I. Call to Order, Opening Comments: Faculty Senate President

II. Approval of Minutes, Dec 4, 2013 Gen Fac Meeting

III. Remarks by the President

IV. Remarks by the VPAA

V. QEP Update: Elizabeth Gurnack

VI. Reports from Committees

COAA-Rhonda Slocumb
Bus&Fi- Laurel Robinson
Academic Grievances- Susan Bragg
Athletics- Jamie MacLennan
Faculty Affairs- Nellie Iordanova
Graduate Affairs- Anish Dave
Dr. Phil Szmedra
Dr. Chuchu Wu
Dr. John Stovall
IEC- Lauren DiPaula
Institutional Review Board- Olga Godoy
Instructional Technology- Gary Fisk
Scholarships and Financial Aid- Michele Ragsdale
Student Affairs- Elizabeth Uhl
University and Alumni Relations- John Stovall

VII. Update on the Faculty Retention Initiative: Sam Peavy

VIII. New Business (Academic Proposals):

Note Well: Academic Affrs Policies as stated in Faculty Handbook:
A. Some proposals must be submitted to the Faculty Senate and a General Faculty meeting for approval.
a. Proposals that must go to the Faculty Senate and the Faculty include new programs, substantive program changes, establishment of or substantive revision in policies, and all changes in the Core Curriculum, Physical Education requirements, and UNIV 1000.
b. Proposals that do not need to go to the Faculty Senate include new courses, course revisions, minor program revisions (as a change in major elective choices), and minor policy changes. For example, the establishment of a policy to allow CLEP credit and the establishment of passing scores for all accepted tests would need approval of the Senate and Faculty, while a proposal to change some passing scores would not.
c. The Committee may decide to submit other items to the Faculty Senate based on such factors as the nature of the change, or number of students affected.

1. **General Baccalaureate Degree Requirements: Language Requirement Change**: January File
2. **W2W Requirement for all baccalaureate degrees**: February File
3. **New Program Proposal: International Bridge Program for Accelerated Master’s Degree**: April File
4. **Early Childhood Ed Core and Major Change**: April File
5. **Major Curriculum Change, BA English**: April File
6. **Major Curriculum Change, BS IT**: April File
7. **New Program Proposal: Family Nurse Practitioner**

IX. Other Business

1. **Faculty Senate Resolution**

X. Announcements
GENERAL BACCALAUREATE DEGREE REQUIREMENTS (Current)

In addition to specific requirements of the major and minor fields of study, the following requirements must be satisfied by all students seeking the baccalaureate degree.

1. Candidates for a baccalaureate degree must earn a minimum of 120 semester hours of academic credit and complete three specified courses in physical education. A transfer student who has completed an Associate of Arts or an Associate of Science degree in a transfer program will not be required to fulfill the physical education requirements. All fulltime freshmen baccalaureate students must complete UNIV 1000 - The GSW Experience.
   NOTE: A student who changes major may have to complete additional hours of course work beyond those required for completion of the program.

2. All baccalaureate programs require at least 21 hours of upper division courses in the major field and at least 39 hours of upper division work overall.

3. A quality grade point average of 2.00 or higher is required for graduation. Some curricula require a higher average. Grades from transfer credit are calculated for graduation with honors purposes only.

4. A candidate must earn in residence at least twenty-seven of the forty hours of credit earned immediately preceding graduation. Candidates admitted to the University for the final year of work must be in residence for a minimum of two semesters and must complete at least thirty hours of credit including fifteen hours of upper division credit in the major field. If less than a normal load of academic credit is carried, each three-hour course counts as one fifth of a semester toward residence requirements.

5. Degree candidates may earn credit by correspondence, or through transient credit, but not more than ten hours in the major discipline and not more than thirty total hours of credit earned in this manner will count toward degree requirements.

6. All candidates for baccalaureate degrees must satisfactorily complete the General Core Curriculum requirements.

7. Candidates for the B.A. degree must present credit for at least six hours of a single foreign language sequence at the level specified by individual majors. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.

8. Candidates for the B.S. degree in some majors (See Bulletin requirements for specific major) must present semester credit for a foreign language sequence. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.

9. Certain multi-lingual students may have the foreign language requirement waived if they can demonstrate proficiency in a third language other than English and other than their native tongue.

10. A candidate must complete English 1101 with a grade of C or higher or must demonstrate proficiency on the CLEP test. A baccalaureate or associate degree candidate must earn a grade of C or higher in English 1102.

11. Candidates are required to satisfy the provisions of the Georgia State Code 32-171 as amended by The General Assembly, which requires all candidates for a degree to pass either courses in or an appropriate examination on the history of the United States, the history of Georgia, the United States Constitution, and the Constitution of Georgia.

12. Candidates for the bachelor’s degree must make a satisfactory score on the Regents’ Test, the University System of Georgia reading and writing skills test or be exempted from the test according to Regents’ policy.

13. Students following a curriculum sheet dated Fall 2002 or earlier must receive a passing grade in one of the following courses: SOSC 1000, SOSC 1101, GEOG 1101, GEOG 4550, POLS 4550.

14. Candidates for the B.A. degree must complete a minor field of study or a certificate program. The minor or certificate will consist of 15-19 semester hours in the field of study with at least nine hours at the upper division course level.

15. Students in some degree programs and majors are required to take an exit examination prior to graduation. A minimum score may be required. Students should contact their advisors for specific details.

General Baccalaureate Degree Requirements Proposed 1
GENERAL BACCALAUREATE DEGREE REQUIREMENTS (Proposed)

In addition to specific requirements of the major and minor fields of study, the following requirements must be satisfied by all students seeking the baccalaureate degree.

1. Candidates for a baccalaureate degree must earn a minimum of 120 semester hours of academic credit and complete three specified courses in physical education. A transfer student who has completed an Associate of Arts or an Associate of Science degree in a transfer program will not be required to fulfill the physical education requirements. All fulltime freshmen baccalaureate students must complete UNIV 1000 - The GSW Experience.
   NOTE: A student who changes major may have to complete additional hours of course work beyond those required for completion of the program.
2. All baccalaureate programs require at least 21 hours of upper division courses in the major field and at least 39 hours of upper division work overall.
3. A quality grade point average of 2.00 or higher is required for graduation. Some curricula require a higher average. Grades from transfer credit are calculated for graduation with honors purposes only.
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5. Degree candidates may earn credit by correspondence, or through transient credit, but not more than ten hours in the major discipline and not more than thirty total hours of credit earned in this manner will count toward degree requirements.
6. All candidates for baccalaureate degrees must satisfactorily complete the General Core Curriculum requirements.
7. Candidates for the B.A. degree must present credit for at least six hours of foreign language at the level specified by individual majors. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.
8. Candidates for the B.S. degree in some majors (See Bulletin requirements for specific major) must present semester credit for a foreign language sequence. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.
9. Certain multi-lingual students may have the foreign language requirement waived if they can demonstrate proficiency in a third language other than English and other than their native tongue.
10. A candidate must complete English 1101 with a grade of C or higher or must demonstrate proficiency on the CLEP test. A baccalaureate or associate degree candidate must earn a grade of C or higher in English 1102.
11. Candidates are required to satisfy the provisions of the Georgia State Code 32-171 as amended by The General Assembly, which requires all candidates for a degree to pass either courses in or an appropriate examination on the history of the United States, the history of Georgia, the United States Constitution, and the Constitution of Georgia.
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15. Students in some degree programs and majors are required to take an exit examination prior to graduation. A minimum score may be required. Students should contact their advisors for specific details.
GENERAL BACCALAUREATE DEGREE REQUIREMENTS (Current)

7. Candidates for the B.A. degree must present credit for at least six hours of a single foreign language sequence at the level specified by individual majors. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.

GENERAL BACCALAUREATE DEGREE REQUIREMENTS (Proposed)

Candidates for the B.A. degree must present credit for at least six hours of foreign language at the level specified by individual majors. College Preparatory Curriculum foreign language deficiency requirements do not count as part of this sequence.
# PROPOSAL FOR A CURRICULUM CHANGE

**Georgia Southwestern State University**

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Core Curriculum</th>
<th>Major Curriculum</th>
<th>Graduate Curriculum</th>
<th>Other Curriculum (minor, certificate, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify: Area A, B, C, D, E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art):</th>
<th>All undergraduate degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Month/Year): 8/2014</td>
<td>Proposed Requirements (Underline changes after printing this form): For first-time full-time freshmen who are required to take UNIV 1000 who enter GSW during or after Fall Term 2014:</td>
<td></td>
</tr>
<tr>
<td>Present Requirements: None</td>
<td>• Windows to the World Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Attend six (6) Windows to the World Seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o After completion of six seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>  ▪ Take Global Perspectives Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>  ▪ Take Global Participation Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>  ▪ Write Windows to the World Capstone Reflection Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• See attached example curriculum sheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification:</th>
<th>Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X □ Improve student learning outcomes: Improve student willingness to engage in world beyond Georgia and the United States</td>
</tr>
<tr>
<td></td>
<td>□ Adopting current best practice(s) in field:</td>
</tr>
<tr>
<td></td>
<td>X □ Meeting mandates of state/federal/outside accrediting agencies: SACSCOC QEP Requirement</td>
</tr>
<tr>
<td></td>
<td>X □ Other: Part of Windows to the World Quality Enhancement Plan</td>
</tr>
</tbody>
</table>

Form last updated: March, 2012
**Source of Data to Support Suggested Change:**

**X** Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. NSSE 2005, 2008, & 2011

**□** Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

**X** Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc. Student Surveys

**X** Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Written reflections in UNIV 1000 and after completion of seminar attendance

