSC 2600 - Principal Applied	1
MUSC 2720 - Marching Band	1	MUSC 27x0 - Assigned Concert Band	1
A1: ENGL 1101 - English Comp 1	3	A1: ENGL 1102 - English Comp 2	3
B2: XIDS 2002 - Worlds of Music	2	A2: MATH 1001, 1111, or 1113	3
B1: Oral Communications	3	C1: MUSC 1110 - Survey World Music	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher • Take GACE program admission assessment (unless exempt) • Complete music core courses with C or higher		• Complete ENGL 1102; Required to earn C or higher • Complete music core courses with C or higher	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 2301 - Theory 3	3	MUSC 2302 - Theory 4	3
MUSC 2401 - Aural Skills 3	1	MUSC 2402 - Aural Skills 4	1
MUSC 1501 - Keyboard Skills 3	1	MUSC 2502 - Keyboard Skills 4	1
MUSC 2600x - Principal Applied	2	MUSC 2600x - Principal Applied	2
MUSC 2720 - Marching Band	1	MUSC 27x0 - Assigned Concert Band	1
MUSC 3605 - Voice Tech/Materials	1	MUSC 3601 - Woodwind Tech/Mat.	1
E1: HIST 111x - World History	3	E2: HIST 211x - US History	3
E4: Social Science	3	D1: Non-lab Science	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Take GACE program admission assessment (unless exempt) • Complete music core courses with C or higher		• Complete music core courses with C or higher • Complete all steps for admission to teacher education	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 1000 - Comp Music Lab	0	MUSC 1000 - Comp Music Lab	0
MUSC 3701 - West. Music before 1800	3	MUSC 3702 - West. Music after 1800	3
MUSC 3900 - Music in Elem Schools	3	MUSC 4021 - Inst. Methods/Materials	3
MUSC 4600x - Principal Applied	2	MUSC 4600x - Principal Applied	2
MUSC 3604 - String Tech/Materials	1	MUSC 3602 - Brass Tech/Materials	1
MUSC 3850 - Conducting	2	MUSC 3860 - Advanced Conducting	2
MUSC 47x0 - Marching Band/Wind Ens	1	MUSC 47x0 - Wind Ens/Sym Band	1
D2: Math, Science, Technology	3	SPED 3715 - Inclusive Classrooms	3
C2: Humanities	3	E3: POLS 1101 - American Govt.	3
SEMESTER TOTAL	18	SEMESTER TOTAL	18
Milestones		**Milestones**	
● Complete DSW requirements in MUSC 3701 ● Complete field experiences in MUSC 3900		● Complete DSW requirements in MUSC 3702 ● Complete field experiences in MUSC 4011/4021	

YEAR 4

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MUSC 3603 - Percussion Tech/Mat.	1	MUSC 4186 - Teaching Internship	3
MUSC 4040 - Methods of Teaching	3	MUSC 4187 - Teaching Internship	3
MUSC 4200 - Orchestration/Arranging	2	MUSC 4188 - Teaching Internship	3
MUSC 4600x - Principal Applied	2		
MUSC 4941 - Half Recital	0		
MUSC 47x0 - Marching Band/Wind Ens	1		
MUSC 4800x - Small Ensemble	1		
CEPD 4101 - Educational Psychology	3		
D1: Science + Lab	4		
SEMESTER TOTAL	17	SEMESTER TOTAL	9
Milestones		**Milestones**	
● Complete professional education sequence ● Complete field experiences in MUSC 4040 ● Pass recital hearing and perform half recital ● Apply for graduation		● complete field experiences in 418x courses ● take GACE music content exams	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

SPED - 3753 - Practicum I Dual Certification

2024-2025 Undergraduate New Course Request

Introduction

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

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.

Desired Effective Semester* [Spring]   **Desired Effective Year*** [2025]

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* [Department of Special Education]

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No   **Is this a College of Education course?*** ◉ Yes ○ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* SPED

Course Number* 3753

Course Title* Practicum I Dual Certification

Long Course Title

Course Type* Special Education

Catalog Course Description* Field experience in public schools under the supervision of an experienced, qualified classroom teacher in the fields of intended certifications. This field experience supports program coursework in elementary education and special education. Requires full-time participation in assigned school settings three days per week throughout the semester.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 1

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ◉ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites Teacher Education Admission TE and Educ. Field Experience Appl FE

Concurrent Prerequisites

56

Corequisites

Cross-listing

Restrictions

Is this a General Education course? *   ○ Yes   ◉ No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status *   ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Carrollton or Newnan Campus: Face-to-Face
- ☑ Entirely Online
- ☐ Hybrid
- ☑ Fully Online

Frequency - How many semesters per year will this course be offered?   `2`

Grading *   Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale *   The Department of Special Education is assuming oversight of the Dual Certification in Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration initially took ECSE 4784, along with students in the traditional ECSE concentration, for their practicum. The ECSE program needed to keep its practicum course number for the students in the ECSE traditional program. Therefore a new course with the revised learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elementary Education.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings
2. Apply theoretical academic concepts from related courses to actual practices in the classroom
3. Develop and review effective teaching skills through a variety of instructional designs
4. Participate in activities designed to increase awareness of characteristics of and educational implications for students with and without disabilities
5. Participate in activities designed to expose the teacher candidate to the typical duties of teachers of learners with and without special needs
6. Work as a member of a collaborative team to assess students with and without special needs
7. Use assessment activities, including classroom performance data, to assist, plan, and direct appropriate individual and/or group instructional activities for children with and without disabilities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus * ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment * 50

Will this course have special fees or tuition required? * ☑ Yes   ☐ No

If yes, what will the fee be? * $40 Flat Fee

Fee Justification This fee covers student related expenditures for faculty travel to the student's fieldwork site and materials associated with the oversight and instruction of the student during fieldwork. The fieldwork phase of the program is more intense, requiring frequent observations and guidance meetings. If the Fieldwork fee is not approved, there is no revenue to cover

guidance meetings. If the Fieldwork fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding.

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

Other · College of Education · Special Education

Practicum I Dual Certification

SPED-3753

Spring 2023 Section E01 1 Credit 01/09/2023 to 05/09/2023 Modified 01/02/2023

❓ Description

Field experience in the public schools under the supervision of an experienced, qualified classroom teacher in the fields of intended certifications. This field experience supports program coursework in elementary education and special education. Requires full time participation in assigned school settings three days per week throughout the semester.

Requisites
    Prerequisites:
    Teacher Education Admission TE and Educ.Field Experience Appl FE
    Corequisites:

❓ Contact Information

University Supervisor:

Email:

Phone:

❓ Meeting Times

Field Placement in assigned school/classroom

Tuesday, Wednesday, Thursday

Rotation Schedule: 1/17- 2/9   2/14- 3/16   3/27- 4/27

Teacher hours for your assigned class

-Materials

Handbook located on the UWG website under the Office of Field Placement student Resources

? Outcomes

Students will:

1. **Demonstrate appropriate professional, ethical and interpersonal behaviors while in school settings**
2. **Apply theoretical academic concepts from related courses to actual practices in the classroom**
3. **Develop and review effective teaching skills through a variety of instructional designs**
4. **Participate in activities designed to increase awareness of characteristics of and educational implications for students with and without disabilities**
5. **Participate in activities designed to expose the teacher candidate to typical duties of teachers of learners with and without special needs**
6. **Work as a member of a collaborative team to assess students with and without special needs**
7. **Use assessment activities, including classroom performance data, to assist, plan, and direct appropriate individual and/or group instructional activities for children with and without disabilities.**

? Evaluation

Evaluation Procedures:

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory). Students must earn a satisfactory score for all activities in order to earn an overall satisfactory grade for this course.

Grading Policy:

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

Note: Professional Development Plans may be required for students during or at the conclusion of this experience. Progression to Block III may be impacted by knowledge, skills, dispositions, and grades from Practicum I.

Criteria

Requirements for a grade of Satisfactory:

Completed accurate Time Log. All absences have been made up.

Notebook checked by supervisor and contains all formal lesson plans. Any lesson plans that required revisions are completed.

Reflection assignment due at the end of each rotation was completed and submitted to CourseDen

Progress noted on formal observation forms over the course of the semester

®Assignments

1. Students will demonstrate regular and timely attendance in the school setting. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. In the event you must miss a day at your field placement site that day must be made up and documentation to explain the absence must be provided. Multiple absences (more than 3) and/or late arrivals and/or early departures (more than 3) may result in a failing grade in this course. Documentation of weekly hours/days at placement must be signed by the cooperating teacher and submitted to CourseDen.

