Memorandum

To: General Faculty

Date: The Ides of March, 2017

Regarding: Faculty Senate agenda for March 17, 2017 in TLC 1-203 at 3 p.m.

The agenda for the March 17, 2017 Faculty Senate meeting is as follows:

1. Call to order

2. Roll call

3. Minutes

    A) Approval of Minutes from February 24, 2017 (See **Addendum I**)

4. Committee Reports

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

Action Items (See Addendum II):

   A) College of Science and Mathematics

   1) Chemistry Department

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

         Request: Modify

   2) Mathematics Department

      a) MATH 1112: Trigonometry

         Request: Add

Information Item:

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

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

Action Items (See Addendum III):

   A) College of Education

   1) Department of Communication Sciences and Professional Counseling

      a) SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society

         Request: Add

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

Request: Add

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

Request: Modify

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

Request: Add

e) [CEPD 9211 Organizational Theory](#)

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

n) [CEPD 9220 Enrollment Management](#)

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

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

Request: Add

Information Items:

A) College of Social Sciences

1) Criminology Department

a) [Master of Arts with a Major in Criminology—academic grade policy for graduate catalogue](#)

Request: Modify

B) Dr. Susan Hall-Webb will serve as chair of the Graduate Programs Committee chair during AY 2017-18.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (Addenda IV-VII)**:**

A) UWG Policy 2.2, Promotion

1) UWG Academic Affair Policies

a) UWG Policy 2.2, Promotion (**Addendum IV**)

Request: Approve

B) UWG Policy 2.3, Tenure

1) UWG Academic Affair Policies

a) UWG Policy 2.3, Tenure (**Addendum V**)

Request: Approve

C) UWG Policy 2.4, Recurring Evaluations

1) UWG Academic Affair Policies

a) UWG Policy 2.4, Recurring Evaluations (**Addendum VI**)

Request: Approve

D) Revised Senate committees (**Addendum VII**)

Request: Approve

5. Old Business

A) Hannes Gerhardt, revised draft of the "UWG Faculty Senate's Declaration of Support for International Faculty and Students and the Value of a Global Education" (**See Addendum VIII**)

6. New Business

A) Nominations for Chair-Elect and Parliamentarian

7. Announcements

A) Lara Willox, Campus Inclusion Committee campus climate survey

8. Adjournment

Addendum I: Minutes

Faculty Senate Meeting
Draft Minutes
February 24, 2017

1. Call to order

    A) *Dr. Farmer called the meeting to order at 3:00 p.m.*

2. Roll call

    Present:

Blair, Bohannon, Boldt, Butler, Connell, DeFoor, Elman, Farran, Fujita, Henderson, Hipchen, Hoang, Johnson, Lee, Lopez, Mahmoud, Mbaye, McCord, McCullers, McKendry-Smith, Miller, Mindrila, Neely (Hunt, sub.), Ogletree, Remshagen, Roberts, Robinson, Rutledge (Beznosov, sub.), Schroer, Seay, Self, Stanfield, Sterling, Stuart, Trotman-Scott, Varga, Velez-Castrillon, Web, Williams, Willox, Yates, and Zamostny

    Absent:

Gerhardt, McGuire, Pencoe, Schoon, Smallwood, Tefend, and Welch

3. Minutes

    A) Approval of Minutes from January 27, 2017

Approved by unanimous consent.

4. Committee Reports

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

    A) College of Arts and Humanities

        1) History Department

            a) HIST 4310: Comparative Slavery and Emancipation

                Request: Add

Item approved unanimously

    B) College of Education

        1) Communication Sciences and Professional Counseling Department

            a) Bachelor of Science in Education with a Major in Speech-Language Pathology

                Request: Modify

This item was submitted in error, as it was approved at the January meeting.

        2) Sport Management, Wellness, and Physical Education Department

  a) PHED 3401: Integrating Technology into Health and Physical Education

   Request: Modify

Item approved unanimously

 C) College of Science and Mathematics

  1) Geosciences Department

   a) Bachelor of Science with a Major in Geography

    Request: Modify

Item approved unanimously

   b) GEOG 4082: Directed Problems

    Request: Delete

Item approved unanimously

   c) GEOG 4083: Faculty-Mentored Research

    Request: Add

Item approved unanimously

   d) GEOG 4985: Special Topics in Geography

    Request: Add

Item approved unanimously

  2) Computer Science Department

   a) Bachelor of Science with a Major in Computer Science

    Request: Modify

Item approved unanimously

   b) CS 1302: Computer Science II

    Request: Modify

Item approved unanimously

   c) CS 3151: Data Structures and Discreet Mathematics I

    Request: Modify

Item approved unanimously

   d) CS 3152: Data Structures and Discreet Mathematics II

    Request: Modify

Item approved unanimously

Information Items:

A) College of Arts and Humanities

    1) Theater Department

        a) XIDS 2002: What do you really know about: Design Software for Everyone

        Request: Add

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

Action Items:

A) College of Education

    1) Communication Sciences and Professional Counseling

        a) SLPA 6785: Special Topics in Speech Language Pathology

        Request: Modify

Item approved unanimously

        b) CEPD 7185: Special Topics in Counseling and Educational Psychology

        Request: Modify

Item approved unanimously

        c) Higher Education Administration Doctorate in Education

        Request: Add

Item approved unanimously

B) College of Arts and Humanities

    1) History Department

        a) HIST 5310: Comparative Slavery and Emancipation

        Request: Add

Item approved unanimously

C) Grade Policy Recommendation

    1) Proposed Graduate Catalog Statement on Repeating Courses

    If a student is permitted to repeat a course, all grades will be calculated into the cumulative GPA. In order for the course to be retaken, the student and advisor must:

- *Consult program policies and handbooks to determine if course repeats are permitted.*
- *Ensure course number and name are the same as the previous course.*

    Request: Approve

Item approved unanimously

Information Items:

    A) College of Arts and Humanities

        1) Music Department

            a) Post Baccalaureate Initial Non-Degree Certification in Music

        Request: Modify

    B) Graduate School

        1) Clarification of Graduate Admission Classification in the Graduate Catalog, pg. 32

Provisional Degree (change in red)

      Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student or a UWG undergraduate-graduating senior (as explained in the section that follows after Non-Degree Admission).

      Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Director of Graduate Studies in the College or Tanner Health System School of Nursing. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program.

        2) Job Description Website

            a) The Graduate school is rolling out a job descriptions website and wants all positions visible for individuals along with required and preferred qualifications

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

    A) Revision of Section 103.06 of the Faculty Handbook on Instruments for Evaluation of Teaching (See **Figure One**)

    Request: Approve

Item approved unanimously

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items:

    A) UWG Faculty Handbook, Modification of Section 401

1) UWG Faculty Handbook

    a) Section 401, Research (See **Figure Two**)

    Request: Modify

Item approved unanimously

B) UWG Procedure 2.9.3, Research

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.9.3, Research (See **Figure Three**)

        Request: Approve

Item approved unanimously

C) UWG Faculty Handbook, Modification of Section 201

    1) UWG Faculty Handbook

        a) Section 201, Classroom Procedures (See **Figure Four**)

        Request: Modify

Item approved unanimously

D) UWG Procedure 2.7.3, Classroom Procedures

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.7.3 (201.01 and 201.02), Classroom Procedures (See **Figure Four**)

        Request: Approve

Item approved unanimously

E) UWG Procedure 2.7.3, Classroom Procedures

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.7.3 (201.03), Classroom Procedures (See **Figure Four**)

        Request: Approve

Item approved unanimously

F) UWG Procedure 2.7.3, Classroom Procedures

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.7.3 (201.04), Classroom Procedures (See **Figure Four**)

        Request: Approve

Item approved unanimously

G) UWG Procedure 2.7.3, Classroom Procedures

1) UWG Academic Affair Policies

    a) UWG Procedure 2.7.3 (201.05), Classroom Procedures (See **Figure Four**)

    Request: Approve

Item approved unanimously

H) UWG Procedure 2.7.3, Classroom Procedures

    1) UWG Academic Affair Policies

        a) UWG Procedure 2.7.3 (201.06 and 201.07), Classroom Procedures (See **Figure Four**)

        Request: Approve

Item approved unanimously

5. Old Business

6. New Business

    A) Dan Williams, a Declaration of Support for International Faculty and Students and the Value of a Global Education

    Request: Approve

Item was tabled.

7. Announcements

    A) *Molly McCullers, Wellness Committee initiatives*

    Dr. McCullers shared the Wellness Committee's inaugural initiatives, which begin this coming Wednesday at 11:30 with a President's Walk. The walk will begin outside of the UCC. In addition, the "Health Trails" competition is open for faculty and staff of the USG.