**Attach a current curriculum sheet and proposed curriculum sheet.**

**Submission for File Only:**

<table>
<thead>
<tr>
<th>Unit Head:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Reviewed By (necessary even for file submissions):**

<table>
<thead>
<tr>
<th>GSW SACSCOC Liaison:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Approvals (unnecessary for file submissions):**

<table>
<thead>
<tr>
<th>Unit Head:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Education Committee Chair:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Committee on Academic Affairs Chair:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Committee on Graduate Affairs Chair:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Form last updated: March, 2012
<table>
<thead>
<tr>
<th>Secretary of the Faculty Senate:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of the Faculty:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
### GENERAL CORE (Current)

<table>
<thead>
<tr>
<th>Area A (9 hrs) (min grade of C)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1102 Composition II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1101, 1111, 1113, or 1120</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area B (4-5 hrs)

Select 4 - 5 hours from list below:

- LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)
- WSST 2001(3), COMM 1110(3), ENGL 2200(3),
- POLS 2401(3), Foreign Lang. (2000 or higher)(3)

### Area C (6 hrs)

- ENGL 2110, 2120, or 2130 3   4
- Select one:
  - 4

### Area B (10-11 hrs)

Non-Science Majors Only (Minimum 10 hours):

- Lab Science - List A
  - Lab (if CHEM or BIOL)
- NonLab/Lab Science - List A or B
  - Lab (if CHEM or BIOL)
- Course from List A, B, or C

Science or Non-Science Majors (Minimum 11 hours):

- Lab Science - List A
  - Lab (if CHEM or BIOL)
- Lab Science - List A
  - Lab (if CHEM or BIOL)
- Course from List A, B, or C

### Area E (12 hrs)

- POLS 1101 American Government 3
- HIST 1111 or 1112 World Civ I or II 3
- HIST 2111 or 2112 US Hist I or II 3
- Select one:
  - 3
- SOCI 1101, PSYC 1101, ECON 2105,
- HIST 1111 OR 1112

### Area F

- Hours:

### Physical Education (4 hrs)

- PEDS 1010 Lifetime Fitness 1
- PEDS 2000 CPR/First Aid 2
- PEDS (Activity) 1

### Additional Requirements

- GA HISTORY
- GA CONSTITUTION
- US HISTORY
- US CONSTITUTION
- UNIV 1000

### Courses Not Listed Above:

### UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.
### GENERAL CORE (Proposed)

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
<th>1/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 1102 Composition II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 1101, 1111, 1113, or 1120</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Area B (4-5 hours)

Select 4 - 5 hours from list below:

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 110(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)</td>
<td>3</td>
</tr>
<tr>
<td>WMSST 200(3), COMM 1110(3), ENGL 2200(3), POLS 2401(3), Foreign Lang. (2000 or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area C (6 hours)

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2110, 2120, or 2130</td>
<td>3</td>
</tr>
<tr>
<td>Select one:</td>
<td>3</td>
</tr>
<tr>
<td>ARTC 1100, MUSC 1100, THEA 1100</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area B (10-11 hours)

### Non-Science Majors Only (Minimum 10 hours):

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Science - List A</td>
<td>3</td>
</tr>
<tr>
<td>NonLab/Lab Science - List A or B</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science or Non-Science Majors (Minimum 11 hours):

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Science - List A</td>
<td>3</td>
</tr>
<tr>
<td>NonLab/Lab Science - List A or B</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area E (12 hours)

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1101 American Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1111 or 1112 World Civ I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2111 or 2112 US Hist I or II</td>
<td>3</td>
</tr>
<tr>
<td>Select one:</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1101, PSYC 1101, ECON 2105</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1111 OR 1112</td>
<td>3</td>
</tr>
</tbody>
</table>

### Physical Education (4 hours)

<table>
<thead>
<tr>
<th>Hrs Term Grade</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDS 1010 Lifetime Fitness</td>
<td>1</td>
</tr>
<tr>
<td>PEDS 2000 CPR/First Aid</td>
<td>2</td>
</tr>
</tbody>
</table>

### Additional Requirements

- **GA HISTORY**
- **US HISTORY**
- **GA CONSTITUTION**
- **US CONSTITUTION**
- **UNIV 1000**
- **W2W Requirement**

### Courses Not Listed Above:

### UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

### EFFECTIVE CATALOG YEAR: 2013-2014
# PROPOSAL FOR A NEW PROGRAM

Georgia Southwestern State University

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

**Date of Submission:** 04/14/2014

<table>
<thead>
<tr>
<th>Proposed Effective Date:</th>
<th>Degree/Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 (semester/year)</td>
<td>International Bridge Program for Accelerated Master’s Degree</td>
</tr>
</tbody>
</table>

**Requirements:** (Attach new or revised course proposal(s) separately.)

This program provides international students the opportunity to finish the final semester of their undergraduate degrees from their home universities while developing English language proficiency for graduate study at GSW. It is intended for international students with TOEFL scores of at least 59 or IELTS of at least 5.5, but below 69 or 6.5, respectively. Students are required to register for 3-8 credit hours of ESL coursework, depending on language assessment. In addition, students will register for 9-12 credits of undergraduate and graduate coursework needed to complete undergraduate degrees at their home institutions and will have one semester to meet all requirements for admission to graduate study. No more than 6 credits of graduate work may be taken before the student is fully admitted to the graduate program, including meeting the minimum 69 TOEFL or 6.0 IELTS and successful completion of all English Language coursework. Students who need additional time to meet language proficiency may enroll fulltime in the ELI.

**Justification:** Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [ ] Improving student learning outcomes:
- [ ] Adopting current best practice(s) in field:
- ✗ Meeting Mandates of State/Federal/Outside Accrediting Agencies: To allow GSW to properly grant I-20s to international students in our accelerated MBA and MSCS programs only.
- [ ] Other:

**Source of Data to Support Suggested Change:**

- [ ] Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- [ ] Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Assessment Plan for the proposed program:

Student Learning Outcomes for the proposed program:

Data Sources:

☐ Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment will be embedded in the regular program assessment of the ELI, the MBA and the MSCS

☐ Other:

Reviewed By:

GSW SACSCOC Liaison: [Signature] Date: 7/12/14

Approvals:

Unit Head: [Signature] Date: 6/14/2014

Teacher Education Committee Chair: [Signature] Date: 4/23/14

Committee on Academic Affairs Chair: [Signature] Date: 4/23/14

Committee on Graduate Affairs Chair: Date:

Secretary of the Faculty Senate: Date:

Dean of the Faculty: Date:

Form last updated: March, 2012
# PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X □ Core Curriculum</td>
</tr>
<tr>
<td>Specify: Area A,B,C,D,E D</td>
</tr>
<tr>
<td>X □ Major Curriculum</td>
</tr>
<tr>
<td>□ Graduate Curriculum</td>
</tr>
<tr>
<td>□ Other Curriculum (minor, certificate, etc.) Specify:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Effective Date for Curriculum Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Month/Year): August, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree &amp; Program Name: (e.g., BFA, Art):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area D requirements along with ISCI 2001 (Life/Earth Science for Teachers) and ISCI 2002 (Physical Science for Teachers) must be completed prior to graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Requirements (Underline changes after printing this form):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area D requirements along with ISCI 2001 and ISCI 2002 must be completed as a prerequisite to EDEC 4200 (Science for Early Childhood Education).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification:</th>
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<tbody>
<tr>
<td>Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
</tr>
</tbody>
</table>

| □ Improve student learning outcomes: Students will have the background knowledge to successfully complete EDEC 4200 (Science for Early Childhood Education). |
| □ Adopting current best practice(s) in field: |
| □ Meeting mandates of state/federal/outside accrediting agencies: |
| □ Other: |

<table>
<thead>
<tr>
<th>Source of Data to Support Suggested Change:</th>
</tr>
</thead>
</table>

Form last updated: March, 2012
□ Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
X□ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

□ Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc.
X□ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Attach a current curriculum sheet and proposed curriculum sheet.**

Submission for File Only:

Unit Head: 

Reviewed By (necessary even for file submissions):

GSW SACSCOC Liaison

Approvals (unnecessary for file submissions):

Unit Head:

Teacher Education Committee Chair:

Committee on Academic Affairs Chair:

Committee on Graduate Affairs Chair:

Secretary of the Faculty Senate:

Dean of the Faculty:

Date: 04-15-14

Date: 04-15-14

Date: 04-28-14

Date:

Date:

Date:

Form last updated: March, 2012
# B.S. in EDUCATION with a Major in Early Childhood Education

## CORE: 80 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Hrs</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
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</tr>
<tr>
<td>ENGL 1102 Composition II</td>
<td>3</td>
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<tr>
<td>MATH 1711, 1113, 1120</td>
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*Select 4-5 hrs from list below:*

