

# PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

## Select Area of Change:

Core Curriculum

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

Major Curriculum

Graduate Curriculum

Other Curriculum  
(minor, certificate,  
etc.)

Specify:

## Proposed Effective Date for Curriculum Change:

(Month/Year): June 2015

**Degree & Program Name: (e.g., BFA, Art):** Specialist in Early  
Childhood Education

## Present Requirements:

See attached curriculum sheet.

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

See attached curriculum sheet.

## 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:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

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.)

**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.)

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

<b>Submission for File Only:</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
<b>Reviewed By (necessary even for file submissions):</b>	
GSW SACSCOC Liaison	Date:
<b>Approvals (unnecessary for file submissions):</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul Dyer</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

## Specialist in Education - Early Childhood Education

Name \_\_\_\_\_ ID# \_\_\_\_\_

Advisor \_\_\_\_\_

Effective Catalog Year: 2007-2008

Professional Core (12 cr)	Hrs	Term	Grade
EDEC 8080 Early Childhood Ed in Modern Society	3		
EDEC 8100 Measurement & Evaluation in ECE	3		
EDEC 8120 Qualitative Research	3		
EDUC 8110 Advanced Research Methodology	3		
Teaching Field (18 cr)	Hrs	Term	Grade
EDEC 8000 Adv Graduate Seminar	3		
EDEC 8380 Language Develop & Reading	3		
EDEC 8480 Admin & Supervision of EC Programs	3		
Electives (9 cr) select three courses:	9		
EDEC 7050 ECE Theoretical Frameworks & App	3		
EDEC 7800 Role of Collaboration	3		
EDEC 7900 Early Childhood Curriculum Strategies	3		
EDEC 8400 Strategies for Teaching Science	3		
EDEC 8500 Strategies for Teaching Social Science	3		
EDEC 8600 Advanced Strategies for Teaching Math	3		
EDEC 8770 Trends & Issues in ECE	3		
EDEC 8780 Practicum in ECE	3		
EDEC 8800 Readings in ECE	3		
Any 6000-7000 level course approved by advisor and not previously taken.			

Additional Requirements:		
Admission Status:	REGULAR	Date:
Exit Exam Completed:	YES	NO
Professional Core Completed:	YES	NO

Prior Degree/Major: \_\_\_\_\_

Earned at: \_\_\_\_\_

Comments: \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_

# EDUCATION SPECIALIST (Ed.S.) EARLY CHILDHOOD EDUCATION

NAME \_\_\_\_\_  
 ADVISOR \_\_\_\_\_

gswID# \_\_\_\_\_ Effective Catalog Year: 2014-2015

## 30 Hours Minimum

Professional Core (12 hours)	Hrs	Term	Grade
EDUC 8340 Methods for Educational Research	3		
EDUC 8110 Advanced Research Methodology I	2		
EDUC 8440 Advanced Research Methodology II	1		
EDUC 8540 Differentiation Strategies in Education	3		
EDUC 8520 Diversity in School Settings	3		

Teaching Field (18hrs)	Hrs	Term	Grade
EDUC 8640 Literacies, Digital Technology and Lrng	3		
EDUC 7000 Leadership in Education	3		
EDEC 8400 Strategies for Teaching Science	3		
EDEC 8500 Strategies for Teaching Social Studies	3		
EDEC 8600 Strategies for Teaching Mathematics	3		
EDEC 7800 Family and School Partnerships	3		

**UNIVERSITY POLICIES FOR GRADUATE STUDIES**

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Additional Requirements:	
Date of Admission:	_____
Professional Core Completed:	_____

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

Major:	_____
Earned at:	_____
Comments:	_____ _____ _____
Completed by:	_____ Date: _____

# PROPOSAL FOR A CURRICULUM CHANGE

Georgia 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

Specify:

**Proposed Effective Date for  
Curriculum Change:**

(Month/Year): June 2015

**Degree & Program Name: (e.g., BFA, Art):** Specialist in Middle  
Grades Education

**Present Requirements:**

See attached curriculum sheet.

**Proposed Requirements (Underline changes  
after printing this form:**

See attached curriculum sheet.

**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:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

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.)

**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.)

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

<b>Submission for File Only:</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
<b>Reviewed By (necessary even for file submissions):</b>	
GSW SACSCOC Liaison	Date:
<b>Approvals (unnecessary for file submissions):</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul Dym</i>	Date: <i>12-7-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

## Specialist in Education - Middle Grades Education

Name \_\_\_\_\_

ID# \_\_\_\_\_

Advisor \_\_\_\_\_

Effective Catalog Year: 2007-2008

Professional Core (12 cr)	Hrs	Term	Grade
EDMG 8020 Admin & Supervision of MG Progs	3		
EDMG 8110 Advanced Research Methods	3		
EDMG 8300 Adolescent Development	3		
Professional Elective*	3		
Teaching Field (15 cr)	Hrs	Term	Grade
<b>Primary Concentration (9 cr):</b>	<b>9</b>		
<b>Secondary Concentration (6 cr):</b>	<b>6</b>		
Technology Requirement (3 cr)	Hrs	Term	Grade
* Technology Elective	3		
Core Electives*	Hrs		
EDMG 7700 Middle Grades Growth & Development	3		
EDMG 7900 MG Curriculum Planning & Trends	3		
EDUC 7010 Foundations of Education	3		
EDUC 7020 Special Problems in Education	3		
EDUC 7040 Teacher and the Law	3		
EDUC 7150 Assess & Mgmt of Classroom Problems	3		
EDUC 7300 Conditions & Process of Lrng	3		
EDUC 7510 Educational Measurement & Eval	3		
EDUC 8010 Philosophy of Education	3		
EDUC 8060 Leadership in Teaching	3		
Technology Electives*	Hrs		
EDUC 7070 Computer Applications for Curriculum	3		
EDUC 7100 Design & Devel of Computer Based Inst	3		
EDUC 7110 Ed Computing & Lang Development	3		
EDUC 7600 Problems in Producing & Utilizing Mater	3		

Additional Requirements:		
Admission Status:	REGULAR	Date: _____
Exit Exam Completed:	YES    NO	
Professional Core Completed:	YES    NO	
Note: Other course may be approved when appropriate at the discretion of the Program Chair or Dean. Students will be allowed to take courses at the 6000 and 7000 levels when appropriate at the discretion of the Program Chair or Dean. All courses must have prior approval.		