   (Objectives 1, 3; written/oral evaluation from supervising teacher, instructor observation)

2. Students will engage in routine planning, instructional, and assistive activities throughout the experience, as directed by the supervising teacher. Students are encouraged to request greater

participation/responsibility as they feel ready (though teachers must use their judgment in these matters) and teachers are encouraged to keep students engaged.

(Objectives 1-3; written/oral evaluation from supervising teacher, instructor observation, written log)

3. Students will complete (through writing/discussion) REACTIONS AND REFLECTIONS related to school experiences and performance. One Reflection (1-2 pages) will be due at the end of each placement rotation. Include the following in your reflections: Areas where you demonstrated growth, areas you identified as needing improvements, steps toward future growth, something that surprised you, joys and concerns, and any additional information you would like to share! Complete details for assignment are on CourseDen. Assignments will be uploaded to CourseDen by due dates.

(Objectives 1,2, 3; written log, written and oral responses to questions, instructor observation)

5. Students will write lesson plans and teach lessons to be observed by the Cooperating Teacher and the University Supervisor. The required lesson plan format supplied by the supervisor must be used. The observation evaluations will be completed and the student will upload them to CourseDen. Each of your 3 Cooperating Teachers will complete 1 observation. The University Supervisor will complete 2 observations. Lesson plan will be due 24 hours in advance allowing time for feedback and corrections. Copies of the lesson plan will be printed and placed in the field notebook.

6. Students will maintain a Student Teaching Notebook to be checked by the University Supervisor at each of her observations. The notebook must contain the following: Attendance log, Classroom schedule, Lesson plans, Examples of some activities you've created/completed.

Suggested Guidelines of Placement Activities

First Placement

- Week 1: Actively observe, ask questions, help individual students, work with your cooperating teacher to understand how he or she plans lessons, and complete tasks as requested by your cooperating teacher.

- Week 2. Begin to write lessons with your cooperating teacher and implement instruction when possible. You should be teaching approximately 1-3 lessons a week. Make sure to ask your cooperating teacher for feedback and suggestions after you teach lessons.

- Week 3: Attempt to write a lesson independently and ask your cooperating teacher for feedback and suggestions. Make sure to ask your cooperating teacher for feedback and suggestions. You should be teaching 2 - 3 lessons each week (more if possible).

- Week 4: Strive to teach and write at least one lesson each day. Help your cooperating teacher with all other instruction. Make sure to ask your cooperating teacher for feedback and suggestions. You should be teaching 3-4 lessons this week (more if possible).

Second Placement and Third Placement: Repeat the above sequence

sSchedule

1st placement: January 15-February 10

2nd placement: February 15-March 17

3rd placement: March 29-April 28

Students in 3751 may take UWG Spring Break

iCourse Policies and Resources

? College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform 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 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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

? Institutional Policies

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> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

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If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

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ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

⚠ Additional Items

SPED - 3754 - Practicum II Dual Certification

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* `Spring`

Desired Effective Year* `2025`

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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College - School/Department* `Department of Special Education`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* SPED

Course Number* 3754

Course Title* Practicum II Dual Certification

Long Course Title

Course Type* Special Education

Catalog Course Description* This course is designed to engage students in clinical experiences in both general and special education and supports program coursework in elementary education and special education. Requirements include observing, planning, and implementing learning activities for students with and without disabilities under the supervision of a qualified supervisor.

Students are in-field three days per week throughout the semester in a designated PK-5 public school site. Teacher candidates spend half of the semester in the traditional general education classroom under the supervision of a certified general education teacher and half a semester in a co-taught general education classroom or special education resource classroom under the supervision of a special education teacher.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 1

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ◉ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites SPED 3753 and Teacher Education Admission TE and Educ.Field Experience Appl FE

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? *   ○ Yes   ● No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ● Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Carrollton or Newnan Campus: Face-to-Face
☑ Entirely Online
☐ Hybrid
☑ Fully Online

Frequency - How many semesters per year will this course be offered?   `2`

Grading *   Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale * The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration originally took ECSE 4785 along with students in the traditional ECSE concentration for their practicum. The ECSE program needed to keep its practicum course number for the students in the ECSE traditional program. For students pursuing the DUAL certification in Special Education General Curriculum/Elementary Education, the new course number with the learning outcomes that combine the essential elements of ECSE and SPED is needed.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings
2. Apply theoretical academic concepts from related courses to actual practices in the classroom
3. Develop and review effective teaching skills through a variety of instructional designs
4. Participate in activities designed to increase awareness of characteristics of and educational implications for students with and without disabilities
5. Participate in activities designed to expose the teacher candidate to the typical duties of teachers of learners with and without special needs
6. Work as a member of a collaborative team to assess students with and without special needs
7. Use assessment activities, including classroom performance data, to assist, plan, and direct appropriate individual and/or group instructional activities for children with and without disabilities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50

Will this course have special fees or tuition required?* ☑ Yes   **If yes, what will the fee be?*** $40 Flat Fee
☐ No

Fee Justification This fee covers student related expenditures for faculty travel to the student's fieldwork site and materials associated with the oversight and instruction of the student during fieldwork. The fieldwork phase of the program is more intense, requiring frequent observations and guidance meetings. If the Fieldwork fee is not approved, there is no revenue to cover

guidance meetings. If the Fieldwork fee is not approved, there is no revenue to cover
expenses for supervision and materials as this department has no state or e-tuition funding.

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.

NEW SPED 3754 (COURSE NUMBER)
COMBINED SPED 3752 and ECSE 4785

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Practicum II Dual Certification

SPED-3754

Fall Section E01 1 Credit

(1)Description

This course is designed to engage students in clinical experiences in both general and special education and supports program coursework in elementary education and special education. Requirements include observing, planning, and implementing learning activities for students with and without disabilities under the supervision of a qualified supervisor.

Students are in-field three days per week throughout the semester in a designated PK-5 public school site. Teacher candidates spend half of the semester in the traditional general education classroom under the supervision of a certified general education teacher and half a semester in a co-taught general education classroom or special education resource classroom under the supervision of a special education teacher.

Requisites

Prerequisites:
SPED 3753 and Teacher Education Admission TE and Educ.Field Experience Appl FE
Corequisites:

University Supervisor:

Email:

Phone:
(1)Meeting Times

Teacher hours for your assigned class. Students are in-field three days per week throughout the semester in a designated PK-5 public school site. Teacher candidates spend half of the semester in the traditional general education classroom under the supervision of a certified general education teacher and half a semester in a co-taught general education classroom or special education resource classroom under the supervision of a special education teacher.

-Materials

Handbook located on the UWG website under the Office of Field Placement student Resources

(1)Outcomes

Students will:

1. **Demonstrate appropriate professional, ethical and interpersonal behaviors while in school settings**
2. **Apply theoretical academic concepts from related courses to actual practices in the classroom**
3. **Develop and review effective teaching skills through a variety of instructional designs**
4. **Participate in activities designed to increase awareness of characteristics of and educational implications for students with and without disabilities**
5. **Participate in activities designed to expose the teacher candidate to typical duties of teachers of learners with and without special needs**
6. **Work as a member of a collaborative team to assess students with and without special needs**
7. **Use assessment activities, including classroom performance data, to assist, plan, and direct appropriate individual and/or group instructional activities for children with and without disabilities.**

(1)Evaluation

Evaluation Procedures:

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory). Students must earn a satisfactory score for all activities in order to earn an overall satisfactory grade for this course.

Grading Policy:

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

Note: Professional Development Plans may be required for students during or at the conclusion of this experience. Progression to Block III may be impacted by knowledge, skills, dispositions, and grades from Practicum I.

Criteria

Requirements for a grade of Satisfactory:

Completed accurate Time Log. All absences have been made up.

Notebook checked by supervisor and contains all formal lesson plans. Any lesson plans that required revisions are completed.

Reflection assignment due at the end of each rotation was completed and submitted to CourseDen

Progress noted on formal observation forms over the course of the semester

®Assignments

1. Students will demonstrate regular and timely attendance in the school setting. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. In the event you must miss a day at your field placement site that day must be made up and documentation to explain the absence must be provided. Multiple absences (more than 3) and/or late arrivals and/or early departures (more than 3) may result in a failing grade in this course. Documentation of weekly hours/days at placement must be signed by the cooperating teacher and submitted to CourseDen.

    (Objectives 1, 3; written/oral evaluation from supervising teacher, instructor observation)

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Suggested Guidelines of Placement Activities

First Placement

- Week 1: Actively observe, ask questions, help individual students, work with your cooperating teacher to understand how he or she plans lessons, and complete tasks as requested by your cooperating teacher.