<table>
<thead>
<tr>
<th>Area B (4-5 hrs)</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>LIBR 110(1), GS 1000(2), THEA 1110(3), SOSC 1101(3), WMSI 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Language 1000 or higher(2)</td>
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<table>
<thead>
<tr>
<th>Area C (6 hrs)</th>
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<tr>
<td>ENGL 2110, 2120, OR 2130</td>
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<tr>
<td>ARTSC 1100, MUSC 1100 or THEA 1100</td>
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<th>Area D (10 hrs min)</th>
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<td>Area D Lists</td>
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<tr>
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<td>Lab (II CHEM or BIOL)</td>
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<tr>
<td>NonLab/Sci Science List A or B</td>
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<tr>
<td>Lab (II CHEM or BIOL)</td>
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<td>Course from List A, B, or C</td>
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<tr>
<td>POLS 1101 American Government</td>
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<tr>
<td>HIST 1111 or 1112 World Civil or II</td>
<td>3</td>
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<tr>
<td>HIST 2111 or 2112 US Hist I or II</td>
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<td>Select one:</td>
<td>3</td>
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<tr>
<td>ECON 2205, SSCI 1101, PSYC 1101, HIST 1111 OR 1112</td>
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<tr>
<td>EDUC 2110 Invest Child Contr Issues in Edu</td>
<td>3</td>
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<tr>
<td>EDUC 2120 Exp Soc-Cult Persp Dly in Edu</td>
<td>3</td>
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<tr>
<td>EDUC 2130 Exploring Learning &amp; Teaching</td>
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<tr>
<td>SQI 2001 Ltr/Earth Sci for Teachers</td>
<td>3</td>
<td></td>
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<tr>
<td>SCI 2002 Physical Sci for Teachers</td>
<td>3</td>
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<tr>
<td>MATH 2061 Numbers &amp; Op for Teachers</td>
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### Physical Education (4 hrs)

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>PEDS 1010 Lifetime Fitness</td>
<td>1</td>
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<tr>
<td>PEDS 2000 CPR/First Aid</td>
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<tr>
<td>PEDS (optional)</td>
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### Additional Requirements

- GA HISTORY
- US HISTORY
- GA CONSTITUTION
- US CONSTITUTION
- UNIV 1000

## MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

### Required Courses (50 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>MATH 1711</td>
<td>3</td>
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<tr>
<td>MATH 3002 Geometry for Teachers</td>
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<tr>
<td>MATH 3003 Probability &amp; Statistics</td>
<td>3</td>
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<tr>
<td>MATH 4400 History and Philosophy of Math</td>
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### Reading (12 hrs)

<table>
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<tbody>
<tr>
<td>EDRE 3002 Language Arts</td>
<td>3</td>
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<tr>
<td>EDRE 3040 Introduction to Reading</td>
<td>3</td>
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<tr>
<td>EDRE 3280 Children's Literature</td>
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<tr>
<td>EDRE 4100 Dig &amp; Comp Reading</td>
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### Early Childhood (21 hrs)

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<tbody>
<tr>
<td>EDEC 3100 Math Methods</td>
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<tr>
<td>EDEC 3400 Teaching in EC</td>
<td>3</td>
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<tr>
<td>EDEC 3450 Org &amp; Mgmt of ECE Class</td>
<td>3</td>
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<tr>
<td>EDEC 3650 Integrated EC Curr</td>
<td>3</td>
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<tr>
<td>EDEC 4200 Science for EC</td>
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<tr>
<td>EDEC 4250 Social Studies for EC</td>
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<tr>
<td>EDEC 4500 Assessment in EC</td>
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### Other (8 hrs)

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<th>Course</th>
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<tbody>
<tr>
<td>HPER 2050 PE for Educ</td>
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<tr>
<td>EDSP 3000 The Exceptional Student</td>
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<tr>
<td>EDUC 3200 Instructional Tech-Media</td>
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### Teacher Certification Notes

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<tr>
<td>Opening School Experience</td>
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<td>Professional Checklist</td>
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<td>Application to Teacher Education</td>
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<tr>
<td>Application to Student Teaching</td>
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<tr>
<td>GACE I (Score)</td>
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<tr>
<td>GACE II (Score)</td>
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</table>

### Admission to Teacher Education

Admission to Teacher Education is required for all students enrolled in all Education 2160-4500 level courses. Minimum grade of "C" is required in Area A, Area B, and all major and professional required courses. Speech or demonstrated ability in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. All institutional grade point average of 2.5 or higher is required for both admission and graduation. For additional information please access the University Bulletin on the GWU website at [www.gwu.edu](http://www.gwu.edu)

### University Policies and Practices

- Minimum grade of "C" required in Area A, Area B and all major courses.
- A minimum of 120 semester hours must be completed for graduation.
- All courses must be upper division work at the 3000-4000 level.
- To transfer, students must complete a minimum of 40 transfer credits.
- Hours must be earned in residence before submitting for graduation.
- The 120 hour graduation requirement must be met.

### Prior Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Earned at</th>
<th>Comments</th>
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### Completed by

<table>
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<th>Date</th>
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<tr>
<td></td>
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<tr>
<td>Department Initiating Proposal:</td>
<td>Faculty Member Proposing:</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>School of Education: Reading</td>
<td>Dr. Margaret Lehman</td>
</tr>
<tr>
<td></td>
<td>Dr. Rebecca Short</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See USG Academic Affairs Manual for Common Course prefixes and numbers.) EDRG 3260</td>
<td>Strategies in Teaching Intermediate Literacy: Reading to Learn</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Proposed New Course Title Abbreviation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For student transcript, limit to 30 character spaces) Intermediate Literacy</td>
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<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>every semester</td>
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<table>
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<tr>
<th>Indicate if Course will be:</th>
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<tbody>
<tr>
<td>☒ Requirement for Major</td>
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<tr>
<td>☐ Elective</td>
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<tr>
<td>☐ Core</td>
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<th>Lecture Hours:</th>
<th>Lab Hours:</th>
<th>Credit Hours:</th>
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<tbody>
<tr>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Proposed Course Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course focuses on the theoretical basis needed for fostering students' ability to learn from their reading and writing, grades 3-5. Research-based pedagogy and effective assessment and remediation techniques are emphasized. Topics include, but are not limited to, vocabulary, comprehension strategies, content learning, and fluency. Observation and application with attention to meeting the literacy needs of diverse learners is also stressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
</tr>
</tbody>
</table>

| ☒ Improving student learning outcomes: |
| ☐ Adopting current best practice(s) in field: |

| ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: |
| With new mandates from the state of Georgia Professional Standards Commission, we need to prepare our teacher candidates to teach students at all levels. The new focus on portions of the grade band will help teacher candidates understand the differences between the different levels of literacy development. |

| ☐ Other: |

Form last updated: March, 2010
Source of Data to Support Suggested Change:
- Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program’s learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:
- Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: Student scores on the GACE (Georgia Assessment for the Certification of Educators).

**Attach a course outline with course outcomes or general education outcomes.**

**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Unit Head</td>
<td></td>
<td>04/15/14</td>
</tr>
<tr>
<td>Teacher Education Committee Chair</td>
<td></td>
<td>04/15/14</td>
</tr>
<tr>
<td>Committee on Academic Affairs Chair</td>
<td></td>
<td>04/15/14</td>
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<tr>
<td>Committee on Graduate Affairs Chair</td>
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<tr>
<td>Secretary of the Faculty Senate</td>
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<tr>
<td>Dean of the Faculty</td>
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Form last updated: March, 2010
COURSE OUTLINE

School of Education
Reading
EDRG 3260
Strategies in Teaching Intermediate Literacy: Reading to Learn
Three Credit Hours

Catalog description: EDRG 3260: Strategies in Teaching Intermediate Literacy: Reading to Learn. This course focuses on the theoretical basis needed for fostering students’ ability to learn from their reading and writing, grades 3–5. Research-based pedagogy and effective assessment and remediation techniques are emphasized. Topics include, but are not limited to, vocabulary, comprehension strategies, content learning, and fluency. Observation and application with attention to meeting the literacy needs of diverse learners is also stressed.

Prerequisite(s) or Co-requisites: Admission to teacher education

Course Learning Outcomes:
Students completing this course should be able to:

1) Explain their understanding of current and historical pedagogical practices appropriate for students third through fifth grade.
2) Define ways to support and develop the skills of diverse populations, including struggling readers, English language learners, and students identified as gifted and talented.
3) Identify and explain assessments appropriate for students in third through fifth grades in the areas of fluency, vocabulary, and comprehension.
4) Plan and implement reading lessons that are appropriate for a diverse population of students in grades third through fifth.
5) Reflect and analyze teaching through viewing video taped lessons completed by either the teacher candidate or veteran teachers.

Requirements:
(1) Reading Assignments
(2) Written responses to address key concepts and topics
(3) Multiple quizzes and/or Examination.
(4) Lesson Plans
(5) Analysis of assessment data

Instructional Strategies
Class instruction will involve lecture and discussion. Students create various documents to demonstrate their grasp of literacy instruction for children in preschool through second grade. Students write a lesson plan, including a reflection and analysis of their teaching practice in addition to the exploration of appropriate assessments for this age of student. Furthermore, students receive feedback on written products from the instructor.
GRADES:
Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. Candidates receive points for course assignments. Students determine their grade for the course by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below = F. Students receive a task sheet and grading rubric for key assignments. All instructors for the course will use the same key assessments and rubrics.

Textbooks and Other Required Materials:

**PROPOSAL FOR A NEW COURSE**
Georgia Southwestern State University

**Date of Submission:** 03/03/2014

<table>
<thead>
<tr>
<th>Department Initiating Proposal:</th>
<th>Faculty Member Proposing:</th>
</tr>
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<tbody>
<tr>
<td>School of Education: Reading</td>
<td>Dr. Margaret Lehman</td>
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<tr>
<td></td>
<td>Dr. Rebecca Short</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See USG Academic Affairs Manual for Common Course prefixes and numbers.)</td>
<td>Strategies in Teaching Early Literacy:</td>
</tr>
<tr>
<td>EDRG 3160</td>
<td>Learning to Read</td>
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<tr>
<td>Early Literacy</td>
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<tbody>
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<td>☒ Requirement for Major</td>
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<td>☐ Core</td>
<td>☐ Core</td>
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course focuses on the theoretical basis needed for teaching students how to read and write, birth through 2nd grade. Research-based pedagogy and effective assessment and remediation techniques are emphasized. Topics include, but are not limited to, emergent literacy, phonemic awareness, phonics, and fluency. Observation and application with attention to meeting the literacy needs of diverse learners is also stressed.