Prior Degree/Major: \_\_\_\_\_

Earned at: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_

# EDUCATION SPECIALIST (Ed.S.) MIDDLE GRADES EDUCATION

NAME \_\_\_\_\_  
 ADVISOR \_\_\_\_\_

gswID# \_\_\_\_\_

Effective Catalog Year: 2014-2015

## 30 Hours Minimum

Professional Core (12 hours)	Hrs	Term	Grade
EDUC 8340 Methods for Educational Research	3		
EDUC 8110 Advanced Research Methodology I	2		
EDUC 8440 Advanced Research Methodology II	1		
EDUC 8540 Differentiation Strategies in Education	3		
EDUC 8520 Diversity in School Settings	3		

Teaching Field (18hrs)	Hrs	Term	Grade
EDUC 8640 Literacies, Digital Technology and Lrng	3		
EDUC 7000 Leadership in Education	3		
EDMG 8740 Strategies for Teaching in Middle Grades	3		
EDMG 7700 Middle Grades Growth and Develop	3		
EDMG 8840 Assessment in Middle Grades Educ	3		
EDMG 7020 Special Topics in Middle Grades Educ	3		

**UNIVERSITY POLICIES FOR GRADUATE STUDIES**

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Additional Requirements:	
Date of Admission:	
Professional Core Completed:	

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

Major:	
Earned at:	
Comments:	
Completed by:	
Date:	



## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDEC 8400: Strategies for Teaching Science

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Planning, implementation and evaluation of early grades science programs will be emphasized. The class will be conducted in a seminar format with class activities built on the science programs of students' schools. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is will focus on research-based teaching strategies in the area of early childhood science education. Strategies on facilitating students' engagement in metacognitive learning, higher-order thinking, and application in real-world settings will be discussed. Students will evaluate teaching strategies used in science curricula and create action plans based on these evaluations. (3-0-3)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Allott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Allott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDEC 8400  
Strategies for Teaching Science  
Three Credit Hours

**Catalog description:** EDEC 8400. Strategies for Teaching Science. Planning, implementation, and evaluation of early grades science programs will be emphasized. The class will be conducted in a seminar format with class activities built on the science programs of the students' schools. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Demonstrate understanding of science content in grades P-5.
2. Research various teaching assessment strategies appropriate for the science classroom in the early childhood school.
3. Integrate technology into the teaching of science using computers (software, office tools, and the internet).
4. Organize and report active research in the science classroom in the early childhood school.
5. Analyze various active engagement approaches to teaching science.
6. Evaluate and assess student learning of science based on current learning theories.

**Requirements:**

Assignment

Study textbook assignments, demonstrate knowledge of science content, solve science problems, participate in hands-on activities regarding science activities and assessments appropriate for early childhood and reflect on class discussions.

Technology Reviews

Locate at least 5 software programs that focus on science content and that are appropriate for use with young children. Submit a critical review of the software.

Literature Reviews

Focus on at least 3 active engagement strategies used in science instruction. Find supporting literature. Critique and develop strategies for employing these approaches in classroom instruction.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Course Outline  
School of Education  
EDEC 8400  
Strategies for Teaching Science  
Three Credit Hours

**Catalog description:** EDEC 8400: Strategies for Teaching Science – This course is will focus on research-based teaching strategies in the area of early childhood science education. Strategies on facilitating students' engagement in metacognitive learning, higher-order thinking, and application in real-world settings will be discussed. Students will evaluate teaching strategies used in science curricula and create action plans based on these evaluations. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read and reflect on literature related to teaching strategies in science education.
2. Articulate in online forums key concepts related to readings.
3. Evaluate teaching strategies in a science curriculum based on current research in early childhood science education.
4. Develop an action plan to integrate research-based strategies facilitating student engagement, higher-order thinking, and real-world application into an early childhood science curriculum.

**Requirements:**

Reading, participating in online discussions and creating written documents (reading summaries/reflections, curriculum evaluation, and action plan) to illustrate key points related to teaching strategies in science education.

**Instructional Strategies:**

Students will complete summary and reflection papers over the assigned readings. In addition, students will post to discussion boards and respond to discussion posts about key points garnered from assigned readings. Students will also evaluate teaching strategies included in their school's science curriculum and develop an action plan based on their evaluation. Students will present and/or implement their action plans.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Moomaw, S. (2013). *Teaching STEM in the Early Years: Activities for Integrating Science, Technology, Engineering, and Mathematics*. St. Paul, MN: Redleaf Press.

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman  
Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDEC 8600: The Teaching of Early Childhood Mathematics

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** The Teaching of Early Childhood Mathematics

**Prerequisites:**

**Co-requisites:**

**Course Description:** Advanced study of issues and techniques that are critical to effective mathematics teaching and learning. Focused attention on diagnostic, instructional, and assessment techniques that involve self-monitoring and self assessment. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Strategies for Teaching Mathematics

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is will focus on research-based teaching strategies in the area of early childhood mathematics education. Strategies on facilitating students' engagement in metacognitive learning, higher-order thinking, and application in real-world settings will be discussed. Students will evaluate teaching strategies used in mathematics curricula and create action plans based on these evaluations. (3-0-3)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



Course Outline  
School of Education  
EDEC 8600  
The Teaching of Early Childhood Mathematics  
Three Credit Hours

**Catalog description:** EDEC 8600. The Teaching of Early Childhood Mathematics. Advanced study of issues and techniques that are critical to effective mathematics teaching and learning. Focused attention on diagnostic, instructional, and assessment techniques that involve self-monitoring and self-assessment. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Solve mathematical problems, reason mathematically, and communicate mathematically.
2. Value mathematics and build confidence in the use and teaching of mathematics in the early childhood classroom.
3. Research various teaching and assessment strategies appropriate for the mathematics classroom in the early childhood school.
4. Integrate technology into the teaching of mathematics using computers (software, office tools, and the internet)
5. Organize and report active research in the mathematics classroom in the early childhood school.
6. Evaluate and assess student learning of mathematics based on current learning theories and research.

**Requirements:**

Assignments

Study textbook assignments, solve mathematical problems, participate in hands-on activities regarding mathematics activities and assessments appropriate for early childhood and reflect on class discussions.

Case Study

Design a case study and follow through with diagnostic, instructional and summative assessments with some aspect of mathematics. The case study should be submitted as a formal research document.