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- Week 3: Attempt to write a lesson independently and ask your cooperating teacher for feedback and suggestions. Make sure to ask your cooperating teacher for feedback and suggestions. You should be teaching 2 - 3 lessons each week (more if possible).

- Week 4: Strive to teach and write at least one lesson each day. Help your cooperating teacher with all other instruction. Make sure to ask your cooperating teacher for feedback and suggestions. You should be teaching 3-4 lessons this week (more if possible).
  - Week 5 and 6: teach and write at least one lesson each day. Help your cooperating teacher with all other instruction. Make sure to ask your cooperating teacher for feedback and suggestions. You should be teaching 3-4 lessons this week (more if possible).

Second Placement: Repeat the above sequence

sSchedule

1st placement: January 15-February 10

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(1)Additional Items

SPED - 4787 - Internship Dual Certification

2024-2025 Undergraduate New Course Request

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Desired Effective Year* `2025`

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College - School/ Department* `Department of Special Education`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education course?* ● Yes ○ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* SPED

Course Number* 4787

Course Title* Internship Dual Certification

Long Course Title

Course Type* Special Education

Catalog Course Description* Teaching one semester in a public school under the supervision of an experienced, qualified classroom teacher on the level and in the field of elementary education and /or special education. A student teaching seminar (SPED 4789) accompanies student teaching. Application for field experience is required prior to enrollment. Must be taken concurrently with SPED 4789. Requires completion of Blocks I-III or permission of instructor.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 0

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ⦿ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites SPED 3754 and Educ.Field Experience Appl FE and Teacher Education Admission TE

Concurrent Prerequisites

85

Corequisites SPED 4789

Cross-listing

Restrictions

Is this a General Education course? * ◯ Yes   ⦿ No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Carrollton or Newnan Campus: Face-to-Face
- ☑ Entirely Online
- ☐ Hybrid
- ☑ Fully Online

Frequency - How many semesters per year will this course be offered? `2`

Grading * Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale * The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration initially took ECSE 4786, along with students in the traditional ECSE concentration, for their internship. The ECSE program needed to keep its internship course number for the students in the ECSE traditional program. The new course with the learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elementary Education.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings
2. Use assessment activities, including classroom performance data, to assist, plan, and direct appropriate individual and group instructional activities to meet the needs of each child.
3. Work as a responsible member of a team
4. Demonstrate knowledge of roles and perspectives of team members and of strategies for enhancing collaboration and team function with parents, educators, related service providers, and other agencies
5. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family constellations and needs, and specific disabilities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50

Will this course have special fees or tuition required?* ☑ Yes   ☐ No

If yes, what will the fee be?* $40 Flat Fee

Fee Justification This fee covers student related expenditures for faculty travel to the student's fieldwork site and materials associated with the oversight and instruction of the student during fieldwork. The fieldwork phase of the program is more intense, requiring frequent observations and guidance meetings. If the Fieldwork fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before

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

Other · College of Education · Literacy and Special Education

Internship Dual Certification

SPED-4787

Spring 2023 Section E01 6 Credits 01/09/2023 to 05/09/2023 Modified 01/17/2023

? Description

Teaching one semester in a public school under the supervision of an experienced, qualified classroom teacher on the level and in the field of elementary education and /or special education. A student teaching seminar (SPED 4789) accompanies student teaching. Application for field experience required prior to enrollment. Must be taken concurrently with SPED 4789.
Requires completion of Blocks I-III or permission of instructor.

Requisites

Prerequisites:
SPED 3754 and Educ.Field Experience Appl FE and Teacher Education Admission TE
 Corequisites:SPED 4789

? Contact Information

supervisor: Ms. Karen Timms

Email: ktimms@westga.edu
Phone: 4046954560

? Meeting Times

Field experience

Assigned school

Monday-Friday

January 9- May 1

Teacher hours of your assigned school

Materials

Handbook

Located on the UWG website under Office Of Field Experience Student Resources

🔲 Outcomes

The student will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings

2. Use assessment activities including classroom performance data to assist, plan, and direct appropriate individual and group instructional activities to meet the needs of each child

3. Work as a responsible member of a team

4. Demonstrate knowledge of roles and perspectives of team members, and of strategies for enhancing collaboration and team function with parents, educators, related service providers, and other agencies

5. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family constellations and needs, and specific ,

⁇ Evaluation

The UWG supervisor will complete two formal observations. Lesson plans using the UWG format must be summited prior to the observation. Completed observation forms will be uploaded to CourseDen.

The Cooperating teacher will complete three formal observations. Lesson plans using a format approved by the Cooperating Teacher must be submitted in advance. Completed observations forms will be uploaded to CourseDen.

End Of semester Evaluations to be completed by the university supervisor and the cooperating teacher: CAPS and Disposition RUbric

Successful completion of the two week take over requirement.

Grading Information and Policy

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory), based on requirements outlined in this syllabus and in guidelines to be distributed and discussed in classes/ meetings. A grade of S (satisfactory) must be earned on all assignments in order to successfully pass this course.

S = satisfactory general and specific participation, performance, and completion of assignments

U = unsatisfactory general or specific participation, performance, or completion of selected assignments

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

®Assignments

Lesson Plans Requirement:

Weekly: Use a plan format of your choice for lessons that you teach. These must be kept in your field notebook and will be checked by the University Supervisor.

Formal Observations: (3 for CT, 2 for Supervisor) Use the required lesson plan format provided by the University Supervisor. These lesson plans must be kept in the fieldnote book and will be checked during supervisor's visit.

Reflection: The three formal observations completed by the Cooperating Teacher will include a self reflection piece that will be uploaded to CourseDen.

Attendance: Students will demonstrate regular and timely attendance in the school setting and University meetings (both Face to face and virtual). Students must report to the school and follow their cooperating teacher's daily schedule (follow the contract hours for your cooperating teacher). Daily sign-in following school procedures is required. You must also maintain a daily attendance log included with this syllabus. Students who are physically unable to attend or will be late should call both their university supervisor and the school prior to the time you are required to report at school. Any necessary absences will be made up. Attendance and hours are to be documented. If you are late and/or leave early on more than three occasions (unless it is to attend a face-to-face seminar session) and/or miss more than three full days you will not successfully pass this course and you will need to make it up in a future semester. Please note all school holidays and any days where you were absent from your placement on your time log.

Routine Instructional Activities: Each intern will engage in routine instructional activities throughout the experience. Observations of the intern by the University Supervisor and the Supervising Teacher will be conducted while engaged in routine activities. Instruction and performance of routine duties will be evaluated using formats required by the College/ Department and additional forms identified by supervisors (if desired). Specific potential assignments/components include the following:

1. Attend and participate in team meetings
2. Participate in delineation of primary instructional targets for each student
3. Participate in planning and follow classroom schedules
4. Lead and assist in implementation of planned instructional activities, including field trips, etc.
5. Collect and analyze data
6. Use principles of systematic instruction
7. Use specialized equipment, materials, and techniques appropriate for children with specific handicapping conditions and children from culturally diverse backgrounds
8. Interact appropriately with parents, families, and significant others, as well as with other professionals

   (Objectives #1-5; observations, *Intern Keys*)

Time-in-Charge: Each intern will take on the full teacher role (within legal or other constraints identified by the school system and University) for a *minimum* of two weeks. You must identify the 2 weeks in which you will be in charge and give this information to your University Supervisor and instructor by January 20 , 2023. Failure to inform your University Supervisor of your schedule to be in charge may result in you needing to make up time or having to repeat this field experience. (Course Objectives 1-6; observations, *Intern Keys*)

Student Teaching Notebook: This notebook will contain the following information and be kept at the school location for the University Supervisor to evaluate during observation visits. (Course Objective 6; timely completion of report)

- Attendance Log (see form below) – this should be signed each week by your cooperating teacher.
- Up-to-date Class Schedule
- All lesson plans
- Examples from a variety of lesson that you planned
- Schedule for taking over full teaching responsibilities

(Course Objective 3; written feedback w/ use of rubrics) (Course Objectives 1-6; observations, Intern Keys, written feedback)

Lesson Plans: Each intern is required to complete written plans for all lessons for which he/she has responsibility for planning, including the two weeks during which the intern takes over full teaching duties, activities gradually leading up to the time in charge, and activities subsequent to the time in charge. Plans are to be written in advance.