**Justification:** Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

☒ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: With new mandates from the state of Georgia Professional Standards Commission, we need to prepare our teacher candidates to teach students at all levels. The new focus on portions of the grade band will help teacher candidates understand the differences between the different levels of literacy development.

☐ Other:

**Source of Data to Support Suggested Change:**

Form last updated: March, 2010
**Attach a course outline with course outcomes or general education outcomes.**

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**
- Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: Student scores on the GACE: (Georgia Assessment for the Certification of Educators).

Form last updated: March, 2010
COURSE OUTLINE

School of Education
Reading
EDRG 3160
Strategies in Teaching Early Literacy: Learning to Read
Three Credit Hours

Catalog description: EDRG 3060: Strategies in Teaching Early Literacy: Learning to Read. This course focuses on the theoretical basis needed for teaching students how to read and write, birth through 2nd grade. Research-based pedagogy and effective assessment and remediation techniques are emphasized. Topics include, but are not limited to, emergent literacy, phonemic awareness, phonics, and fluency. Observation and application with attention to meeting the literacy needs of diverse learners is also stressed.

Prerequisite(s) or Co-requisites: Admission to teacher education

Course Learning Outcomes:
Students completing this course should be able to:

1) Explain their understanding of current and historical pedagogical practices appropriate for students in preschool through second grade.

2) Define ways to support and develop the skills of diverse populations, including struggling readers, English language learners, and students identified as gifted and talented.

3) Identify and explain assessments appropriate for students in preschool through second grade in the areas of phonemic awareness, phonics, fluency, vocabulary, and listening comprehension.

4) Plan and implement reading lessons that are appropriate for a diverse population of students in grades preschool through second grade.

5) Reflect and analyze teaching through viewing video taped lessons completed by either the teacher candidate or veteran teachers.

Requirements:
(1) Reading Assignments
(2) Written responses to address key concepts and topics
(3) Multiple quizzes and/or Examination.
(4) Lesson Plans
(5) Analysis of assessment data

Instructional Strategies
Class instruction will involve lecture and discussion. Students create various documents to demonstrate their grasp of literacy instruction for children in preschool through second grade. Students write a lesson plan, including a reflection and analysis of their teaching practice in addition to the exploration of appropriate assessments for this age of student. Furthermore, students receive feedback on written products from the instructor.
GRADES:
Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. Candidates receive points for course assignments. Students determine their grade for the course by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below = F. Students receive a task sheet and grading rubric for key assignments. All instructors for the course will use the same key assessments and rubrics.

Textbooks and Other Required Materials:

# B.S. in EDUCATION with a Major in Early Childhood Education

## Effective Catalog Year: 2013-2014

### CORE: 60 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Min Grade of C Required</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
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<td>ENGL 1102 Composition II</td>
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<tr>
<td>MATH 1111, 1113, 1130</td>
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### Area B (4-5 hrs)

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<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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Select 4-5 hours from list below:

- LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)
- VISST 2013(3), COMM 1110(3), POLS 2401(3)
- ENGL 2203(3), Foreign Lang. (2000 or higher)(3)

### Area C (6 hrs)

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<th>Grade</th>
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ENGL 2110, 2120, OR 2130 3

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<tr>
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### Area D (10 hrs min)

<table>
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<th>Area D Lists</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
</table>

Lab Science List A

- Lab (if CHEM or BIOL)
- Nonlab Science List A or B
- Lab (if CHEM or BIOL)

Course from List A, B, or C

### Area E (12 hrs)

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<th>Hrs</th>
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PDLS 101 American Government 3

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<tr>
<td>HIST 1111 or 1112 World Civ I or II</td>
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<td>HIST 2111 or 2112 US Hist I or II</td>
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### Area F (18 hrs)

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<th>Hrs</th>
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EDUC 2110 InvestCrt and Cont Issues in Edu 3

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<td>EDUC 2100 Exploring Learning &amp; Teaching</td>
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<tr>
<td>HIST 2001 Life/Earth Sci for Teachers</td>
<td>3</td>
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<tr>
<td>HIST 2002 Physical Sci for Teachers</td>
<td>3</td>
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<tr>
<td>MATH 2008 Numbers &amp; Opera for Teachers</td>
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### Physical Education (4 hrs)

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<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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PDDS 1010 Lifetime Fitness 1

| PDDS 2000 CPR/First Aid | 2 |
| PDDS (Activity) | | |

### Additional Requirements

- GA HISTORY
- GA CONSTITUTION
- US HISTORY
- US CONSTITUTION
- UNIV 1000

### Required Courses (50 hrs)

<table>
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<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
<th>FE</th>
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</table>

MAATH (9 hrs)

- MATH 3020 Geometry for Teachers 3
- MATH 3023 Probability & Statistics 3
- MATH 4450 History and Phil of Math 3

### READING (12 hrs)

- EDER 3020 Language Arts 3
- EDER 3040 Introduction to Reading 3
- EDER 3280 Child's Literature 3
- EDER 4100 Diag & Core Reading 3

### EARLY CHILDHOOD (21 hrs)

- EDEC 3100 Math Methods 3
- EDEC 3400 Teaching in EC 3
- EDEC 3450 Org & Mgt of ECE Class 3
- EDEC 3650 Integrated EC Curr 3
- EDEC 4200 Science for EC 3
- EDEC 4250 Social Studies for EC 3
- EDEC 4550 Assessment in EC 3

### OTHER (8 hrs)

- HIPER 2050 PE for ECE 2
- EDPS 3000 Exceptional Student 3
- EDEC 3200 Instructional Tech-Media 3

### Student Teaching (12 hrs)

- EDEC 3600 Self Expression in EC 3
- EDEC 4970 Student Teaching 3
- EDEC 4980 Student Teaching 3
- EDEC 4990 Student Teaching 3

### TEACHER CERTIFICATION NOTES

Opening School Experience 60

### Professional Checklist:

- Application to Teacher Education
- Application to Student Teaching

### ADMISSION TO TEACHER EDUCATION

Admission to Teacher Education is required for all students enrolled in an Education 3000-4000 level course. Minimum grade of "C" required in Area A.

### UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F, and all major courses.

- A maximum of 120 semester hours must be completed for graduation.
- 30 semester hours must be upper division work at the 3000-4000 level.
- MATH 1130 is taken in Area A, the extra hour earned will count in Free Electives.
- Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count as Free Electives.
- Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

### Prior Degree Major:

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<th>Earned at:</th>
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Completed by: Date:
**B.S. in EDUCATION with a Major in Early Childhood Education**

**Effective Catalog Year: 2013-2014**

### CORE: 50 HOURS

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<tr>
<td>ENGL 1102 Composition II</td>
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<tr>
<td>MATH 1111, 1113, 1120</td>
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**Area B (4-5 hrs)**

Select 4-5 hours from list below:

- LIBR 1101, CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMAST 2001(3), COMM 1101(3), POLS 2401(3), ENGL 2103, Foreign Language 2000 or higher (3)

**Area C (6 hrs)**

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<th>ENGL 2110, 2120, OR 2130</th>
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**Area D (10 hrs min)**

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<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<td>NonLabScience - List A or B</td>
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<tr>
<td>Lab (if CHEM or BIOL)</td>
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<tr>
<td>Course from List A, B, or C</td>
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**Area E (12 hrs)**

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<td>Select one:</td>
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<tr>
<td>ECON 2105, SOSC 1101, PSYC 1101, HIST 1111 OR 1112</td>
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**Area F (18 hrs)**

- EDUC 2110 Invest Crit and Cont Issues in Edu | 3   |      |       |
- EDUC 2120 Exp Soc-Cult Persp Dev in Edu | 3   |      |       |
- EDUC 2130 Exploring Learning & Teaching | 3   |      |       |
- SCI 2001 Life/Earth Sci for Teachers | 3   |      |       |
- SCI 2002 Physical Sci for Teachers | 3   |      |       |
- MATH 2008 Numbers & Ops for Teachers | 3   |      |       |

**Physical Education (4 hrs)**

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<thead>
<tr>
<th>PEDS 1010 Lifetime Fitness</th>
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<tr>
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<td>PEDS (Activity)</td>
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**Additional Requirements**

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<th>GA HISTORY</th>
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<tr>
<td>GA CONSTITUTION</td>
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</tr>
<tr>
<td>UNIV 1000</td>
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### MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

#### Required Courses (50 hrs)

<table>
<thead>
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<th>Course</th>
<th>Hrs</th>
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<tr>
<td>MATH 2000 - Math Methods</td>
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<tr>
<td>MATH 3400 Teaching in Edu</td>
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<tr>
<td>MATH 3450 Org &amp; Mgmt of ECE Class</td>
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<td>MATH 3550 Integrated EC Curr</td>
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<td>MATH 4000 Science for Edu</td>
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<td>MATH 4500 Social Studies for Edu</td>
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#### Reading (12 hrs)

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<td>EDRG 2160 Early Literacy</td>
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<td>EDRG 2280 Children's Literature</td>
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<td>EDRG 2290 Intermediate Literacy</td>
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#### Early Childhood (21 hrs)

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<tr>
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<th>Hrs</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>EDC 2100 Math Methods</td>
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<td>EDC 2400 Teaching in Edu</td>
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<td>EDC 2450 Org &amp; Mgmt of ECE Class</td>
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<td>EDC 2500 Integrated EC Curr</td>
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<td>EDC 2600 Science for Edu</td>
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<td>EDC 2700 Social Studies for Edu</td>
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#### OTHER (8 hrs)

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<th>Course</th>
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<td>HPER 2050 PE for ECE</td>
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<tr>
<td>EDSP 3000 The Exceptional Student</td>
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<td>EDUC 3200 Instructional Tech-Media</td>
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#### Student Teaching (12 hrs)

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<td>EDC 4990 Student Teaching</td>
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### TEACHER CERTIFICATION NCTES

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#### Professional Checklist:

1. **Application to Teacher Education**
2. **Application to Student Teaching**
3. **GACE I** (Score: __________ Semester: ________)
4. **GACE II** (Score: __________ Semester: ________)
5. **Passed GACE: Yes or No**

### ADMISSION TO TEACHER EDUCATION

Admission to Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speaking or demonstrated competence in Speech is a requirement for the program. COMM 2110 or TLEA 1110 may be taken in Area B to satisfy this requirement.