    B) *Dr. Marrero reminded the Senate that this academic year's Engage West Survey will be sent to faculty and staff this coming week. The survey response time will be two weeks this year.*

8. Adjournment

    A) *Chair Farmer adjourned the meeting at 4:11 p.m.*

Respectfully Submitted,

Dr. Angela Insenga

Associate Professor

Secretary of the Faculty Senate and General Faculty

Proposed Revision: Figure One

103.06 Evaluating Teaching

103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

With the exception of USG ecore courses, the instrument of student evaluation is a standard form for all departments. For E-core courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. All faculty teaching face-to-face and hybrid courses must use the Scantron form titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Faculty teaching online courses must use either the Scantron form or online version of the University of West Georgia / Student Evaluation of Instruction for any class that has enrollment of 5 or more students. Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final 2 weeks of classes. Any college, department, or faculty member may add questions to the standard SEI form which makes the form apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

The faculty member should receive the forms from the department chair prior to the final two weeks of the course. They will be sorted by class and section number, with the correct number of forms per section, and placed in an envelope marked with an identifying label. The labels and proctor instructions are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last two weeks of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class, who should not be in the room while the evaluation is being administered. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the department chair and/or the instructor shall make arrangements for delivering the forms.)

At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by the instructor, he or she may review the data and open-ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and post-tenure review. Student evaluation forms shall be an official part of the administrative evaluation process. Other forms of evaluating teaching are supervisor evaluation and peer evaluation, which can be used as determined by the department.

Proposed Revision: Figure Two

401 Research, Research Grants, and Sponsored Projects

Research is one of the areas in which a faculty member is evaluated for promotion and tenure. (See Sections 103.03 and 103.04 in this Handbook.) The Office of Research and Sponsored Projects (ORSP) provides individual support to faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives.

Faculty who are applying for external grants that will be administered by the university shall contact the ORSP before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

Proposed Revision: Figure Three

UWG PROCEDURE NUMBER: UWG Procedure 2.9.3
Authority: UWG POLICY: **UWG Policy 2.9, Service and Professional Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.9,** establishes the following procedures for compliance with UWG Policy **2.9** on **Service and Professional Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the grants and sponsored projects procedures.

A. Definitions.
　　　　1. Grants- funding to support scholarly, creative, or institutional initiatives.

B. Research, research grants, and sponsored operations procedure:
Faculty who are applying for external grants that will be administered by the university shall contact the Office of Research & Sponsored Projects (ORSP) before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

Pursuant to BOR Research 6.1 General Policy

C. Compliance.
The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure]***, the _____ day of _____, 2017.***

_____
Signature, [
Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_2_9_2017

Proposed Revision: Figure Four

201 Classroom Procedures

201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.
Each instructor must make the syllabus available to each student on or before the first day of class, and provide access to all course syllabi to the appropriate department office.
Each syllabus must include a link to the online University of West Georgia document titled "Common Language for Course Syllabi"
(http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus.
Students, please carefully review the following information at this link
[http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

201.02 Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses must adhere to these Core Curriculum learning outcomes.

 201.03 Faculty shall include in their syllabi a link to the university's statement on academic dishonesty and the honor code:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It is the student's responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus.

However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

201.04 Faculty members should promptly return all students' graded academic work In the case of final exams and other end-of-term work that cannot easily be returned to students, Faculty members should keep this work on file for at least one semester and allow each student to review his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: http://www.usg.edu/records_management/schedules/934).

201.05 Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final weeks of classes. For more detail on the evaluation form and procedures, see Section 103.06.

201.06 In the case of student absences, instructors have full discretion over all makeup work assignments.

Short-term excused absences: Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated, as the professor deems reasonable.

Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election (http://www.usg.edu/policymanual/section4/C327/).

Long-term absences: Students who are absent for more than a week of class are required to do all of the following if they want to request accommodation or the opportunity for make-up work must notify the instructor. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 If a faculty member is absent for a prolonged period, he or she shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.

In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the course learning outcomes.

Addendum II: UPC

Program View (Read-Only)

Attachments
Current File: ACS Track Modification - departmental.docx

Originator
| College of Science and Mathematics | Chemistry Department | Basu-Dutt, Sharmistha |
| College | Department | Originator |

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

Modifications
☑ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process
| | |
| Senate Action Item | (See Procedure) |

Program Selection

| College of Science and Mathematics | ACS Track - Applied Chemistry option A |
| College | Track or Concentration |

| Bachelor of Science with a Major in Chemistry | ACS Track - Applied Chemistry option A |
| Existing Program (as shown in the DMA) | Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box) |

| Bachelor of Science with a Major in Chemistry | Fall | 2017 |
| Program Name (You can only edit this if you checked 'Program Name' in the Modifications box) | Effective Semester/Year | |

| Bachelor of Science | On Campus | Undergraduate |
| Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box) | Program Location | Degree Level |

Modification Details

The curriculum is being modified so that it meets new guidelines provided by the American Chemical Society. The curriculum is targeted to be more flexible and accommodate students with diverse chemical career interests.