All lesson plans are to be made available to the Cooperating Teacher and University Supervisor by keeping the plans in the student teaching notebook. Initially, all interns are required to submit UWG Special Education Program lesson plans. Any plans requiring remediation will need to be revised and resubmitted (Course Objectives 1-6; observation, written feedback)

Observations: Each intern will be observed by the assigned University Supervisor a minimum of 2 times. At least 1 observation will take place during the time in which you are fully "in charge" of the classroom and therefore will be unannounced. You must always be following the schedule and teaching during your two weeks fully in charge. Failure to do so may require you to repeat your final field placement experience. Additional observations of your teaching may be conducted at the discretion of the University Supervisor or at the request of the Cooperating Teacher. Additionally, your cooperating teacher should also observe you and provide a written evaluation of your teaching skills at least 3 times during the semester. (Course Objectives 1-6; *Intern Keys*, other observation formats selected by University Supervisor)

sSchedule

iCourse Policies and Resources

?College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform 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 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.

Diversity and Inclusion Statement for the College of

Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

⬚ Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt

of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

Public Service

New Interdisciplinary Pathway Request

General Information

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**.

Primary Point of Contact Name*   Heather Mbaye

Email*   hmbaye@westga.edu

College*   Department of Civic Engagement and Public Service

Pathway Information

School/ Department*   Department of Civic Engagement and Public Service

Desired Effective Semester*   Fall   **Desired Effective Year***   2024

Name of Proposed Pathway*   Public Service

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? *   ⦿ Yes   ◯ No

List all academic departments that offer courses in the   Political Science, Criminology, and Sociology

offer courses in the proposed pathway: *

Has the new pathway proposal been reviewed by all of the departments listed above? * Yes

List the pathway-specific student learning outcome(s): * Students will be able to define public service.
Students will be able to recognize community problems and issues. Students will be able to identify the fundamentals of public service in a variety of areas.
Students will be able to explain governmental and non-governmental responses to public service concerns.
Students will be able to articulate what it means to work in the public sector or in service to the communities they live in.

Upload proposal document(s)

Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway? *
◉ Yes
◯ No

Does the uploaded documentation identify mentors for each of the proposed pathway disciplines *
◉ Yes
◯ No

Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee? *
◉ Yes
◯ No

Does the uploaded documentation include two-year rotations for all courses in the proposed pathway? *
◉ Yes
◯ No

Does the uploaded documentation include a program map? *
◉ Yes
◯ No

Curriculum Information - Not Applicable

Type of Program *
◉ Program
◯ Shared Core

Prospective Curriculum *

The BIS in Public Service is an interdisciplinary pathway that will allow for a public service focus in a degree path for UWG majors. We believe this degree will benefit those who wish to work with state and local agencies as well as Federal government agencies, social and nonprofit outreach, and similar careers serving people and groups in our communities.

Program Learning outcomes:
- Students will be able to define public service.
- Students will be able to recognize community problems and issues.
- Students will be able to identify the fundamentals of public service in a variety of areas. Students will be able to explain governmental and non-governmental responses to public service concerns.
- Students will be able to articulate what it means to work in the public sector or in service to the communities they live in.

Undergraduate students can tailor their degree with coursework in: (1) Criminology and Criminal Justice, (2) Social Dimensions and Outreach, and/or (3) Politics and Policy. Each student must choose at least two of the three disciplinary areas.

WHAT YOU WILL STUDY
All IDS majors complete an XIDS course sequence through which they learn interdisciplinary concepts and method, culminating with a capstone project that reflects their intellectual and career interests:
- XIDS 2000 - Introduction to Interdisciplinary Studies
- XIDS 3000 - Interdisciplinary Methods
- XIDS 4000 - Interdisciplinary Capstone

All BIS Public Service pathway students must take XIDS 2300: Introduction to Public Service in major foundations (area F), POLS 1101 in Area P2, Sociology 1101 in area S2 or F, and CRIM 1100 in area S2 or F.

CRIMINOLOGY AND CRIMINAL JUSTICE
Students must take 3 criminology courses at the 3000/4000 level. Sample classes:
- Corrections/ Correctional Programs
- Victim Advocacy
- Youth, Crime, and Community
- Family Violence
- Crime and Social Inequality
- Race and Crime
- Crime Against Women
- Police in Society

SOCIAL DIMENSIONS AND OUTREACH
Students must take 3 sociology at the 3000/4000 level. Sample classes:
- Urban Sociology
- Death, Grief, and Caring

- Deviant and Alternative Behavior
- Social Work Skills
- Sociology of Gender
- Housing and Homelessness
- Sociology of Youth
- Social Inequality

POLITICS, GOVERNMENT, AND POLICY

Students must take 3 political science classes at the 3000/4000 level. Sample classes:
- American Political Institutions
- Public Policy
- Judicial Process
- Public Management
- State and Local Politics and Administration
- Comparative Public Administration
- Management of Non-Profit Organizations
- Public Finance

Notes:
The three specific disciplines and mentors for each area are: Political Science: Heather Mbaye, Criminology: Lynn Pazzani, and Sociology: Neema Noori.

Since there are no specific required courses in each disciplinary area, there is no need for a course rotation to be included, except for the Introduction to Public Service class. That class will be offered regularly, in each Spring term, by Heather Mbaye, beginning in Spring 2025.

PROGRAM SHEET
Bachelor of Interdisciplinary Studies

Degree topic or organizing theme: BIS in

Discipline 1:	**Discipline 2:**

Core Impacts		60	Major		60
Course	**Term**	**Hrs**	**Course**	**Term**	**Hrs**
C: Communications			**Required Courses** (3000/4000 level)		**24**
ENGL 1101		3	Discipline1		
ENGL 1102		3	Discipline1		
M: Mathematics			Discipline1		
Math 1001, 1111, 1301		3	Discipline2		
I: Institutional Priorities			Discipline2		
B1 Recommended: Comm 1101		3	Discipline2		
B2 Recommended: LIBR 2100		2	XIDS 3000 Interdisciplinary Methods		
A: Arts, Humanities, and Ethics			XIDS 4000 Interdisciplinary Capstone		
Category 1:		3			
Category 2: Recommended: Comm 1154		3	**Discipline 3 and/or Electives**		**36**
T: STEM			Suggestions: Crim 1/2xxx, pols 1/2xxx		
1 Science plus lab		4	Suggested: Crim 1/2xxx, pols 1/2xxx		
1 Science without lab		3	Suggestions: Crim 1/2xxx, pols 1/2xxx		
2 Recommended: Math 1401		3	Suggested: Crim 1/2xxx, pols 1/2xxx		
S: Social Science			Suggestions: Crim 1/2xxx, pols 1/2xxx		
S1 - World History		3	Suggestions: Crim 1/2xxx, pols 1/2xxx		
S2 - Recommended: SOCI 1101 or CRIM 1100		3			
P: Citizenship					
P1 - American History		3			
P2 - American Government		3			
F: Major Foundations					
XIDS 2000 Intro Interdisciplinary Studies		3			
XIDS 2300: Introduction to Public Service		3			
CRIM 1100 if not taken in E4 or		3			
SOCI 1101 if not taken in E4		3			
POLS 2101, 2201, or 2401		3			
Any Crim 1/2xxx, or POLS 1/2xxx to fill remainder		3			

Addendum II

Sociology, M.A.

2024-2025 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

    Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing or School of Communication, Film and Media course? * ◯ Yes ● No

Is this a College of Education Program? * ◯ Yes ● No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * ● Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * ● Program
                        ◯ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name * Sociology, M.A.

Program ID - DO NOT EDIT* 4107

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Arts

Program Description* The Master of Arts degree in Sociology prepares students for advanced graduate studies in the social sciences and for professional careers in a variety of settings including federal, state, and local government agencies; not-for-profit organizations, community service groups; market research firms; and social service organizations. Coursework incorporates classical and contemporary theoretical perspectives, analysis of cutting edge empirical research, and training in quantitative and qualitative research methodologies. Students can take coursework and specialize in the following areas: community development, social inequality, social psychology, health, urban sociology, environment, comparative sociology, sociology of family, sociology of religion, and social movements.

Admission
The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have:

- A minimum undergraduate GPA of 3.0

- A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree

- Three letters of recommendation

- A current resume or curriculum vitae

Applicants may be admitted provisionally and considered for regular admission.

To apply or to learn additional information about the application process, please contact the Sociology Program: http://www.westga.edu/sociology.