An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.

For additional information please access the University Bulletin on the GWIN website at www.gwin.edu.

### UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

Of semester hours must be upper division work at the 3000-4000 level.

MATH 1120 is taken in Area A; the extra hours earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

**Prior Degree:**

**Major:**

**Earned at:**

**Comments:**

**Completed by:**

**Date:**
B.S. in EDUCATION with a Major in Special Education-General Curriculum

Major Courses (33 hrs)

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<td>EDSP 3000 Exceptional Student</td>
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<td>EDSP 4110 Nature of ID</td>
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<td>EDSP 4210 Nature of BD</td>
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<td>EDSP 4310 Nature of LD</td>
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<td>EDSP 4620 Classroom/Behavior Mgm</td>
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Reading Concentration (15 hrs)

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<td>EDSP 5040 Intensive Reading</td>
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Special Ed Concentration (15 hrs)

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<td>EDSP 4530 Inclusion &amp; Collaboration</td>
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Student Teaching (12 hrs)

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<td>EDSP 4980 Student Teaching</td>
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Physical Education (4 hrs)

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<td>PEDS 2000 CPR/First Aid</td>
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Additional Requirements

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<td>UNIV 1000</td>
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UNIVERSITY POLICIES AND PRACTICES

- Minimum grade of "C" required in Area A, Area F, and all major courses.
- Minimum of 30 semester hours must be completed for graduation.
- 50 semester hours must be the upper division work at the 3000-4999 level.
- MATH 1100 is taken in Area A, the extra hour earned will count in Free Electives.
- Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
- Hours earned to fulfill P.E. requirements and UNIV 1000 cannot be used to meet the 120 hours required for a degree.
B.S. in EDUCATION with a Major in Special Education-General Curriculum

**NAME**

**CORE: 60 HOURS**

<table>
<thead>
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<th>Area A (6 hrs)</th>
<th>(Min. Grade of C required)</th>
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<tr>
<th>Area B (4-5 hrs)</th>
<th>Hrs</th>
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<tbody>
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<td>Select 4.5 hours from list below:</td>
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<tr>
<td>UBR 1102(1), CIS 100(2), THEA 1110(3), SUSC 1101(3)</td>
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<td>WMS 201(3), COMM 1110(3), POLS 2401(3)</td>
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<tr>
<td>ENGL 2203(3), Foreign Lang (2002 or higher)(3)</td>
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<table>
<thead>
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<th>Area C (6 hrs)</th>
<th>Hrs</th>
<th>Term</th>
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<tr>
<td>ARCT 1105, MUSC 1100 or THEA 1100</td>
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<table>
<thead>
<tr>
<th>Area D (10 hrs min.)</th>
<th>Area D Lists</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Lib. Science-List A</td>
<td>Lab (Chem or Biol)</td>
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<tr>
<td>Sci. or Lab. Science-List A or B</td>
<td>Lab (Chem or Biol)</td>
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Select one:

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<tr>
<td>POLS 1101 American Government</td>
<td>3</td>
<td></td>
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<tr>
<td>HIST 1111 or 1112 World Civ I or II</td>
<td>3</td>
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<tr>
<td>HIST 2111 or 2112 US Hist I or II</td>
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Select one:

<table>
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<th>Hrs</th>
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<tr>
<td>EDUC 2101 Invest Cnt and Cont Issues in Edu</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 2125 Exp Social/Peron on Diversity</td>
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<td>EDUC 2130 Exploring Learning &amp; Teaching</td>
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<tr>
<td>EDSP 2130 Methods/Sev Vol (Profound)</td>
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<td>EDSP 2900 Prfri Appl/Med Asp of Spec Ed</td>
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<td>EDUC 2113 Math &amp; Science Instuct</td>
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**Physical Education (4 hrs) | Hrs | Term | Grade |
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<td>PEDS 1010 Lifetime Fitness</td>
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<td>PEDS 3000 CPR/First Aid</td>
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<td>PEDS</td>
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**Additional Requirements**

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<th>Course</th>
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<tr>
<td>GA HISTORY</td>
<td>US HISTORY</td>
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<tr>
<td>GA CONSTITUTION</td>
<td>US CONSTITUTION</td>
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<td>UNIV 1000</td>
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**Major: Education**

**Elective: One course required from Area A, B, or C.**

**Area D (10 hrs min.)**

<table>
<thead>
<tr>
<th>List A</th>
<th>Lab (Chem or Biol)</th>
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**Effective Catalog Year: 2013-2014 **

**MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS**

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<thead>
<tr>
<th>Major Courses (33 hrs)</th>
<th>Hrs</th>
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<td>EDSP 4110 Nature of ID</td>
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<tr>
<td>EDSP 4210 Nature of BD</td>
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<td>EDSP 4310 Nature of ID</td>
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<td>EDUC 4620 Classroom Behavior Mgmt</td>
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<tr>
<td>EDUC 2200 Instructional Tech/Media</td>
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**Reading Concentration (15 hrs) | Hrs | Term | Grade |
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<tr>
<td>EDRG 1490 Early Literacy</td>
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<td>EDRG 3490 Intermediate Literacy</td>
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<td>EDRG 3090 Content Literacy</td>
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<tr>
<td>EDRG 3490 Literacy for Children</td>
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<tr>
<td>EDRG 3290 Language Arts</td>
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**Special Ed Concentration (15 hrs) | Hrs | Term | Grade |
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<tr>
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<tbody>
<tr>
<td>EDSP 4980 Languages Development</td>
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<tr>
<td>EDSP 4510 Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP 4520 Internship in Special Education</td>
<td>3</td>
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<tr>
<td>EDSP 4610 Effective Instruction</td>
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<tr>
<td>EDSP 4603 Inclusion &amp; Collaboration</td>
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**Student Teaching (12 hrs) | Hrs | Term | Grade |
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<tr>
<td>EDSP 4450 Assistive Technology</td>
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<td>EDSP 4970 Student Teaching</td>
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<td>EDSP 4980 Student Teaching</td>
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<tr>
<td>EDSP 4950 Student Teaching</td>
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**TEACHER CERTIFICATION NOTES**

**Professional Checklist:**

- Application to Teacher Education
- Application to Student Teaching
- GACE I (Score ___ Semester ___)
- GACE II (Score ___ Semester ___)
- Passed GACE: Yes or No

**ADMISSION TO TEACHER EDUCATION**

Admission to Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F, and all major and professional required courses. Speech or demonstrated competency in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area D to satisfy this requirement.

An institutional grade point average of 2.5 or higher is required for both student teaching and graduation. For additional information please access the University Bulletin on the CSU website at www.psu.edu.

**ADDITIONAL REQUIREMENTS**

- Area A: Major Elective must be lower division (numbered 1000-2999).

**UNIVERSITY POLICIES AND PRACTICES**

- Minimum grade of "C" required in Area A, Area F, and all major courses.
- A maximum of 120 semester hours must be completed for graduation.
- 30 semester hours must be upper division work at the 3000-4000 level.
- If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
- Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
- Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 100 hours needed for a degree.

--

Completed by:  
Data:
# Proposal for a Curriculum Change

**Geona Southwestern State University**

## Select Area of Change:

- [ ] Core Curriculum
- [ ] Major Curriculum
- [ ] Graduate Curriculum
- [ ] Other Curriculum (minor, certificate, etc.)

Specify: Area A,B,C,D,E

## Proposed Effective Date for Curriculum Change:

(Month/Year): Fall 2014

## Degree & Program Name: (e.g., BFA, Art): English, BA

## Present Requirements: See Attached

Upper-division requirements

**Core:**
- British Literature (Pre 1785)
- British Literature (Post 1785)
- American (Pre 1865)
- American (Post 1865)
- Advanced Comp
- Intro to Study of the English Lang
- Capstone

**Literature:**
- Shakespeare
- Elective
- Elective
- Elective
- Elective

## Proposed Requirements (Underline changes after printing this form: See attached)

- Core:
- Elective
- Elective
- Elective
- Elective
- Advanced Comp
- Intro to Study of the English Lang
- Capstone

- Literature:
- Shakespeare
- British Literature (Pre 1785)
- British Literature (Post 1785)
- American (Pre 1865)
- American (Post 1865)

## Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [ ] Improve student learning outcomes:
- [X] Adopting current best practice(s) in field: see attached. This will bring the core requirements more in line with other PW programs at USG
- [ ] Meeting mandates of state/federal/outside accrediting agencies:
- [ ] Other:

Form last updated: March, 2012
Source of Data to Support Suggested Change:

- **Indirect measures**: Student Opinionnaires, student, employer, or alumni surveys, etc. Study of other Professional Writing Programs in USG system as well as scholarship of curriculum design.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- **Indirect measures**: Student Opinionnaires; student, employer, or alumni surveys, etc.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We anticipate improvements PLO #1 "Compose effective responses to the rhetorical situations of writing tasks" for Professional Writing students and anticipate no changes for students in the program.