Research Critiques

Analyze and critique research articles concerning assessment of mathematics education in the early childhood classroom.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Course Outline  
School of Education  
EDEC 8600  
Strategies for Teaching Mathematics  
Three Credit Hours

**Catalog description:** EDEC 8600: Strategies for Teaching Mathematics – This course is will focus on research-based teaching strategies in the area of early childhood mathematics education. Strategies on facilitating students' engagement in metacognitive learning, higher-order thinking, and application in real-world settings will be discussed. Students will evaluate teaching strategies used in mathematics curricula and create action plans based on these evaluations. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read and reflect on literature related to teaching strategies in mathematics education.
2. Articulate in online forums key concepts related to readings.
3. Evaluate teaching strategies in a mathematics curriculum based on current research in early childhood mathematics education.
4. Develop an action plan to integrate research-based strategies facilitating student engagement, higher-order thinking, and real-world application into an early-childhood mathematics curriculum.

**Requirements:**

Reading, participating in online discussions and creating written documents (reading summaries/reflections, curriculum evaluation, and action plan) to illustrate key points related to teaching strategies in mathematics education.

**Instructional Strategies:**

Students will complete summary and reflection papers over the assigned readings. In addition, students will post to discussion boards and respond to discussion posts about key points garnered from assigned readings. Students will use current research in early childhood mathematics education to evaluate teaching strategies included in their school's mathematics curriculum and develop an action plan based on their evaluation. Students will present and/or implement their action plans.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Van de Walle, K. & Bay-Williams. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally: The Professional Development Edition for Mathematics Coaches and Other Teacher Leaders*. Boston, MA: Pearson.

To be determined by the professor

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 7000 Leadership in Education

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of issues related to introduction of new teachers and supervision of preservice teachers with emphasis on mentoring and conferencing skills. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Leadership in Education. This course supports the development of teacher leaders in Education. Emphasis is placed on developing a high level of professional growth and contributing to the development of others as well as leadership in the area of accountability. (3-0-3)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Allott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Allott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Re Jm</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDUC 7000  
Leadership in Education  
Three Credit Hours

**Catalog description:** EDUC 7000. Leadership in Education. A study of the issues related to introduction of new teachers and supervision of preservice teachers with emphasis on mentoring and conferencing skills. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Demonstrate the ability to distinguish among such terms as administration, leadership, supervision and management as they pertain to education.
2. Examine and describe how leadership theories can be used to facilitate educational administration.
3. Describe and critique the governance of American Education with special emphasis on the responsibility of local, state, and federal governance.
4. Demonstrate an understanding of the major roles of principals in the educational system.
5. Explore and analyze the pressing issues in the field of education and how these issues are influencing current administration and leadership practices.
6. Demonstrate an understanding of effective collaboration, communication and interpersonal

**Requirements:**

Administrative Portfolio Skills Assessment (ISL)  
Vision Paper and Presentation  
Examination, Quizzes  
Case Studies  
Article Reaction

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments.

Each key assessment has a rubric to guide students as they complete work.

Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**



Course Outline  
School of Education  
EDUC 7000  
Leadership in Education  
Three Credit Hours

**Catalog description** EDUC 7000: Leadership in Education. This course supports the development of teacher leaders in Education. Emphasis is placed on developing a high level of professional growth and contributing to the development of others as well as leadership in the area of accountability. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Candidates will

1. Collaborate with others to improve student learning.
2. Work with other professionals on instructional policy, curriculum development and staff development.
3. Teachers will complete a Teacher Leader Survey and discuss the results.
4. Each teacher will mentor either a preservice teacher or a teacher with less than three years of teaching experience.

**Requirements:**

Students are required to attend lectures, post/respond on the online discussion board, and respond to ticket-out-the-door assignments. A project related to the course's content will be required.

**Instructional Strategies:**

Instructional strategies include the use of discussion boards, small and large group discussions and assignments, and candidate presentations.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Rubrics are used to evaluate candidates' work. The grading scale is 90% and above = A, 80 – 89% = B, 70 – 79% = C, 60 – 69% = D, 59% and below = F. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Bond, N. & Hargreaves, A. (2014). *The power of teacher leaders: Their roles, influence, and impact*. New York: Routledge.

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**  
Dr. Margaret Lehman  
Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDMG 8740

**Proposed New Course Title:**  
Strategies for Teaching in Middle Grades

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Teaching in Middle Grades

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**  Requirement for Major  Elective  Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** During this course candidates will prepare a research paper based on the implementation of their research proposal during the previous methodology course.

**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:
- 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.)

**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDMG 8740  
Strategies for Teaching in Middle Grades  
Three Credit Hours

**Catalog description:** EDMG 8740: Strategies for Teaching in Middle Grades – This course will focus on research-based teaching strategies in the content areas of middle grades education. Strategies on facilitating students' engagement in metacognitive learning, higher-order thinking, and application in real-world settings will be discussed. Students will evaluate teaching strategies used in curricula and create action plans based on these evaluations. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read and reflect on literature related to teaching strategies in the content areas of middle grades education.
2. Articulate in online forums key concepts related to readings.
3. Evaluate teaching strategies in curriculum based on current research in middle grades education.
4. Develop an action plan to integrate research-based strategies facilitating student engagement, higher-order thinking, and real-world application into a content-specific curriculum.

**Requirements:**

Reading, participating in online discussions and creating written documents (reading summaries/reflections, curriculum evaluation, and action plan) to illustrate key points related to teaching strategies in middle grades education.

**Instructional Strategies:**

Students will complete summary and reflection papers over the assigned readings. In addition, students will post to discussion boards and respond to discussion posts about key points garnered from assigned readings. Students will also evaluate based on current research in middle grades education the teaching strategies included in their school's curriculum and develop an action plan based on their evaluation. Students will present and/or implement their action plans.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Parkay, F., Anctil, E., & Hass, G. (2014). *Curriculum Leadership: Readings for Developing Quality Educational Programs*. Boston, MA: Pearson.

To be determined by the professor

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**

Dr. Margaret Lehman  
Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDMG 8840

**Proposed New Course Title:**

Assessment in Middle Grades Education

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Assessment in Middle Grades

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** During this course candidates will prepare a research paper based on the implementation of their research proposal during the previous methodology course.