Program Requirements
The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

Students accepted into the program may choose between three tracks: Thesis, Applied, and Mid Career. Under either plan, students must complete a minimum of 30 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements
Thesis
Applied
Mid-Career

Core Courses
9 hours
9 hours
9 hours

Elective Courses
15 hours
12 hours
15 hours

Thesis Preparation
3 hours
N/A
N/A

N/A

Thesis

3 hours
N/A
N/A

Internship
N/A
3 hours
N/A

Additional Research Methods
N/A
3 hours
3 hours

Total Hours
30 hours
30 hours
30 hours

Final Project
Thesis
Internship Project
Applied Project

Learning Outcomes
Upon completion of this degree program, students will be able to:

Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality

Demonstrate a mastery of sociological theories

Demonstrate a mastery of methodological approaches within sociology

Demonstrate a mastery of the diversity in society

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* | Online |

Curriculum Information

Program Requirements

Core Courses: 9 hours

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

SOCI 6305 Advanced Sociological Theory
[Right] **(or another 6000-level theory course approved by the program's head of Graduate Studies)**

SOCI 6013 Social Research
[Right] **(or)**

SOCI 6613 Qualitative Research
[Left] *****

SOCI 6003 Advanced Statistics for Sociology
[Right] **(or another graduate level statistics course approved by the program's Head of Graduate Studies)**

[After] ***Students who have not taken an undergraduate statistics course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6003.**

Thesis Track

Under the Thesis Track, students must also complete three hours of Thesis Preparation and three hours of thesis work. A thesis is required under this track.

SOCI 6882 Thesis Preparation
SOCI 6999 Thesis

Electives: 15 hours

Applied Track

Under the Applied Track, students must complete three credit hours of additional research methods coursework and three credit hours of Internship, and three credit hours of Applied Project..

Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

SOCI 6286 Internship
SOCI 6986 Applied Project
[After] (and)

SOCI 5015 Analyzing and Visualizing Data
[After] (or)

SOCI 6275 Planning and Evaluation
[After] (or)

SOCI 6613 Qualitative Research
[After] (or)

SOCI 6660 Institutional Ethnography
[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies.

Electives: 12 hours

Mid-Career Track

The Mid-Career Track is available to students who are employed in a setting comparable to where a Sociology MA student would do an internship. Students should consult with the Head of Graduate Studies to determine if they are eligible. Under the Mid-Career Track, students must register for three credit hours of additional research methods coursework and three credit hours of Applied Project.

Students opting for the Mid-Career track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their employment site.

SOCI 6986 Applied Project
[After] (and)

SOCI 5015 Analyzing and Visualizing Data

[After]

(or)

SOCI 6660 Institutional Ethnography

[After] (or)

SOCI 6613 Qualitative Research

[After] (or)

SOCI 6275 Planning and Evaluation

[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with aproval from the Head of Graduate studies.

Electives: 15 hours

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. **Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Reducing the number of required credit hours from 36 to 30 will make the Sociology MA more desirable to students and more competitive in the marketplace of masters programs.

We have attached a modified curriculum map. We have not attached an updated assessment plan, as this change will not impact the program SLOs or assessment.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply.*

☐ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☐ This change affects 50% or more of the program's curriculum content.

☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☑ None of these apply

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

6 credit hours are approximately 17% of the length of a 36-hour program and 20% of the length of a 30 credit hour program.

This change is less than 20% of the program and students' expected time to completion will not decrease by more than one term or its equivalent or comparable measure. According to pg 48 of the SACS Substantive Change Policy and Procedures document, this should not quality as a change that SACS must be notified of before implementation.

The USG Board of Regents Policy Manual 3.8.1 states that masters degrees shall consist of 30 credit hours. This modification brings the Sociology MA in line with this policy.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

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.

Teacher Education, M.A.T., Concentration in Elementary Education

2024-2025 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *   `College of Education`

`Department of Early Childhood through Secondary Education and Reading`

Is this a School of Nursing or School of Communication, Film and Media course?*   ○ Yes   ● No

Is this a College of Education Program?*   ● Yes   ○ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*   ● Yes   ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ● Program
○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Teacher Education, M.A.T., Concentration in Elementary Education

Program ID - DO NOT EDIT* 4080

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Arts in Teaching

Program Description* The Master of Arts in Teaching with a concentration in Elementary Education is a 36-credit hour program of study delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades PK-5. This program leads to initial teacher certification in Georgia in grades PK-5. Students must be able to complete practicum and internship requirements for program completion within the state of Georgia.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* Online

Curriculum Information

Admission Requirements

 - Undergraduate degree with an overall GPA of at least 2.7
 - Completion of the Georgia Educator Ethics Assessment - Test 360

Internship: 3 Hours

ECED 6291 Internship

Comprehensive Exam

ECED 6289 Elementary MAT Seminar &
Comprehensive Exam

Required Professional Courses: 36 Hours

 Students must complete all of the required courses for initial certification and
 graduation from the program.

CEPD 6101 Educational Psychology
ECED 6111 Intro to Elementary Field
Experience
ECED 6258 Teaching Social Studies and Literacy
ECED 6259 Teaching Science and Literacy
ECED 6263 Teaching Mathematics I
ECED 6266 Teaching Mathematics II
EDRS 6342 School and Classroom Assessment
READ 6263 Reading Instruction and
Assessment II (3-5)
READ 7263 Language and Literacy Assessments
and Interventions
Read 6262 Reading Instruction and
Assessment I (PK-2)
ECED 6260 Classroom Management
SPED 6706 Special Education in the Regular
Classroom

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 36 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teachershortages.

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According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.

Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 36-credit hour program is in line with other USG institutions with an MAT in Elementary
P-5 Education:
Georgia Southern: 45 credit hours
UGA: 51 credit hours
Augusta University: 39 credit hours
Columbus State: 49-65 credit hours
Georgia State: 55 credit hours
KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with an MAT in Elementary
P-5 Education:
Brenau University: 57-60 credit hours
Mercer University: 37-46 credit hours
Piedmont University: 48 credit hours
Reinhardt University: 48 credit hours
Thomas University: 48 credit hours
Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
University of Phoenix: 45 credit hours
Liberty University: 36 credit hours
Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).
2. The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning).
3. The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies).
4. The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction).
5. The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies).
6. The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).
7. The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment).
8. The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).
9. The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).
10. The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to [kgwaltney@westga.edu](#)

Please select all that apply. *
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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 Adding an Elementary Education concentration track to the already approved Master of Art in Teaching degree.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the **Proposal Toolbox** and clicking in the top right corner.

1.) Program Map and/or Program Sheet

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Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map *
- ☑ I have attached the Program Map/Sheet.
- ☐ N/A - I am not making changes to the program curriculum.

Assessment Plan*   ☑ I have attached the Assessment Plan.

☐ N/A

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.

Master of Arts in Teaching: Teacher Education

Elementary Education Concentration

Student Learning Outcome
*Student learning outcomes are adopted from the Georgia Professional Standars Cmmission Teaching Standards for Content and Pedagogical Knowledge. Program faculty advise reviewers that these outcomes are adopted as written and may contain compound goals.
Outcome 1: Professional Knowledge. The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1).
Outcome 2: Instructional Planning. The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2).
Outcome 3: Intructional Strategies. The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3).
Outcome 4: Differentiated Instruction. The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4).
Outcome 5: Assessment Strategies. The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5).

Outcome 6: Assessment Uses. The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

Outcome 7: Positive Learning Environment. The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7).

Outcome 8: Academically Challenging Environment. The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8).

Outcome 9: Professionalism. The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).

Outcome 10: Communication. The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10).

Outcomes 1-10

Measure/Method	Success Criterion
Georgia Assessment for the Certification of Educators (GACE) Elementary Education Tests I & II Candidate Assessment on Performance Standards (CAPS), item 1 Professional Behaviors and Dispositions Assessment (PBDA), items 10, 11, 13	Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA.
CAPS item 2 PBDA item 11, 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
Georgia Assessment for the Certification of Educators (GACE) Elementary Education Tests I & II CAPS item 3 PBDA item 11, 13	Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 4 PBDA items 10, 11, 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 5 PBDA item 13	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.

CAPS item 6 item 13	PBDA	Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 7 PBDA items 2, 4, 6, 10, 11, 13		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 8 PBDA item 11, 13		Candidate pass rate for GACE Elementary Education Tests I & II will be 90% or higher. Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA.
CAPS item 9 PBDA items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
CAPS item 10 PBDA items 1, 2, 3, 4, 6, 10		Candidates will have an average score of 3.0 (proficient) across identified items on CAPS and PBDA during their internship semester.
Near completer survey all items		Program will average 3.0 or higher across all survey items.