**Attach a current curriculum sheet and proposed curriculum sheet.**

---

**Submission for File Only:**

<table>
<thead>
<tr>
<th>Unit Head:</th>
<th>Date:</th>
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</table>
| Reviewed By (necessary even for file submissions):
| GSW SACSCOC Liaison     | Date:         |
| Approvals (unnecessary for file submissions):
| Unit Head:              | Date: 4/18/14 |
| Teacher Education Committee Chair: | Date:         |
| Committee on Academic Affairs Chair: | Date: 4/28/14 |
| Committee on Graduate Affairs Chair: | Date:         |

Form last updated: March, 2012
<table>
<thead>
<tr>
<th>Secretary of the Faculty Senate:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Deans of the Faculty:</td>
<td>Date:</td>
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</table>
**B.A. in ENGLISH**

**ADVISOR**

**CORE: 60 HOURS**

<table>
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<th>Area A (9 hrs)</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
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<td>ENGL 1102 Composition II</td>
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<td>MATH 1101, 1111, 1113, or 1120</td>
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**Area B (4-5 hrs) | Hours | Term | Grade |
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<tbody>
<tr>
<td>Select 4-5 hours from list below:</td>
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**Area C (6 hrs) | Hours | Term | Grade |
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<tbody>
<tr>
<td>ENGL 2110, 2120, or 2130</td>
<td>3</td>
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<tr>
<td>English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement.</td>
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**Select one:** |     |      |       |
| ARTC 1100, MUSC 1100 or THEA 1100 | 3     |      |       |

**Area D (10 hrs min) | Area D Lists | Hours | Term | Grade |
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<tr>
<td>Lab Science List A</td>
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<td>Lab (if CHEM or BIOL)</td>
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<td>NonLab Science List A or B</td>
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<td>Lab (if CHEM or BIOL)</td>
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**Area E (12 hrs) | Hours | Term | Grade |
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<td>POLS 1101 American Government</td>
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<td>HIST 1111 or 1112 U.S. or U.S. III</td>
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<td>HIST 2110 or 2112 US Hist I or II</td>
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**Select one:** |     |      |       |
| ECON 2105, SOC 1101, PSYC 1101, HIST 1111 OR 1112 | 3     |      |       |

**Area F (18 hrs) | Hours | Term | Grade |
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<tr>
<td>ENGL 2110, 2120, 2130, 2140</td>
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<td>ENGL 2110, 2120, 2130, 2140</td>
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<td>English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement.</td>
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*Foreign Language 2001 | 3     |      |       |
*Foreign Language 2002 | 3     |      |       |
*Elective | 3 |      |       |

**Physical Education (4 hrs) | Hours | Term | Grade |
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<tr>
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<td>PEDS 2000 U.S. Heart Aid</td>
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<td>PEDS (Activity)</td>
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**Additional Requirements**

- **GA HISTORY**
- **US HISTORY**
- **GA CONSTITUTION**
- **US CONSTITUTION**
- **UNIV 1000**

**Prior Degree/ Major:****

**Completed by: Date:**

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**THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.**

**Effective Catalog Year: 2013-2014**

**MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS**

<table>
<thead>
<tr>
<th>Major Core (20 hrs)</th>
<th>Hours</th>
<th>Term</th>
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<tr>
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<tr>
<td>American Lit (pre 1865)</td>
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<tr>
<td>American Lit (post 1865)</td>
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<tr>
<td>British Lit (pre 1765)</td>
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<td>British Lit (post 1765)</td>
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<td>ENGL 3220 Advanced Composition</td>
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<td>ENGL 3211 Intro to the Study of the Eng Lang</td>
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<td>ENGL 4095 Senior Capstone Seminar</td>
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**Choose an area of study:** | Term | Grade |
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<td>Literature Option (15 hrs)</td>
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<tr>
<td>ENGL 4120 Shakespeare</td>
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<td>ENGL Elective</td>
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<td>ENGL 3240 Technical Writing</td>
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<td>ENGL 4040 Issues in Prof Writing</td>
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<td>ENGL Elective</td>
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**Choose either:** | Term | Grade |
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<tr>
<td>ENGL 4035 Rhetoric: Theory/Hist/Pragmatics or ENGL 4025: Composition Studies</td>
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**Minor or Certificate Required (15-16 hrs) | Hours | Term | Grade |
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<tr>
<td>Free Elective</td>
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**ADDITIONAL REQUIREMENTS**

Minimum grade of "C" required in all English courses.

*Area F: Foreign Language must be intermediate level beyond CPC. Select Area F elective course from lower level literature, humanities, fine arts, foreign language or prerequisites to major.

**NOTE: Required Major Literature Courses**

Any of the upper-level British or American literature courses will fulfill the English B.A. requirements in these areas. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

**Minor, Certificate, and Elective Hours**

Minor, certificate, and/or electives must include a minimum total of 4 semester hours of 3000 level or above coursework.

**UNIVERSITY POLICIES AND PRACTICES**

Minimum grade of "C" required in Area A, Area F and all major courses.

A maximum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the...
B.A. in ENGLISH

Effective Catalog Year: 2014-2015

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

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<thead>
<tr>
<th>Major Core (35hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for all English majors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL Elective (3000 or 4000 level)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL Elective (3000 or 4000 level)</td>
<td></td>
<td></td>
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<tr>
<td>ENGL Elective (3000 or 4000 level)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ENGL Elective (3000 or 4000 level)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3220 Advanced Composition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3211 Intro to the Study of the Eng Lang</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4965 Senior Capstone Seminar</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose an area of study:

Literature Option (15 hrs)

| ENGL 4120 Shakespeare | 3   |
| American Lit (pre 1865) | 3   |
| American Lit (post 1865) | 3   |
| British Lit (pre 1798) | 3   |
| British Lit (post 1798) | 3   |

Professional Writing Option (15 hrs)

| ENGL 3240 Technical Writing | 3   |
| ENGL 4040 Issues in Prof Writing | 3   |
| ENGL Elective | 3   |
| Choose either: |     |
| ENGL 4035 Rhetoric: Theories/Hisories/Pedagogies | 3 |
| ENGL 4025: Composition Studies | 3   |

Choose either:

| ENGL 3230 Creative Writing or |     |
| ENGL 4050 Writing and Civic Engagement |     |

***Minor (15-18 hrs) Required

<table>
<thead>
<tr>
<th>Hours</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
</table>

Free Electives (7-10 hrs)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
</table>

Additional Requirements:

Minimum grade of "C" required in Area A, Area F, Major and English courses.
* Area F: Foreign Language must be intermediate level beyond CPC. Select Area F elective courses from literature, humanities, fine arts, foreign language or prerequisites to major.
**Major required courses must be 3000 level or above.
***Minor and/or electives must include 9 semester hours of 3000 level or above.

UNIVERSITY REQUIREMENTS

A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

NOTE: **Required Courses

Any of the upper-level English or American Lit will fulfill the English B.A. requirements in these areas. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.
Proposal to revise the Core of the English BA

In its current form, the Professional Writing Track has an exceptional number of requirements, which we believe may be causing unnecessary difficulty in scheduling classes and getting students to complete their degree in a reasonable timeframe.

We propose revising the curriculum in order to make the Professional Writing track more flexible. Currently, students are required to take 35 hours in upper-division English classes. 20 of these hours are for the English Core, whereas 15 hours are track-specific. However, the English core includes 12 hours of literature classes, which is required by both tracks (the remaining ten hours are split between Advanced Comp, Capstone, and Intro to the Study of the English Language).

Table 1: Current Upper-Division Requirements

<table>
<thead>
<tr>
<th>Core 20 hours</th>
<th>Literature 15 Hours</th>
<th>PW 15 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Literature (Pre 1785)</td>
<td>Shakespeare</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>British Literature (Post 1785)</td>
<td>Elective</td>
<td>Issues in Professional Writing</td>
</tr>
<tr>
<td>American (Pre 1865)</td>
<td>Elective</td>
<td>Creative Writing or Civic Eng</td>
</tr>
<tr>
<td>American (Post 1865)</td>
<td>Elective</td>
<td>Rhetoric or Comp</td>
</tr>
<tr>
<td>Advanced Comp</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Intro to Study of the English Lang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While we appreciate the robustness of our current requirements, the Professional Writing Track at GSW is out-of-sync with most of the professional writing tracks and degrees in the USG system and increasingly out-of-sync with the field. Table two compares the respective upper-division hours in the ten professional writing and rhet/comp programs in the USG.

Table 2: Comparison of Upper-Division Professional Writing Requirements in USG System

<table>
<thead>
<tr>
<th></th>
<th>GSW</th>
<th>Clayton</th>
<th>Columbus</th>
<th>Fort Vall</th>
<th>GA Gwin</th>
<th>GA Reg</th>
<th>GA South</th>
<th>GA State</th>
<th>North Ga</th>
<th>Vald</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>8 (23%)</td>
<td>12 (25%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>24* (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>12 (30%)</td>
<td>12 (28%)</td>
</tr>
<tr>
<td>PW</td>
<td>12 (34%)</td>
<td>12 (25%)</td>
<td>40 (72%)</td>
<td>32 (51%)</td>
<td>18 (30%)</td>
<td>6 (20%)</td>
<td>33 (100%)</td>
<td>33 (100%)</td>
<td>12 (30%)</td>
<td>30 (72%)</td>
</tr>
<tr>
<td>Lit</td>
<td>12 (34%)</td>
<td>0 (0%)</td>
<td>15 (28%)</td>
<td>6 (10%)</td>
<td>12 (20%)</td>
<td>15 (50%)</td>
<td>0 (0%)</td>
<td>9 (25%)</td>
<td>9 (23%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Elective</td>
<td>3 (8%)</td>
<td>24 (50%)</td>
<td>0 (0%)</td>
<td>22 (39%)</td>
<td>6 (10%)</td>
<td>9 (30%)</td>
<td>0 (0%)</td>
<td>9 (25%)</td>
<td>6 (17%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>48</td>
<td>55</td>
<td>60</td>
<td>60</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>39</td>
<td>42</td>
</tr>
</tbody>
</table>

*Georgia Gwinnet College’s English core consists primarily of required internships.