**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:
- 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.)

**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Pre 12/1/14</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDMG 8840  
Assessment in Middle Grades Education  
Three Credit Hours

**Catalog description:** EDMG 8840: Assessment in Middle Grades Education – The course provides an in-depth study of appropriate strategies for assessing the learning of middle grades students. Assessment instruments and procedures for examining development in the cognitive, physical, and social domains are included. The course will also explore issues related to testing in relation to the state standards. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read and reflect on literature related to assessment in middle grades education.
2. Articulate in online forums key concepts related to readings.
3. Determine the effectiveness of assessments currently being used in the middle grades classroom according to the content and student population.
4. Demonstrate how to use data to measure student progress and inform instructional decisions.

**Requirements:**

Reading, participating in online discussions and creating written documents (summary/reflection papers, assessment evaluation, to illustrate key points related to assessment middle grades education.

**Instructional Strategies:**

Students will complete summary and reflection papers over the assigned readings. Topics include, but are not limited to, valid and reliable assessments, how to guide students in monitoring and reflecting on their own academic progress, and how to use assessment data to make informed instructional decisions. In addition, students will post to discussion boards and respond to discussion posts about key points garnered from assigned readings. Students will complete an evaluation of their current assessment techniques based on their appropriateness for the content and student population. Students will also provide evidence of how they used data to measure student progress and the instructional decisions they made during this process.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. (2012). *Classroom Assessment for Student Learning: Doing It Right – Using It Well*. Boston: Pearson.

To be determined by the professor

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDMG 7700 Human Growth and Development

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Human Growth and Development

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of the human growth and development from conception through aging with special readings and field experiences appropriate for the adolescent years. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Middle Grades Growth and Development.

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is designed to address the study of human growth and development focusing on developmental characteristics and nature and needs of "transescents". Course activities include case studies with special readings appropriate for the adolescent years, child profile and reflective journal entries where students discuss how they applied the theories discussed in class in their classrooms. (3-0-3)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Ablitt</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablitt</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul Egan</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDMG 7700  
Middle Grades Growth and Development  
Three Credit Hours

**Catalog description:** EDMG 7700. Middle Grades Growth and Development. A study of the human growth and development from conception through again with special readings and field experiences appropriate for the adolescent years. Field experience required. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Demonstrate and understanding of the nature and needs of people at all developmental levels from prenatal through old age, as well as the practical significance of the issues associated with developmental years.
2. Discuss and analyze the major theories of human growth and development across lifespan and their applicability across different cultures.
3. Demonstrate the ability to utilize insights gained from the course to develop solutions to various scenarios and vignettes relating to human growth and development.
4. Examine and analyze the influence of various environments including family, school, community, peer groups and cultural settings on children and youths' growth and development.
5. Analyze and discuss selected problems involving human development, looking a key processes and topics involved in development at each of the life's stages.

**Requirements:**

Article Reaction

Summary and analysis of once current (2005-present) article from a professional journal relating to human psychology or teaching and learning at your grade level.

Case studies and movies

Students will be expected to integrate personal experiences and the information on human development into the cases that will be discussed. Each student will select a movie relevant to text material and course objectives. Students will show all or part of the movie in class and lead in class discussion on the move.

Journal Entries

An interactive analysis of relevant issues from assigned chapters from our textbook or other assigned readings.

Group Project

Students in groups of three will choose an area of interest in developmental psychology for an in-depth study. Groups will design and present a workshop for a select population at their grade level and a research paper.

Quizzes on selected chapters

Individual Project

Students will create a written profile of an individual. This will be an in-depth study of a person that you know and/or work with. This person may be culturally different or a challenged person.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course: Broderick, P.C., & Blewitt, P., (2003). *The Life Span: Human Development for Helping Professionals*. Upper Saddle River, N.J.: Prentice Hall.

Course Outline  
School of Education  
EDMG 7700  
Middle Grades Growth and Development  
Three Credit Hours

**Catalog description:** EDMG 7700. Middle Grades Growth and Development. This course is designed to address the study of human growth and development focusing on developmental characteristics and nature and needs of “transescents”. Course activities include case studies with special readings appropriate for the adolescent years, child profile and reflective journal entries where students discuss how they applied the theories discussed in class in their classrooms. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Develop knowledge of the historical, biological, sociological and moral realities of today’s teenagers.
2. Research and design various teaching and learning strategies appropriate for the adolescents.
3. Integrate technology into the teaching of adolescents.
4. Develop effective communication and classroom management strategies fostering active inquiry, collaboration and interaction within the classroom.
5. Use communication techniques in a variety of situations to proactively inform, network and collaborate with stakeholders to enhance student learning.
6. Facilitate each K-12 student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.

**Requirements:**

Students are required to participate in class activities to analyze and appreciate issues of human growth and development focusing on development characteristics and nature and needs of young adolescents. Course activities include case studies, child profile and reflective journal entries where students discuss how they applied the theories discussed in class in their classrooms. Students complete a Case Study that illustrates their abilities to assess K-12 students and plan appropriate instructional avenues.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Broderick, P. C. & Blewitt, P. (2015). *The Life Span: Human development for helping professionals*. Upper Saddle River, N. J.: Prentice Hall.

Mahan, I. (2009). *Adolescence*. Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0205482325 • ISBN-13: 9780205482320

Feldman, R. S. (2008). *Adolescence*. Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0131750615 • ISBN-13: 9780131750616

Additional Text: *Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**

Dr. Margaret Lehman

Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 8340

**Proposed New Course Title:**

Methods for Educational Research

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Methods of Research

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**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 offers an overview of key methodological principles and approaches to quantitative, qualitative, and/or mixed methods research. Students will read a rich array of data-based journal articles applying different research methods and possibilities in educational research. Students develop skills to critically analyze quantitative, qualitative studies, and/or mixed methods and the various components of research design. Students will develop an understanding of what is involved in designing original research and design a either quantitative, or qualitative, or mixed methods research proposal. Students are required to write a literature review as the outcome of this course. (3-0-3)

**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:
- Other:

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

- Indirect Measures: Student Opinonnaires, 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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Allott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Allott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDUC 8340  
Methods for Educational Research  
Three Credit Hours

**Catalog description:** EDUC 8340. Methods for Educational Research. This course offers an overview of key methodological principles and approaches to quantitative, qualitative, and/or mixed methods research. Students will read a rich array of data-based journal articles applying different research methods and possibilities in educational research. Students develop skills to critically analyze quantitative, qualitative studies, and/or mixed methods and the various components of research design. Students will develop an understanding of what is involved in designing original research and design a either quantitative, or qualitative, or mixed methods research proposal. Students are required to write a literature review as the outcome of this course. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read a rich array of quantitative, qualitative, and mixed approaches and possibilities in educational research from peer-reviewed journals.
2. Develop skills to critically analyze qualitative, quantitative, and mixed method studies and the various components of research design.
3. Identify and apply components of research design.
4. Create a preliminary proposal for a literature review related to a topic in early childhood education applying a research method.