AY24	AY25	AY26	Interpretation & Use of Results	Improvement Plan

MASTER OF ARTS
ELEMENTARY EDUCATION
PROPOSED PROGRAM OF STUDY
2024-2025

	HRS	SEMESTER	TRF/SUB
Required Courses Block I	**9 hrs**		
READ 6262: Reading Instruction and Assessment I (PK-2)	3		
ECED 6263: Teaching Mathematics I	3		
ECED 6260: Classroom Management	3		
ECED 6111: Intro to Elementary Field Experience	0		
Required Courses Block II	**9 hrs**		
READ 6263: Reading Instruction and Assessment II (3-5)	3		
ECED 6266: Teaching Mathematics II & Practicum	3		
ECED 6259: Teaching Science and Literacy	3		
Required Courses Block III	**9 hrs**		
CEPD 6101: Educational Psychology	3		
SPED 6706: Special Education in the General Classroom	3		
ECED 6258: Teaching Social Studies and Literacy	3		
Required Courses Block IV	**9 hrs**		
EDRS 6342: School and Classroom Assessment	3		
READ 7263: Language and Literacy Assessments and Interventions	3		
ECED 6291: Internship	3		
ECED 6289: Elementary MAT Seminar & Comprehensive Exam	0		
Total Program Hours	**36 hrs**		

Program Notes:
1. All courses are required courses and may not be substituted.
2. Students must follow their approved program of study and contact their advisor prior to any changes.

Master of Arts (M.A.T) in Teaching
Proposed: New Teacher Education Concentration in Elementary Education
Department of Early Childhood through Secondary Education and Reading
College of Education
University of West Georgia

Proposed Effective Implementation Date, Fall 2024

Program ID: 4080
CIP Code:
Delivery Method: Online

Proposed New Concentration (Elementary Education):

UWG proposes adding a new concentration to the existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 36 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be delivered 100% online, and UWG anticipates that most of the students in the program would be employed as provisional teachers or paraprofessionals as they complete the coursework.

Currently Approved M.A.T Concentrations: Secondary Education: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

Required Professional Courses: 36 hours

Program Description:

The Master of Arts in Teaching with a concentration in Elementary Education is a 36-credit hour program of study delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades PK-5. This program leads to initial teacher certification in Georgia in grades PK-5. Students must be able to complete practicum and internship requirements for program completion within the state of Georgia.

Teacher Education, M.A.T., Concentration in Elementary Education

1. **Admission Requirements**

- Undergraduate degree with an overall GPA of at least 2.7
- Completion of the Georgia Educator Ethics Assessment - Test 360

2. **Internship: 3 Hours**

    1. ECED 6291 Internship

3. **Comprehensive Exam**

    1. ECED 6289 Elementary MAT Seminar & Comprehensive Exam

4. **Student Learning Outcomes:**

    The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).

The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning).

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies).

The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction).

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies).

The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment).

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).

5. **Required Professional Courses: 36 Hours**

Students must complete all of the required courses for initial certification and graduation from the program.

MASTER OF ARTS
ELEMENTARY EDUCATION CONCENTRATION
PROPOSED PROGRAM OF STUDY 2024-2025

	HRS	SEMESTER	TRF/SUB
Required Courses Block I	**9 hrs**		
READ 6262: Reading Instruction and Assessment I (PK-2)	3		
ECED 6263: Teaching Mathematics I	3		
ECED 6260: Classroom Management	3		
ECED 6111: Intro to Elementary Field Experience	0		
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Total Program Hours	**36 hrs**		

Program Notes:
1. All courses are required courses and may not be substituted.
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Labor Market Indicators:

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

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According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County,

Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.

Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 36-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:

Georgia Southern: 45 credit hours

UGA: 51 credit hours

Augusta University: 39 credit hours

Columbus State: 49-65 credit hours

Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with an MAT in Elementary P-5 Education:

Brenau University: 57-60 credit hours

Mercer University: 37-46 credit hours

Piedmont University: 48 credit hours

Reinhardt University: 48 credit hours

Thomas University: 48 credit hours

Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)

University of Phoenix: 45 credit hours

Liberty University: 36 credit hours

Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

Graduate Certificate in Planning, Public Safety, and GIS

2024-2025 Graduate New Program Request

General Information

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

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.

Desired Effective Semester* | Fall

Desired Effective Year* | 2024

Program Type*
- ◯ Degree Program
- ◯ Embedded Certificate
- ⦿ Stand-Alone Certificate
- ◯ Minor
- ◯ Endorsement
- ◯ Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department *

Department of Civic Engagement and Public Service

Is this a School of Nursing or School of Communication, Film and Media course? *   ○ Yes   ⦿ No

Is this a College of Education Program? *   ○ Yes   ⦿ No

Program Information

Program Name *   Graduate Certificate in Planning, Public Safety, and GIS

Degree Type *   Graduate Certificate

Program Description *   The Graduate Certificate in Planning, Public Safety, and GIS is an option for individuals who do not need a Master's degree, or who wish to combine a specialization in public administration with a Master's degree they have already earned or will earn. This certificate is designed to meet the needs of practicing and future public administrators or those in public safety who may want to earn certificates in public administration to gain employment and/or enhance their careers with local, state, or federal government and/or non-profit organizations.

Program Location *   Online

Status *   ⦿ Active-Visible   ○ Inactive-Hidden

How will the proposed program be delivered? *
☐ Face-to-Face
☑ Online Only
☐ Hybrid

Curriculum Information

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

Type of Program *   ⦿ Program
○ Shared Core

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PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. **Please click** <u>here</u> **for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. 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.

Core Courses

Required Courses (9 credit hours)

CRIM 5002 GIS, Planning, and Public Service

GEOG 5551 Introduction to GIS and Mapping Science

PLAN 5704 Planning Theory and Practice

Planning and Mapping in Public Service

Electives (choose 6 credit hours)

CRIM 6275 Planning and Evaluation

CRIM 6286 Internship

GEOG 6753 Advanced GIS and Spatial Analysis

PLAN 5705 Computers in Politics, Planning, and Management

PLAN 5721 Housing and Community Development

PLAN 6702 Land Use Planning

POLS 6200 Public Budgeting and Financial Management

POLS 6205 Administrative Law and Procedures

POLS 6286 Public Administration Internship

Justification and Assessment

Rationale * This certificate addresses the growing job demand for professionals with expertise at the intersection of geographic information systems (GIS) and public administration. With the ever-evolving complexity of cities and development, it is essential to have the knowledge and skills set necessary for planning and spatial analysis that would directly impact local government and public safety agencies. Designed for both aspiring and practicing public administrators and those in public safety, this certificate provides specialized training in GIS technology, spatial analysis, and planning in order to meet the evolving needs of the public service sector.

Program Learning Outcomes - Please provide PLOs in a numbered list format. *

1. Understand the broad scope of planning, including its multidisciplinary nature and its multiple governmental applications
2. Apply and use Geographic Information Systems and other computer technology in the practice of planning

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@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
☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from **[here](#)**, and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

Program Map* ☑ I have attached the Program Map.

USGBOR One Step Proposal*
☐ I have attached the USGBOR One Step Proposal.
☑ N/A - USGBOR One Step Proposal is not required (minor, embedded
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certificate).

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map ☑ I have attached the Curriculum Map.
Assessment*

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.

GRADUATE CERTIFICATE IN PLANNING, PUBLIC SAFETY, AND GIS

				PL-SLO 1	PL-SLO 2
DEPARTMENT:	Civic Engagement & Public Service				
PROGRAM:	Standalone Graduate Certificate	**COURSES**		Understand the broad scope of planning, including its multidisciplinary nature and its multiple governmental applications	Apply and use Geographic Information Systems and other computer technology in the practice of planning
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.		1	PLAN 5704 - Planning Theory and Practice	I	I
		2	GEOG 5551 - Introduction to GIS and Mapping Science	I	I
		3	PLAN 5705 - Computers in Politic, Planning, and Management	R	
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.		4	PLAN 5721 - Housing and Community Development	R	
		5	POLS 6200 - Public Budgeting and Financial Management	R	
		6	POLS 6205 - Administrative Law	R	
		7	CRIM 6275 - Planning and Evaluation	R	
		8	PLAN 6702 - Land Use and Planning	R	
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.		9	POLS/CRIM 6286 - Internship	R	R
		10	GEOG 6753 - Advanced GIS and Spatial Analysis		R
		11	CRIM/POLS 5002 - GIS, Planning, and Public Service	M, A	M, A

Instructions column:

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

**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.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

Academic Year
Program Map
Graduate Certificate in Planning, Public Safety, and GIS

YEAR 1					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
PLAN 5704	3		Planning and Mapping in Public Service Course	3	
GEOG 5551	3		Planning and Mapping in Public Service Course	3	
Planning and Mapping in Public Service Course	3		CRIM/POLS 5002	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies before generating a full proposal. Once a program is approved in concept, the full proposal review process is utilized.