As you can see, GSW has the second highest percentage of required literature classes in its Professional Writing Track and is also tied for the second highest number of hours. The only program that requires both more hours and higher percentage of literature classes is Georgia Regents University and even that program requires more electives. All other programs either require more Professional Writing classes or offer more electives. Clayton State and North Georgia both have such offering while maintains a strong core program and almost every program above has a lower division core program similar to our own.
Moving beyond the USG system gives us a sharper comparison. Of course, there are hundreds of writing programs we could compare ourselves to, many of which are not necessarily great fits for GSW. However, increasingly, the shape and execution of professional writing programs has become the object of scholarship in writing studies. Although the study of rhetoric and composition is officially classified as an “emerging discipline,” several schools of thought have appeared as to the character of writing majors. In our current form, with a heavy emphasis in literature as well as a required minor, our program best resembles what Giberson and Moriarty call a “liberal arts writing major.” However, the courses we offer in the track look more like the courses offered in “preprofessional major.” In short, our degree not only has too many requirements, but has a split-personality problem as well.

Our Proposal

While making as little an impact on the literature track as possible, we would like to make adjustments to the core of the major so as to allow more flexibility for professional writing students and to focus on a clearer disciplinary identity for the program. In short, we would like to adjust the number of core literature requirements, replacing these courses with non-track specific electives. We anticipate most of our students choosing to take a number of literature electives and we plan on encouraging them to do so.

Table 3: Our Proposal

<table>
<thead>
<tr>
<th>Core 20 hours</th>
<th>Literature 15 Hours</th>
<th>PW 15 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Shakespeare</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>Elective</td>
<td>British Literature (Pre 1785)</td>
<td>Issues in Professional Writing</td>
</tr>
<tr>
<td>Elective</td>
<td>British Literature (Post 1785)</td>
<td>Grant Writing and Internship (used to be: Writing and Civic Engagement)</td>
</tr>
<tr>
<td>Elective</td>
<td>American (Pre 1865)</td>
<td>Rhetoric or Composition Studies</td>
</tr>
<tr>
<td>Advanced Comp</td>
<td>American (Post 1865)</td>
<td>Elective</td>
</tr>
<tr>
<td>Intro to the Study of the English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The end result is a more well-defined, flexible, and rigorous program for Professional Writing students. Professional Writing Student will receive more intensive coverage of their discipline by being able to take both Rhetoric and Composition Studies alongside Technical Writing and Issues in Professional Writing. Literature students will also receive have a class with more disciplinary relevance. Our program will also be more easily recognized as a liberal arts writing degree because of the mixture of literature, practical writing classes, and discipline-specific courses.
# PROPOSAL FOR A CURRICULUM CHANGE

**Georgia Southwestern State University**

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Core Curriculum</td>
</tr>
<tr>
<td>□ Major Curriculum</td>
</tr>
<tr>
<td>□ Graduate Curriculum</td>
</tr>
<tr>
<td>□ Other Curriculum</td>
</tr>
<tr>
<td>Specify: Area A,B,C,D,E</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Effective Date for Curriculum Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Month/Year): Fall 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree &amp; Program Name: (e.g., BFA, Art): BS IT (Business option)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Present Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the attached old curriculum of BS IT (Business Option).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Requirements (Underline changes after printing this form):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposal aims to update the Business core in BSIT (Business Option).</td>
</tr>
<tr>
<td>Change the course number and name of BUSA 3106 Legal Environment of Business To BUSA 2106 The Environment of Business See the attached new curriculum sheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
</tr>
</tbody>
</table>

| □ Improve student learning outcomes: |
| □ Adopting current best practice(s) in field: |
| □ Meeting mandates of state/federal/outside accrediting agencies: |

| □ Other: The School of Business changed the name and number of the course which is a required business core in BSIT (Business Option). Update the curriculum sheet to reflect the above mentioned change. |

Form last updated: March, 2010
Source of Data to Support Suggested Change:

- **Indirect measures**: Student Opinionnaires, student, employer, or alumni surveys, etc.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

- **Indirect measures**: Student Opinionnaires; student, employer, or alumni surveys, etc.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

---

**Submission for File Only:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Head: Dr. Arvind.Shah</td>
<td></td>
<td>Signature</td>
</tr>
<tr>
<td>Date: 3/26/2014</td>
<td></td>
<td></td>
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<tr>
<td>SACS COC Liaison:</td>
<td></td>
<td></td>
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<tr>
<td>Teacher Education Committee Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee on Academic Affairs Chair:</td>
<td></td>
<td>4/7/2014</td>
</tr>
<tr>
<td>Committee on Graduate Affairs Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary of the Faculty Senate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of the Faculty:</td>
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<td></td>
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Form last updated: March, 2010
# B.S. in Information Technology (Business Option)

## CORE: 60 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1102 Composition II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1113 Precalculus</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Area B (4 hrs min)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Select 4 hours from list below:</td>
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<tr>
<td>LIBR 101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),</td>
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<tr>
<td>KINST 2001(3), COMM 1110(3), POLS 2401(3),</td>
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<tr>
<td>ENGL 2200(3), Foreign Lang (2000 or higher)(3)</td>
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<thead>
<tr>
<th>Area C (6 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 2110, 2120, or 2130</td>
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<td></td>
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<tr>
<td>Select one:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ARTC 1120, MUSC 1100 or THEA 1100</td>
<td>3</td>
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<table>
<thead>
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<th>Area D (11 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tr>
<td>Choose two lab science courses from List A:</td>
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<tr>
<td>Lab Science-List A</td>
<td></td>
<td>Lab (if CHEM or BIOL)</td>
<td></td>
</tr>
<tr>
<td>Lab Science-List A</td>
<td></td>
<td>Lab (if CHEM or BIOL)</td>
<td></td>
</tr>
<tr>
<td>MATH 2204</td>
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<th>Area E (12 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>POLS 1101 American Government</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HIST 1111 or 1112 World Civ i or II</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HIST 2111 or 2112 US Hist i or II</td>
<td>3</td>
<td></td>
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<tr>
<td>Select one:</td>
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<tr>
<td>ECON 2105, SOCI 1101, PSYC 1101,</td>
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<td>HIST 1111, HIST 1112</td>
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<table>
<thead>
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<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ACCT 2101 Accounting Principles I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 2102 Accounting Principles II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 1301 Intro to Programming I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 1302 Intro to Programming II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 2100 Assembly Language Program</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>CSCI 2900 Ethics in Comp Profession</td>
<td>1</td>
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## ADDITIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Physical Education (4 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDS 1010 Lifetime Fitness</td>
<td>1</td>
<td></td>
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<tr>
<td>PEDS 2000 CPR/First Aid</td>
<td>2</td>
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<tr>
<td>PEDS (Activity)</td>
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## Required Courses (34 hrs)

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 2100 Computer Interfacing &amp; Config</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 3000 Internet Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 3200 Computer Network Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 3300 Syst Anal Design &amp; Implement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 3700 Information Resource Mgmt</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 4200 Computer Security</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 4310 IS Project Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 2500 Discrete Structures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 3200 Unix</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 4400 Intro to Database Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 4910 Junior/Senior Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 4940 Capstone Project</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Electives (6 hours)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 4400 Info Storage &amp; Retrieval</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 3500 Data Structures &amp; Algorithms</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 4210 Data Com &amp; Comp Net</td>
<td>3</td>
<td></td>
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<tr>
<td>CSCI 4300 Software Engineering</td>
<td>3</td>
<td></td>
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<tr>
<td>CSCI 4310 Object Oriented Prog</td>
<td>3</td>
<td></td>
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<tr>
<td>CSCI 4320 Human Computer Interaction</td>
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<tr>
<td>CSCI 4930 Internship</td>
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<tr>
<td>CSCI 4500 Spec Prob in CS</td>
<td>3</td>
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<tr>
<td>CSCI 4900 Spec Prob in C</td>
<td>3</td>
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## Free Electives (5 hours)

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
</table>

## ADDITIONAL REQUIREMENTS

| Courses, and Major Electives: | | |
| CIS 1000 is required for this degree. This course may be taken to meet Area B requirements or as a Free Elective. |

## UNIVERSITY POLICIES AND PRACTICES

| Minimum grade of "C" required in Area A, Area F and all major courses. |
| A minimum of 120 semester hours must be completed for graduation. |
| 39 semester hours must be upper division work at the 3000-4000 level. |
| MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. |
| Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet |

## Prior Degree

<table>
<thead>
<tr>
<th>Major:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Earned at:</td>
<td></td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Completed by:</td>
<td>Date:</td>
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</table>
### B.S. in Information Technology (Business Option)

**Effective Catalog Year: 2013-2014**

#### CORE: 60 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
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<tr>
<td>ENGL 1102 Composition II</td>
<td>3</td>
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<tr>
<td>MATH 1113 PreCalculus II</td>
<td>3</td>
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</table>

**Area B (4 hrs min)**

Select 4 hours from list below:


**Area C (6 hrs)**

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2110, 2120, or 2130</td>
<td>3</td>
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</tbody>
</table>

Select one:

- ARTC 1100, MUSC 1100, or THEA 1100

**Area D (11 hrs)**

Choose two lab science courses from List A:

- Lab Science-List A
  - Lab (if CHEM or BIOL)
- Lab Science-List A
  - Lab (if CHEM or BIOL)

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2204</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**Area E (12 hrs)**

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>POLS 1101 American Government</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 1111 or 1112 World Civ I or II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 2111 or 2112 US Hist I or II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Select one:

- ECON 2105, SOCI 1101, PSYC 1101, HIST 1111, HIST 1112

**Area F (18 hrs)**

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2101 Accounting Principles I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 2102 Accounting Principles II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 1301 Intro to Programming I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCI 1302 Intro to Programming II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCI 2100 Assembly Language Prog</td>
<td>3</td>
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<tr>
<td>CSCI 2390 Ethics in Comp Profession</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

#### ADDITIONAL REQUIREMENTS

- **Physical Education (4 hrs)**
  - PEDS 1010 Lifeline Fitness | 1   |
  - PEDS 2000 CPR/First Aid | 2   |
  - PEDS (Activity) | 1   |

**Additional Requirements**

- GA HISTORY
- GA CONSTITUTION
- US HISTORY
- US CONSTITUTION
- UNIV 1000

#### MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

<table>
<thead>
<tr>
<th>Business Core (15 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 4210 Accounting Systems</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>BUSA 3106 Legal Env of Business</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSA 3150 Business Finance</td>
<td>3</td>
<td></td>
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<tr>
<td>MGMT 3000 Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 3800 Principles of Marketing</td>
<td>3</td>
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</table>

**Required Courses (34 hrs)**

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIS 2100 Computer Interfacing &amp; Config</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 3000 Internet Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 3200 Computer Network Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 3500 Syst Anal Design &amp; Implement I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 3700 Information Resource Mgmt</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 4200 Computer Security</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DIS 4310 IS Project Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 2500 Discrete Structures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 3200 Unix</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 4400 Intro to Database Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCI 4510 Junior/Senior Seminar</td>
<td>1</td>
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</tr>
<tr>
<td>CSCI 4940 Capstone Project</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Major Electives (6 hrs)**

Select two:

- CSCI 4400 Info Storage & Retrieval | 3   |
- CSCI 3500 Data Structures & Algorithms | 3   |
- CSCI 4210 Data Comm & Comp Net | 3   |
- CSCI 4300 Software Engineering | 3   |
- CSCI 4310 Object Oriented Prog | 3   |
- CSCI 4320 Human Computer Interaction | 3   |
- CSCI 4930 Internship | 3   |
- DIS 4900 Spec Prob in CS | 3   |
- CSCI 4900 Spec Prob in CIS | 3   |

**Free Electives (5 hrs)**

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
</table>

#### ADDITIONAL REQUIREMENTS

Courses, and Major Electives.

DIS 1000 is required for this degree. This course may be taken to meet Area B requirements or as a Free Elective.

#### UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

Elective Hours from Area B plus hours from Area D must equal 15 hours.

All hours earned to fulfill PC requirements and UNIV 1000 cannot be used to meet this requirement.

Prior Degree:

Major:

Earned at:

Comments:

Completed by:

Date:
PROPOSAL FOR A NEW PROGRAM  
Georgia Southwestern State University

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

**Date of Submission:** 04/14/2014 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Proposed Effective Date:</th>
<th>Degree/Program Name:</th>
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<tbody>
<tr>
<td>Fall 2014 (semester/year)</td>
<td>Family Nurse Practitioner (FNP) Program</td>
</tr>
</tbody>
</table>

**Requirements:** (Attach new or revised course proposal(s) separately.) The FNP Program consists of a total of 44 semester hours. The FNP program will consist of 5 graduate core courses (14 hours) and 6 courses (30 semester credit hours) specific to the family nurse practitioner role. All of the courses are new, with the exception of NURS 6105 (Research for Evidence Based Practice) which is currently being taught in the MSN Program. Ten new courses are attached NURS 6137, NURS 6225, NURS 6128, NURS 6226, NURS 6129, NURS 6229, NURS 6228, NURS 6227, NURS 6127, NURS 6425.

**Justification:** Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [ ] Improving student learning outcomes:
- [ ] Adopting current best practice(s) in field:
- [X] Meeting Mandates of State/Federal/Outside Accrediting Agencies: The proposed MSN curriculum is consistent with the standards of the American Association of Colleges of Nursing (AACN) in the Essentials of Master’s Education for Advanced Practice Nursing.
- [ ] Other:

**Source of Data to Support Suggested Change:**

- [X] Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. The quality of the FNP Program will be monitored through a program evaluation plan that addresses SACS, GSW, and accreditation requirements. Additional quality review processes will include the annual program review, comprehensive program review, accreditation site visits and self-study, and midpoint accreditation report once accreditation has been awarded. Course and faculty evaluations will be reviewed following each semester to determine the need for changes within courses. Clinical site and clinical preceptor evaluations will be reviewed when applicable to assist in evaluating clinical experiences within the program. Graduate, alumni and employer surveys will also be used to evaluate the overall quality of the program. Periodic graduate, alumni and employer surveys will also be used to evaluate the overall quality of the program.

- [X] Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams, quizzes, presentations, case studies, discussion questions, article summaries, group projects, clinical cases, health histories, mental health screening portfolios, clinical performance, case analysis, clinical document portfolio, physical exam check off, lab participation

Form last updated: March, 2012
Assessment Plan for the proposed program:

**Student Learning Outcomes for the proposed program:** Graduates will be able to: (1) Implement the selected advanced nurse role – leader, educator, informaticist, or practitioner – within health care; (2) Develop and nurture interprofessional collaborations by communicating and consulting with other health care professionals, including physicians, administrators, community leaders and regulators; (3) Evaluate the influence of ethical principles on personal and organizational decision-making; (4) Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice; (5) Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes; (6) Exemplify cultural competence and sensitivity to diversity of dynamic academic and health care environments; (7) Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective client-centered health care and the advancement of nursing practice.

**Data Sources:**

X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Same as above.

X Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same as above.

☐ Other:

**Attach a curriculum sheet for proposed program.**

Form last updated: March, 2012
### Reviewed By:

| GSW SACSCOC Liaison | Date: |

### Approvals:

| Unit Head: | Date: |
| Teacher Education Committee Chair: | Date: |
| Committee on Academic Affairs Chair: | Date: |
| Committee on Graduate Affairs Chair: | Date: |
| Secretary of the Faculty Senate: | Date: |
| Dean of the Faculty: | Date: |
### Master of Science in Nursing (MSN)

**Track:** Family Nurse Practitioner  
**Effective Catalog Year:** 2014-2015

**Name**  
**Advisor**  
**gswID#**

#### Core Required Courses (15 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>NURS 6105 Research for Evidence Based Practice</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>NURS 6127 Scientific Underpinnings of the APN Role</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6128 Pharmacology for APN</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6137 Pathophysiology for APN</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6225 Health Assessment for APN</td>
<td>3</td>
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#### Specialty Courses Required Hours (23)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term</th>
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<tbody>
<tr>
<td>NURS 6129 Health Care Delivery Models, Econ &amp; Policy</td>
<td>2</td>
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<tr>
<td>NURS 6226 Diagnostic &amp; Clinical Reasoning for APNs</td>
<td>3</td>
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<tr>
<td>NURS 6227 Health Promotion of Women &amp; Children</td>
<td>6</td>
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<td></td>
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<tr>
<td>NURS 6228 Health Promotion of Elderly</td>
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<tr>
<td>NURS 6229 Health Promotion of Adults</td>
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#### Nurse Practitioner Practicum Hours: (6)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>NURS 6425 Nurse Practitioner Practicum</td>
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</table>

**Total Program Hours: 44**

**Additional Requirements:**
- Date of Admission:  
- Professional Core Completed:  

**Additional Information:**
- Date Program Began:  
- Readmit Date (if applicable):  
- Prior Degree/Major:  
- Earned at:  

**Fourty-Four Hours Minimum**

**Additional Information:**

- NURS 6105 Research for Evidence Based Practice  
- NURS 6127 Scientific Underpinnings of the APN Role  
- NURS 6128 Pharmacology for APN  
- NURS 6137 Pathophysiology for APN  
- NURS 6225 Health Assessment for APN  
- NURS 6128 Pharmacology for APN  
- NURS 6226 Diagnostic & Clinical Reasoning for APNs  
- NURS 6227 Health Promotion of Women & Children  
- NURS 6228 Health Promotion of Elderly  
- NURS 6229 Health Promotion of Adults  
- NURS 6128 Pharmacology for APN  
- NURS 6225 Health Assessment for APN  
- NURS 6227 Health Promotion of Women & Children  

**Core Required Courses (15 hrs):**

- NURS 6105 Research for Evidence Based Practice  
- NURS 6127 Scientific Underpinnings of the APN Role  
- NURS 6128 Pharmacology for APN  
- NURS 6137 Pathophysiology for APN  
- NURS 6225 Health Assessment for APN  

**Specialty Courses Required Hours (23):**

- NURS 6129 Health Care Delivery Models, Econ & Policy  
- NURS 6226 Diagnostic & Clinical Reasoning for APNs  
- NURS 6227 Health Promotion of Women & Children  
- NURS 6228 Health Promotion of Elderly  
- NURS 6229 Health Promotion of Adults  

**Nurse Practitioner Practicum Hours: (6):**

- NURS 6425 Nurse Practitioner Practicum