**Requirements:**

Students are required to participate in class activities to learn about components of quantitative, qualitative, and mixed research methods. Students create various documents to demonstrate their grasp of the information in the readings. Students read a rich array of research articles applying quantitative, and/or qualitative, or mixed approaches in early education. Students write a preliminary proposal for a literature review.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Creswell, J.W., (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed. SAGE Publications, Inc.

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**  
Dr. Margaret Lehman  
Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDMG 7120

**Proposed New Course Title:**

Special Topics in Middle Grades Education

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Special Topics in MG

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**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 is an advanced study of current critical topics, issues and research pertinent to Middle Grades Education. This course provides a vehicle for students to explore Middle Grades Education topics or issues in an in-depth manner through advanced study, journal articles, research, readings, case studies, on-line postings and on-line discussions. This exploration and research will culminate in the student completing a Literature Review on a current topic/development in Middle Grades Education. (3-0-3)

**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:
- 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.)

**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDMG 7120  
Special Topics in Middle Grades Education  
Three Credit Hours

**Catalog description:** EDMG 7120: Special Topics in Middle Grades Education. This course is an advanced study of current critical topics, issues and research pertinent to Middle Grades Education. This course provides a vehicle for students to explore Middle Grades Education topics or issues in an in-depth manner through advanced study, journal articles, research, readings, case studies, on-line postings and on-line discussions. This exploration and research will culminate in the student completing a Literature Review on a current topic/development in Middle Grades Education. (3-0-3)

**Prerequisites) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Write reflective discussion posts on assigned reading and respond to posts from instructor and classmates.
2. Create a visual document to share at grade level meetings in their school environments that details research related to readings.
3. Design and deliver a poster presentation on topic of interest from assigned readings.
4. Write a literature review on a current topic/development in Middle Grades Education.
5. Examine practice and connect to theory and research via written products and discussion posts.
6. Create an academic learning environment where K-12 students are encouraged to set challenging learning goals and tackle challenging materials.

**Requirements:**

Students are required to participate in online chats and post/respond on the online discussion board. Students create various documents to demonstrate their grasp of the information in the readings. Students read widely on topics related to Middle Grades Education. Students write a literature review on a current topic/development in Middle Grades Education.

Literature Search and Review: Conduct a thorough literature review of Sources surrounding the topic. You should locate, read, analyze and discuss at least 10 - 15 recently published expert sources. Most sources should be “peer reviewed” sources electronic sustainability journals, education journals and books—many are accessible on-line through Galileo). Students may also use reputable sources of news articles, videos and other sources but sparingly. Your primary goal here is to discuss or summarize the relevant content of these information sources. What did the literature teach you that you didn’t already know? Is the current literature lacking, and if so, how might your project address this or add to knowledge in this area?

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Cauley, K. & PannoZZo, G. 2011-12) Annual Editions: Middle Grades Education  
McGraw-Hill. Most recent edition)

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed.  
or most current edition). All sections of the course use the same text.

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDEC 7800: Innovation in Parent, Family, and School Collaboration in Early Childhood Education

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Innovation in Parent, Family, and School Collaboration in Early Childhood Education

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is designed to acquaint and expand the knowledge of teachers in the field of education with a variety of innovative programs in existence involving parents as partners in education. The history of parental involvement, the benefits to children, parents, school, and the community as well as research and leadership training in parental involvement will be emphasized. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Family and School Partnerships

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is designed to enhance students' understanding of the importance of meaningful home and school professional partnerships. Students gain knowledge, skills, and dispositions to work collaboratively with diverse families to support the education of all children. This course provides students with an understanding of how historical, social, cultural influences shape children's development and learning. Various approaches including family-focused practice and family systems theory will be briefly explored. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. (3-0-3)

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:



**Justification:** Select one or more of the following to indicate why the proposed revision 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:
- 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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Allott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Allott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Re Op</i>	Date: <i>12-1-14</i>

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDEC 7800  
Innovation in Parent, Family & School Collaboration in Early Childhood Education  
Three Credit Hours

**Catalog description:** EDEC 7800. Innovation in Parent, Family & School Collaboration in Early Childhood Education. This course is designed to acquaint and expand the knowledge of teachers in the field of education with a variety of innovative programs in existence involving parents as partners in education. The history of parental involvement, the benefits to children, parents, school and the community, as well as research and leadership training in parental involvement will be emphasized. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. State and defend a personal philosophy of family/parent education and family/parent involvement in the educational process.
2. Recognize and demonstrate respect for the changing concepts of family, life and family/parent involvement.
3. Recognize the components of an effective parent involvement program.
4. Develop strategies for enhancing home-school connection.

**Requirements:**

Field Experience Assignment

Students are required to interview one family or parent(s) and write a summary and analysis of the interview. An interview protocol will be developed during class.

Recommended Activities Responses

For each chapter, students should select one (1) of the recommended activities. Student will develop a response/statement for the activity. The response should be concise and address the various aspects included in the activity.

Chapter Summaries

For each chapter, the candidate should develop a **BRIEF** summary. The summary should contain at least three (3) points from the chapter that holds some significance to the candidate.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course: Olsen, G., & Fuller, M.L. (2008). *Home-school relations: Working successfully with parents and families*. (3<sup>rd</sup> ed.). Boston: Pearson Allyn and Bacon.

Course Outline  
School of Education  
EDEC 7800  
Family and School Partnerships  
Three Credit Hours

**Catalog description:** EDEC 7800 Family and School Partnerships. This course is designed to enhance students' understanding of the importance of meaningful home and school professional partnerships. Students gain knowledge, skills, and dispositions to work collaboratively with diverse families to support the education of all children. This course provides students with an understanding of how historical, social, cultural influences shape children's development and learning. Various approaches including family-focused practice and family systems theory will be briefly explored. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Explore the relationships among child, parent, teacher, and community as they affect learning.
2. Demonstrate consideration of children's diversity and culturally responsive teaching as they create learning experiences for diverse learners.
3. Read journal articles related to topics such as parental involvement, home and school relations, and communications among parents, teachers, and schools.
4. Develop methods for connecting school and family partnerships.