College/School: **University College**
Department: **Civic Engagement and Public Service**
Name of Proposed Program: **Planning, Public Safety, and GIS**
Degree Level: **Graduate Certificate**
Major and CIP Code: **N/A**
Desired Start Date: **Fall 2024**

1) **Briefly describe how the proposed program is consistent with the mission and strategic plan of the University. Please address placemaking, relevance, and competitiveness.**

This proposed certificate is consistent with two priorities of UWG's strategic plan: Relevance and Competitiveness. Local and state governments and public safety agencies rely on planning and analytical technologies in making decisions, allocating resources, and setting and achieving strategic priorities. This graduate certificate engages students within the MPA program and those who are already in the field to gain knowledge and a skillset related to how GIS technology is used to impact policies, procedures, and the built environment of urban and environmental planning in local government and public safety. West Georgia alone has started to expand more with the need for housing and shopping development. There is now a need for those in public service to understand how the urban environment impacts things needed at the local level and public safety. GIS is one tool that has been linked to this to help with the planning process related to city budgets and being proactive with crime. In addition, there are no other certificate programs like this in the state of Georgia, either embedded or stand-alone, that will give those who work in public service and public safety this advanced skill for them to effectively do their jobs and/or advance in their field. We become competitive in that a student can receive this certificate in a bundle of getting an undergraduate degree in criminology or political science, and go through the process of ABM to receive an MPA degree with this certification in hand. We would also tackle those who need more knowledge in this area to advance in their career and learn new technology to advance their decision-making on policies and procedures in public service and public safety. With all this together, a student can obtain all of this in 5 years. If they already have an undergraduate degree, they can get an MPA and the certificate in 2 years. UWG would be creating a place where students can gain experiential learning with agencies in need of this skillset in addition to feeling proud to be a part of this learning community. Since public service and public safety are such connected fields, this will get around to growing this base even more, especially with academic initiatives with the Georgia Department of Corrections, Victims Advocacy with the State's Prosecuting office, and GPSTC.

2) **Provide the rationale for developing the proposed new academic program. Consider including information regarding preliminary market demand analyses and potential student populations. Does it have characteristics that are distinctive from similar**

programs offered by the USG?

This certificate addresses the growing job demand for professionals with expertise at the intersection of geographic information systems (GIS) and public administration. With the ever-evolving complexity of regions, cities, and towns, knowledge and skill sets in planning and spatial analysis are increasingly relevant to local government and public safety agencies. Government agencies at various levels (local, state, and federal) utilize GIS for tasks such as urban planning, disaster management, environmental monitoring, transportation planning, public health analysis, and more. Designed for both aspiring and practicing public administrators and those in public safety, this certificate provides specialized training in GIS technology, spatial analysis, and planning to meet the evolving needs of the public service and public safety sectors.

As shown in the table below, multiple institutions in the University System of Georgia (USG) offer Masters- or post-Baccalaureate-level programs in GIS, Urban/Regional Planning, and Public Safety. None of these programs, however, explicitly applies GIS to problems of planning, public administration, and public safety. Specifically, the proposed graduate certificate focuses on the needs of public agencies and how planning and GIS can help inform them as it relates to those social and environmental concerns. Existing Masters and post-Baccalaureate programs in GIS do not require courses in planning, political science, or criminal justice.

Masters and Post-Baccalaureate Programs Offered by USG Institutions		
Geographic Information Systems/Science		
Degree Program	**Institution**	**Delivery**
Post-Bac Certificate in Geographic Information Science	University of Georgia	On Campus
Post-Bac Certificate in Geographic Information Systems	Georgia State University	On Campus
Master of Science in Geographic Information Science and Technology	Georgia Institute of Technology	On Campus
Post-Bac Certificate in Geographic Information Systems	University of West Georgia	On Campus and Online
Urban/Regional Planning		
Degree Program	**Institution**	**Delivery**

Post-Bac Certificate in Urban Planning and Community Development	Augusta University	Online
Master of City and Regional Planning	Georgia Institute of Technology	On Campus
Post-Bac Certificate in Planning and Economic Development	Georgia State University	On Campus
Master of Urban Planning and Design	University of Georgia	On campus
Public Safety		
Degree Program	**Institution**	**Delivery**
Master of Public Safety Administration	Columbus State University	On Campus

The market demand for individuals with GIS knowledge in planning, public service and public safety agencies can vary depending on several factors such as the size of the agency, its specific goals and initiatives, technological advancements, and regulatory requirements. Generally, there has been a growing demand for GIS professionals, with labor market reports regularly showing above average growth in demand. According to O*Net Online, and depending on the specific GIS-related occupations, demand for jobs with GIS skills and knowledge is expected to increase between 2% and 9% both in the State of Georgia and nationally. In Georgia, median salaries for GIS-skilled professionals range from $106,000 (GIS managers) to $60,000 (GIS technicians and data analysts). Proficiency in GIS enhances the competitiveness of students interested in careers in public administration and public safety, given the reliance on spatial data for planning, decision-making, and resource management. O*Net also shows growing demand for graduates with specialized knowledge in city/urban/community/regional planning (2-4%), with a median salary for planning jobs in Georgia of nearly $71,000.

3) **What is the anticipated delivery method(s) and projected enrollment for the program? On what basis were those enrollment estimates developed?**

This graduate certificate will be offered ONLINE since all graduate courses, including the two courses from Geography, are offered online only. Since this certificate will be linked to the MPA degree, this program currently has 66 students and is accredited. In addition, the Criminology Masters program has merged with MPA to bring our 15 – 20 students over. Finally, we have partnered with the Georgia Department of Corrections (GDC) to bring in more students within the MPA program. This could generate 70 – 80 students per year.

4) **Is it consistent with the strengths and core competencies of the department?**

This certificate is consistent with the strengths and core competencies within our department. Our strength has been connecting with different state and local agencies to see what needs have been lacking and how we as a department and university can help fulfill this. We already have the class together but it has been the focus to make these courses more practical to connect our current and future students with those who will be hiring them. In addition, we have seen the needs of specific agencies to help further educate their staff to be able to advance in their careers. Specifically, to help the Georgia Department of Corrections move into having their staff more professionalized, they have to identify the need to help their staff receive college degrees. Our department is suited to help, especially with these advanced certificates that will be offered in a modality that suits them since they are across the state and trying to balance home, work, and life.

5) **Briefly describe the anticipated resource needs for the proposed program. Consider including information about faculty workload, program administration, campus facilities, specialized equipment, and accreditation.**

Except for one course (POLS/CRIM 5002), which is in the curriculum approval process, this program relies on existing courses, most of which are regularly and consistently offered by either the Department of Civic Engagement and Public Service or the Department of Natural Science. UWG has a site license for the industry standard GIS software (ESRI's ArcGIS Pro) and two dedicated GIS labs. Students in GIS courses can also install the software on their own computers.

6) **Discuss in general terms the budgetary impact of delivering the program. Consider including the realignment of resources.**

There will not be a budgetary impact for delivering this certificate.

7) **Is the program free from duplication or competition with a current or planned program within the university? Is an existing program or major being recommended for termination or deletion?**

This certificate is free from duplication of any program here at UWG or in the USG system. In addition, the MPA is not being recommended for termination or deletion nor is the Geography upper division GIS course implemented within the certification in danger of being deleted since it and the course in Geography.

8) **How will this program enhance the reputation of UWG? Please list business or other community partners who may be prepared to provide advocacy and support for the proposed program.**

The Department of Civic Engagement and Public Service has already begun the process of implementing programs through partnering with state and local public agencies. In addition, these agencies have research projects within Criminology and Geography that are GIS-based on planning for future training sites and environmental data from police-involved accidents as it

relates to how this impacts insurance for police across the state. Here are the following agencies as of now that are community partners and support this proposed program: Georgia Department of Correction, City of Douglasville, GPSTC, and Haralson County Sheriff's Office.

Letters of support from these agencies can be provided upon request if necessary.

Approval by Dean and Date:
Approval by President or Senior Vice President for Academic Affairs and Date:

Graduate Certificate in Planning, Public Safety, and GIS

Student Learning Outcome
Understand the broad scope of planning, including its multidisciplinary nature and its multiple governmental implications
Apply and use Geographic Information Systems and other computer technology in the practice of planning

Strategic Plan Connection	Measure/Method	Success Criterion
Relevance and Competitiveness	In their final project, students will be required	Mean = 80%
Relevance and Competitiveness	In their final project, students will be required	Mean = 80%

AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies before generating a full proposal. Once a program is approved in concept, the full proposal review process is utilized.