**Requirements:**

Students are required to read journal articles related to family and school partnerships, parental involvement, and relationships among child, parent, teacher, and community. Students will participate in class activities involving discussions and presentations to expand their understanding of issues vital to families and children. Students create method documents to demonstrate their grasp of the information in the readings.

**Instructional Strategies:**

Students draw from course readings, presentations by guest speakers, and personal and professional experiences to participate in class discussions, complete assignments and expand their understanding of issues vital to families of all children.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Journal articles from “Young Children”, published by National Association of Education for Young Children (NAEYC).

Journal articles from “Dimensions,” published by Southern Early Childhood Education (SECA).

Journal articles from “Child Development,” published from Society for Research in Child Development (SRCD).

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDEC 8500 Strategies for Teaching Early Childhood Social Studies

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** A course designed to lead advanced students in the examination of instructional strategies, content material, and evaluation techniques applicable to Early Childhood social studies. Attention will focus on both cognitive and affective learning.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course offers an overview designed to lead advanced students in the examination of research-based instructional strategies, content material, and evaluation techniques applicable to Early Childhood social studies. Attention will focus on the design and delivery of standards-based integrated curriculum centered on the social sciences. This course seeks to provide advanced students with the resources, tools, and support necessary for them to develop effective educational practices

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



Course Outline  
School of Education  
EDEC 8500  
Strategies for Teaching Early Childhood Social Studies  
Three Credit Hours

**Catalog description:** EDEC 8500. Strategies for Teaching Early Childhood Social Studies. A course designed to lead advanced students in the examination of instructional strategies, content material, and evaluation techniques applicable to Early Childhood Social Studies. Attention will focus on both cognitive and affective learning. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Use technology and print resources to assist in engaging in research related to inquiry learning, problem-based learning and project-based learning.
2. Enhance professional writing skills by writing a term paper.
3. Utilize critical thinking skills by analyzing, synthesizing, and evaluating web-based inquiry learning activities and by creating one of his or her own.

**Requirements:**

Term Paper

Students will write a 5-page minimum term paper on inquiry learning, problem-based learning, and project-based learning, including information on all three approaches and comparing and contrast them.

Social Studies Web Quests

Students will evaluate 25 Social Studies Web Quests.

Web Quests Creation

Students will create one (1) simple Social Studies Web Quest using Microsoft Word and internet links.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Course Outline  
School of Education  
EDEC 8500  
Strategies for Teaching Early Childhood Social Studies  
Three Credit Hours

**Catalog description:** EDEC 8500. Strategies for Teaching Social Studies. This course offers an overview designed to lead advanced students in the examination of research-based instructional strategies, content material, and evaluation techniques applicable to Early Childhood social studies. Attention will focus on the design and delivery of standards-based integrated curriculum centered on the social sciences. This course seeks to provide advanced students with the resources, tools, and support necessary for them to develop effective educational practices (3-0-3).

**Prerequisite(s) or Co-requisites:**

**Course Learning Outcome:**

Students completing this course should be able to:

1. Develop skills to critically analyze the standards, objectives, subject matter, and materials of elementary social studies instruction.
2. Develop an understanding of what is involved in addressing standards in instructional planning; know and explain the key elements of the National Social Studies standards and the Georgia standards of learning in social studies.
3. Seek and use multiple data and real world resources to plan differentiated instruction to meet the individual PK-5 student needs and interests in order to promote PK-5 student accountability and engagement.
4. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts and other content areas.
5. Examine issues related to diversity and its relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
6. Apply multiple intelligence theory to instruction and differentiation.
7. Facilitate students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.

**Requirements:**

Students are required to participate in class activities to examine components of instructional strategies, content material, and evaluation techniques applicable to teaching Early Childhood social studies. Students are required to read a rich array of peer-reviewed educational research applicable to the examination of instructional strategies, content material, and evaluation techniques applicable to teaching Early Childhood social studies. Students create various documents to demonstrate their grasp of the information in the readings. Students complete a final project/paper which offers both an analysis of a historic event while also devoting a portion of the paper to discussing how you might teach about this event or period in history.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Parker, W.C. (2012). Social studies in elementary education (14th edition). New York: Pearson. ISBN-13: 978-0-13-703425-3

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**

School of Education

**Faculty Member Proposing:**

Dr. Margaret Lehman

Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 8640

**Proposed New Course Title:**

Literacies, Digital Technology, and Learning

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Literacies and Digital Technology

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**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 provides a forum for professionals to develop an understanding and appreciation of the importance of digital technology usage in today's classroom. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. (3-0-3)

**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:
- 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.)

**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul J. M.</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDUC 8640  
Literacies, Digital Technology, and Learning  
Three Credit Hours

**Catalog description:** EDUC 8640: Literacies, Digital Technology, and Learning. This course provides a forum for professionals to develop an understanding and appreciation of the importance of digital technology usage in today's classroom. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcomes:**

Students completing this course should be able to:

1. Explain the importance of using digital technologies and how they can impact student learning across the curriculum.
2. Define digital literacy and explain how to implement it across the curriculum.
3. Explain and identify ways to keep students safe while using online resources and applications, including how to educate parents about the dangers of online resources.
4. Evaluate web sites based on pre-determined criteria, i.e. the CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) test developed by the University of California at Chico.
5. Compose texts using digital media tools that facilitate language, image, sound and interactivity for digital sharing, i.e. create a blog that can be shared with parents and fellow educators.
6. Design a project using digital technology that promotes digital literacy among students to be implemented in the classroom setting.

**Requirements:**

Principle activities involve reading about literacy and digital technology; writing about literacy and digital technology in formal writing assignments; and discussing content through informal discussion boards associated with course. Additionally activities involve written tests on content.

**Instructional Strategies:**

Lecture and discussion are used for the face to face component of this course. The discussion board is used for online discussions for the course. Learning modules are used for the online portion of the course and for the face to face component of this course.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Anderson, R. S., Grant, M. M. & Speck, B. W. (2008). *Technology to teach literacy: A resource for K-8 teachers*. (2<sup>nd</sup> Ed.) Pearson/Merrill Prentice Hall.



## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 8520: Promoting Learning in a Diverse Educational Climate

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Promoting Learning in a Diverse Educational Climate

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is designed to address the needs of pupils and learning in a diverse society. Topics of the course include applying knowledge of the development and learning needs of pupils, adjusting practices to meet the needs of learners, and promoting equitable treatment of pupils. Candidates will develop skills that will allow them to provide assistance to other school personnel to enhance student learning. (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Diversity in School Settings

**Prerequisites:**

**Co-requisites:**

**Course Description:** This course is designed to address the needs of P-12 students and learning in a diverse society. This course examines the factors affecting the achievement of equal educational opportunities for all students, including those of race, ethnicity, class and gender. It emphasizes awareness and understanding of culturally diverse students, and develops skills to enhance their educational environments. (3-0-3)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul Ryan</i>	Date: <i>12-7-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

**Course Outline**  
**School of Education**  
**Georgia Southwestern State University**

**EDUC 8520: Promoting Learning in a Diverse Educational Climate**  
**Credit: Three (3) Semester Hours**

**Catalog Description**

**EDUC 8520. Promoting Learning in a Diverse Educational Climate.** This course is designed to address the needs of pupils and learning in a diverse society. Topics of the course include applying knowledge of the development and learning needs of pupils, adjusting practices to meet the needs of learners, and promoting equitable treatment of pupils. Candidates will develop skills that will allow them to provide assistance to other school personnel to enhance students learning. (3-0-3)

**Course Objective and Learning Outcomes**

The candidate, upon completion of the course, will:

1. have knowledge of the critical developmental and social processes mediating students' academic identities.
2. identify school settings posing the greatest challenges to students who are deemed at-risk.
3. describe a culturally responsive framework appropriate for learners from diverse cultures.
4. identify strategies that promote the equitable treatment of pupils including gender-related practices, teaching children with disabilities, and working with other students who are marginalized.
5. examine and describe the full range of educational settings for individuals with learning differences.
6. examine and describe cultural diversity and its effects on aspects of teaching students.
7. analyze issue pertaining to the teaching and learning processes for diverse populations.

**Course Outline/Content**

Identification of Children At-Risk  
School Cultures/Environments  
Social Foundations

Cultural Practices  
Cultural Competence  
Developmental Processes  
Gender Issues in Education  
Special Education Issues  
Using Student Diversity to Enhance Learning  
Race, Multiculturalism, and Education  
Learning Differences

### **Methods of Instruction**

Class Presentations  
Web-based Presentations  
Lectures  
Classroom and Case Studies

### **Evaluation Procedures**

Presentations  
Critiques  
Examinations

### **Suggested Text**

Murrell, Jr., P.C. (2007). *Race, culture, and schooling: Identities of achievement in multicultural schools*. Florence, KY: Routledge Taylor & Francis Group.

Course Outline  
School of Education  
EDUC 8520  
Diversity in the School Settings  
Three Credit Hours

**Catalog description:** EDUC 8520. Diversity in School Settings. This course is designed to address the needs of P-12 students and learning in a diverse society. This course examines the factors affecting the achievement of equal educational opportunities for all students, including those of race, ethnicity, class and gender. It emphasizes awareness and understanding of culturally diverse students, and develops skills to enhance their educational environments. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Develop knowledge of the critical developmental and social processes mediating students' academic identities.
2. Identify school settings posing the greatest challenges to students who are deemed at-risk.
3. Describe and develop a culturally responsive framework appropriate for learners from diverse cultures.
4. Identify strategies that promote the equitable treatment of pupils including gender-related practices, teaching children with disabilities, and working with other students who are marginalized.
5. Examine and describe the full range of educational settings for individuals with learning differences.
6. Examine and describe cultural diversity and its effects on aspects of teaching students.
7. Analyze issues pertaining to the teaching and learning processes for diverse populations.
8. Facilitate each K-12 student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.

**Requirements:**

Students are required to participate in class activities to analyze and appreciate issues of diversity with regard to race, language, gender, socioeconomic status, religion, ethnicity, geographic region, sexual orientation, ability, and age. They will use that knowledge to plan, implement, and evaluate educational programs based on individual student needs. Topics of the course include applying knowledge of the development and learning needs of pupils, adjusting practices to meet the needs of learners, and promoting equitable treatment of pupils. Students create various documents to demonstrate their grasp of the information in the readings. Students read a rich array of research articles applying

diverse issues impacting teaching and learning in early education. Students complete a curriculum blueprint for a unit of instruction that is culturally responsive. This will be a product that can be used in the teaching and/or teaching leadership assignment of the student.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Banks, J. A. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 6<sup>th</sup> ed. Upper Saddle River, NJ: Merrill Prentice-Hall. ISBN-10: 0205461034 • ISBN-13: 9780205461035

Gollnick, D. M. & Chinn, P. C. (2009). *Multicultural education in a pluralistic society*, 8th ed. Upper Saddle River, NJ: Merrill Prentice-Hall.

Kroeger, S. D. & Bauer, A. M. (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Merrill Prentice-Hall.

Additional Text: *Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**

Dr. Margaret Lehman  
Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 8540

**Proposed New Course Title:**

Differentiation Strategies in Education

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Differentiation in Education

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**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 provides a forum for professionals to develop an understanding and appreciation of the importance of differentiating instruction in today's classroom. Teachers will learn about the importance of challenging and supporting each student's learning by providing appropriate content and developing skills which address individual learning differences. (3-0-3)

**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:
- 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.)

**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Abbott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Pre W</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



Course Outline  
School of Education  
EDUC 8540  
Differentiation Strategies in Education  
Three Credit Hours

**Catalog description:** EDUC 8540: Differentiation Strategies in Education. This course provides a forum for professionals to develop an understanding and appreciation of the importance of differentiating instruction in today's classroom. Teachers will learn about the importance of challenging and supporting each student's learning by providing appropriate content and developing skills which address individual learning differences. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcomes:**

Students completing this course should be able to:

1. Identify and explain a variety of strategies for differentiating instruction according to the readiness level, interests, and learning profiles of their students that align with specific learning goals.
2. Explain the importance of providing remediation, enrichment, and acceleration to further student understanding of material.
3. Select useful strategies to differentiate the content, process, product, and learning environment to meet individual developmental needs.
4. Describe effective techniques for managing a Differentiated Instruction-centered classroom.
5. Develop and use pre-assessments in order to collect data on the readiness levels, interests, and learning profiles of their students.
6. Use assessment data (diagnostic, formative, and summative) to design an instructional plan to create modifications for individual students.

**Requirements:**

Principle activities involve reading about differentiated instruction; writing about differentiated instruction in formal writing assignments; and discussing content through informal discussion boards associated with course. Additionally activities involve written tests on content.

**Instructional Strategies:**

Lecture and discussion are used for the face to face component of this course. The discussion board is used for online discussions for the course. Learning modules are used for the online portion of the course and for the face to face component of this course.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. (2<sup>nd</sup> Ed.) ASCD

## PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

**Date of Submission:** 11/04/2014

**Department Initiating Revision:**  
School of Education

**Faculty Member Requesting Revision:**  
Dr. Margaret Lehman/Dr. Rachel Abbott

**Current Course Prefix, Title, & Number:**

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 8110: Advanced Research Methodology

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:** 3

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of advanced research methodology and applied research. Problem solving, measurement, experimental design consideration and report presentation (3-0-3)

**Requested:**

**Course Prefix and Number:**

**Credit Hours:** 2

**Course Title:** Advanced Research Methodology I

**Prerequisites:**

**Co-requisites:**

**Course Description:** The course will provide an opportunity for students to design the appropriate research methods based on their research literature reviews. Students will determine sampling method, sample size, participants, variables, measurements and/or instruments, and procedures of data collection for the research proposal. Students will implement their research proposals in this course. (2-0-2)

**Semester/Year to be Effective:**

Summer 2015

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Major Requirement  Elective  Core  Other Specify:

**Justification:** Select one or more of the following to indicate why the proposed revision 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:

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.)

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**Plans for assessing the effectiveness of the course in meeting the 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.)

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

<b>Submission for File Only:</b>	
Unit Head:	Date:
<b>Approvals (unnecessary for file submissions) :</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Rev. [Signature]</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDUC 8110  
Advanced Research Methodology  
Three Credit Hours

**Catalog description:** EDUC 8110. Advanced Research Methodology. A study of advanced research methodology and applied research. Problem solving, measurement, experimental design consideration and report presentation. (3-0-3)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Demonstrate knowledge of current research methods-both quantitative and qualitative.
2. Develop and implement a proposal focused on a practice-based question.

**Requirements:**

In-class Writings, Research Reports, Critiques

Students will complete critiques based on research literature. Literature will include both quantitative and qualitative examples.

Research Proposal/Position Paper

Students will develop and submit a proposal for research based on some classroom-related question. The proposal should follow format presented in class. Implementation of the proposal will be completed and a manuscript will be compiled.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course: Dana, N.F. & Yendol-Silva, D. (2003). *The Reflective Educator's Guide to Classroom Research*. Thousand Oaks, CA: Corwin Press, Inc.

Course Outline  
School of Education  
EDUC 8110  
Advanced Research Methodology I  
Two Credit Hours

**Catalog description:** EDUC 8110. Advanced Research Methodology I. The course will provide an opportunity for students to design appropriate research methods based on their research literature reviews. Students will determine sampling method, sample size, participants, variables, measurements and/or instruments, and procedures of data collection for the research proposal. Students will implement their research proposals in this course. (2-0-2)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Read a rich array of peer-reviewed educational research articles applying either quantitative, or qualitative, or mixed methods approaches.
2. Develop an understanding of what is involved in writing a methodology a section, and writing the research methodology section.
3. Carry out research proposal and complete data collection in the field.

**Requirements:**

Students are required to participate in class activities to learn about components of quantitative research methods. Students create various documents to demonstrate their grasp of the information in the readings. Students read a rich array of research articles applying quantitative, qualitative, and mixed approaches in early education. Students complete a research method design built upon prior literature review.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Creswell, J.W., (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. SAGE Publications, Inc.

Additional Text: *Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.

## PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

**Date of Submission:** 11/4/2014

**Department Initiating Proposal:**  
School of Education

**Faculty Member Proposing:**  
Dr. Margaret Lehman  
Dr. Rachel Abbott

**Proposed New Course Prefix & Number:**  
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)  
EDUC 8440

**Proposed New Course Title:**  
Advanced Research Methodology II  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Advanced Research II

**Semester/Year to be Effective:**  
Summer 2015

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**     Requirement for Major     Elective     Core

**Lecture Hours:** 1

**Lab Hours:** 0

**Credit Hours:** 1

**Proposed Course Description:** During this course candidates will prepare a research paper based on the implementation of their research proposal during the previous methodology course.

**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:
- 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.)



**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:

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

<b>Approvals:</b>	
Unit Head: <i>Rachel Ablott</i>	Date: <i>11/5/14</i>
Teacher Education Committee Chair: <i>Rachel Ablott</i>	Date: <i>11/11/14</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Paul G...</i>	Date: <i>12-1-14</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline  
School of Education  
EDUC 8440  
Advanced Research Methodology II  
One Credit Hour

**Catalog description:** EDUC 8440

During this course candidates will prepare a research paper based on the implementation of their research proposal during the previous methodology course. (1-0-1)

**Prerequisite(s) or Co-requisites:** none

**Course Learning Outcome:**

Students completing this course should be able to:

1. Identify the components of a research paper
2. Prepare a research paper based on APA guidelines
3. Share his/her research findings with colleagues as well as candidates

**Requirements:**

Students are required to participate in class activities to learn about components of a research paper. Candidates will discuss the organization of research papers in print. Candidates will prepare a research paper based on the implementation of their research proposal.

**Instructional Strategies:**

Instructional strategies include lectures, in-class discussions, and on-line discussion boards. Furthermore, students receive feedback on written products from the instructor and from peers.

**Grades:**

Assignments have point values. Candidates determine their grades by dividing the number of points possible into the number of points they obtain on assignments. Each key assessment has a rubric to guide students as they complete work. Rubrics are used to evaluate students' work. 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 assessments. All instructors for the course will use the same key assessments and rubrics.

**Textbook and other Required Materials:**

Text for the course:

Creswell, J.W., (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed. SAGE Publications, Inc.

Additional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (or most current edition). All sections of the course use the same text.