College/School: **University College**
Department: **Civic Engagement and Public Service**
Name of Proposed Program: **Planning, Public Safety, and GIS**
Degree Level: **Graduate Certificate**
Major and CIP Code: **N/A**
Desired Start Date: **Fall 2024**

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NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

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NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

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NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

relates to how this impacts insurance for police across the state. Here are the following agencies as of now that are community partners and support this proposed program: Georgia Department of Correction, City of Douglasville, GPSTC, and Haralson County Sheriff's Office.

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Approval by Dean and Date:
Approval by President or Senior Vice President for Academic Affairs and Date:

Master of Public Administration, M.P.A.

2024-2025 Graduate Revise Program Request

Introduction

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

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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

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year* | 2024

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department
* Department of Civic Engagement and Public Service

Is this a School of Nursing or School of Communication, Film and Media course?*   ◯ Yes   ⦿ No

Is this a College of Education Program?*   ◯ Yes   ⦿ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⦿ Program
                    ◯ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*   Master of Public Administration, M.P.A.

Program ID - DO NOT EDIT*   4094

Program Code - DO NOT EDIT

Program Type*

<div style="border:1px solid #ccc; display:inline-block; padding:4px 8px;">Master's</div>

Degree Type*

<div style="border:1px solid #ccc; display:inline-block; padding:4px 8px;">Master of Public Administration</div>

Program Description*   The Master of Public Administration (M.P.A.) degree program is designed to educate current (in-service) and future (pre-service) public service leaders with ethical behavior and professional competencies that promote public service values extending from UWG's values of achievement, caring, collaboration, inclusiveness, innovation, integrity, sustainability, and wisdom. The program prepares students with the knowledge and skills to advance the public interest through teaching, research, and service to the community. The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Overall Learning Outcomes

Students will be able to:

Demonstrate effective leadership and management skills.

Assess the political, economic, and legal nature of the policymaking process and its implications on the work of public managers.

Synthesize, analyze, and apply theories and principles of public administration and management to solve problems in public and nonprofit organizations.

Articulate and apply a public service perspective.

Apply qualitative and quantitative data analysis skills for public and community problem solving and decision-making.

Communicate and interact effectively in an environment of changing demographics, evolving technology, and diverse perspectives.

All of the MPA courses are available online.

Regular Admission
Applicants must hold an undergraduate degree from an accredited college or university. Students with any undergraduate major may apply. Those students with no prior public administration education or public service experience will be required to take POLS 5200 - Principles of Public Administration. This course does not count toward the 36 hours required for the degree.

Admission will be based on the M.P.A. Committee's evaluation of four factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A personal statement that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (4) A current resume

Status * ● Active-Visible   ○ Inactive-Hidden

Program Location * [Online]

Curriculum Information

Program of Study

The M.P.A. degree is a professional program requiring the completion of 36 semester hours of graduate credit. While an exit paper is required, the program is a non-thesis program. The curriculum for the M.P.A. degree places major emphasis upon courses in the area of public administration and policy. All pre-service students will be required to substitute an internship for 3 hours of the elective track. The program is built on three tiers of course work:

The Professional Core (21 hours):

All students must complete the professional core. The courses in the core are:

POLS 6200 Public Budgeting and Financial Management

POLS 6201 Theory of Public Administration and Ethics

POLS 6202 Research Methods for Public Administration

POLS 6203 Public Organizational Theory

POLS 6204 Public Policy Analysis and Program Evaluation

POLS 6205 Administrative Law and Procedures

POLS 6206 Public Human Resource Management

The Elective Track (12 hours):

With the approval of the program advisor, each student must select 12 hours beyond the core courses. The track courses may be taken from any graduate program in the University. Generally, electives should form a coherent whole. Examples of track emphasis include, nonprofit management, public management, disaster/emergency management and particular areas of public policy. Those students with no experience in government or non-profit management are required to take a three hour PA internship (POLS 6286) in lieu of one elective course.

POLS 6286 Public Administration Internship

Criminology and Criminal Justice Track (12 hours)

Students must select 12 hours beyond the core courses. The track courses may be taken from the Criminology and Criminal Justice Track in the University. This track will give students knowledge about the criminal justice system and topics of particular interest within it. Those students with no experience in government or non-profit management are required to take a three-hour PA internship (POLS 6286) in lieu of one elective course.

CRIM 5334 Human Trafficking
CRIM 5001 Survey Research Methods
CRIM 5002 GIS, Planning, and Public Service
CRIM 5004 Managing Data
CRIM 5100 Problem Solving Courts
CRIM 5200 Punishment and Society
CRIM 5231 Women in the Criminal Justice System
CRIM 5232 Family Violence
CRIM 5280 Contemporary Issues in Criminal Justice
CRIM 6003 Applied Statistics in Criminology
CRIM 6010 Crime and Public Policy
CRIM 6013 Social Research
CRIM 6222 Conflict Resolution
CRIM 6233 Ethics and Criminal Justice
CRIM 6241 Legal Theories
CRIM 6255 Delinquency, Family, and the Community
CRIM 6266 Perspectives On Violence
CRIM 6275 Planning and Evaluation
CRIM 6279 White Collar Crime
CRIM 6333 Victimology
CRIM 6340 Advanced Criminological Theory
CRIM 6341 Constitutional and Judicial Principles
CRIM 6342 Crisis Intervention
CRIM 6345 Homeland Security
CRIM 6350 Terrorism
CRIM 6360 Law Enforcement Leadership
CRIM 6370 Correctional Management
CRIM 6380 Criminal Justice Administration
CRIM 6623 Crime and Social Inequality

Comprehensive Research Project (3 hours):

This research project (also called "Exit Paper") is taken at the completion of the students' degree program. The exit paper can take several forms, but typically providing an analysis of public administration/policy issues and nonprofit sector issues. Students also may analyze an actual problem which confronts the student's agency, describe the problem-solving approach taken, and evaluate the supportive evidence for the decision made. Finally, the paper can also evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. Papers may also reflect other research dealing with an issue or problem relating to public administration. An oral defense of the paper

before each student's committee is required.

POLS 6287 Capstone Project and Assessment in
Public Administration

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED.
Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click <u>here</u> for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment	

Rationale * The Criminology M.A. is deactivated but there are still students interested in earning practical degrees with a focus on Criminology and Criminal Justice. This concentration would allow students to focus on this topic while also gaining important skills associated with the Master's in Public Administration. This aligns with University goals of building partnerships with the community as well as aligns with recommendations by NASPAA (the accrediting body for the MPA) during their site visit in the Spring of 2024.
The change in program description is to match a previously submitted proposal.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. NA

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**

Please select all that apply. *
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

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 NA

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

> **Program Map*** ☑ I have attached the Program Map/Sheet.
> ☐ N/A - I am not making changes to the program curriculum.
>
> **Assessment Plan*** ☐ I have attached the Assessment Plan.
> ☑ N/A

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.

2024-2025
Program Map
Master's in Public Administration
Criminology and Criminal Justice Concentration (NEW)

YEAR 1				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
POLS 6201 Theory of Public Administration and Ethics	3		POLS 6200 Public Budgeting and Financial Management	3
POLS 6202 Research Methods for Public Administration	3		POLS 6202 Research Methods for Public Administration	3
CRIM Elective	3		CRIM Elective	3
SEMESTER TOTAL	9		SEMESTER TOTAL	9
Milestones			**Milestones**	
• Complete 12 Credit hours				

YEAR 2				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
POLS 6204 Public Policy Analysis and Program Evaluation	3		POLS 6206 Public Human Resource Management	3
POLS 6205 Administrative Law and Procedures	3		CRIM Elective or Internship	3
CRIM Elective	3		POLS 6287 Capstone Project and Assessment in Public Administration	3
SEMESTER TOTAL	9		SEMESTER TOTAL	9
Milestones			**Milestones**	
Apply for graduation			Complete capstone project	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

2024-2025
Program Map
Master's in Public Administration (OLD)

YEAR 1					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
POLS 6201 Theory of Public Administration and Ethics	3		POLS 6200 Public Budgeting and Financial Management	3	
POLS 6202 Research Methods for Public Administration	3		POLS 6202 Research Methods for Public Administration	3	
Elective	3		Elective	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
• Complete 12 Credit hours					

YEAR 2					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
POLS 6204 Public Policy Analysis and Program Evaluation	3		POLS 6206 Public Human Resource Management	3	
POLS 6205 Administrative Law and Procedures	3		Elective or Internship	3	
Elective	3		POLS 6287 Capstone Project and Assessment in Public Administration	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
Apply for graduation			Complete capstone project		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.