(Max 4000 characters)

Rationale

Chemistry department is interested in increasing the number of students receiving a degree in Chemistry that is certified by the American Chemical Society and highly sought after by chemical companies and graduate programs.

(Max 4000 characters)

Attachments

Current File: ACS Track Modification - departmental.docx

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

The "ACS Track - Applied Chemistry, Option A" will now be called "ACS Track"

(Max 4000 characters)

College Approvals

Scott Gordon   [APPROVED 2017-02-24]

Coordinator, COSM Curriculum Committee

Sharmistha Basu-Dutt   [APPROVED 2016-12-14]

Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Cale Self   [APPROVED 2017-03-07]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

ACS Modification Proposal.

We are proposing a single, flexible ACS track that will follow this outline.

Core:

Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634, PHYS 1111 or 2211 and PHYS 1112 or 2212	11
E	4 Social Studies (E1, E2, E3, E4)	12
F	MATH 2644, CHEM 1211+L, CHEM 1212+L, CHEM 2411+L	18
	TOTAL	60

Foundation:

Course Name	Couse Number	Credit Hours
Organic II	3422+L	4
Analytical	3310K	4
Sophomore seminar	2130	1
Physical	35XX	3
Inorganic	4610	3
Biochemistry	4711	3
	Total	18

Required In-depth courses:

Course Name	Course Number	Credit Hours
Physical	35XX	3
Instrumental	4330K	4
Research (4 semesters)	4083	4
Senior Seminar (capstone experience)	4084	1
	Total	12

Additional Requirements (Must have advisor approval):

Requirement	Courses	Credit Hours
Choose 1 Lab course	3550L or 4913L	2
Choose 2 Chemistry Electives from the list	4712, 35XX, 4485, 4685, 4985	6
Free Elective(s) with advisor approval (MATH 3303 recommended?)	3000 or higher	4-7
Minor or Supporting Classes	With Advisor Approval	15-18
	Total	30

Course View (Read Only)

Attachments

Current File: PRECALCULUS TRACKS.docx

Originator

Mathematics Department	College of Science and Mathematics	Shin, Kwang
Department	College	Originator

What would you like to do?

● Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item (See Procedure)

Course Details

MATH	1112	Trigonometry
Prefix	Number	Course Title

This course is to introduce students to the trigonometric functions and their applications in science and Calculus and an introduction to Analytic Geometry.

Course Catalog Description

3	0	3	Fall - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

MATH 1111 with C or higher

Corequisites

Rationale

Currently, many students do not pass Precalculus and Calculus and it has been suggested that this is due to the fact that they are not well-prepared for those classes and because Precalculus (math 1113) moves very quickly to cover all the necessary topics. In an attempt to remedy this situation and to help students pass these courses, the MATH department recommends creating two tracks for students to prepare for Calculus (MATH 1634): The first track is for those students who are well prepared for math 1113 (4 credits) and the second track is for those who are less prepared. In the latter case, material in math 1113 will be divided into two courses (math 1111 (3 credits) and math 1112(3 credits)). Thus, we request to reinstate math 1112, Trigonometry. The slower pace and extra credit hours in this track should allow students more time to learn the concepts as well as review material not previously retained. We believe this will help us lower the DFW rate and increase the RPG rate.

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 400

Comments

Attachments
Current File: PRECALCULUS TRACKS.docx

College Approvals

Amin Boumenir [APPROVED 2017-02-01]
Chair, Course Department

Scott Gordon [APPROVED 2017-02-27]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-03-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

PRECALCULUS TRACKS:

Currently, many students do not pass Precalculus and Calculus and it has been suggested that this is due to the fact that they are not well-prepared for those classes and because Precalculus moves very quickly to cover all the necessary topics. In an attempt to remedy this situation and to help students pass these courses, the MATH department recommends creating two tracks for students to prepare for Calculus (MATH 1634):

TRACK 1 would last 1 semester and be 4 credit hours and consist of MATH 1113 (Precalculus). This would allow well-prepared students to take just this one course before Calculus. The prerequisite for this class would be changed to scoring a 61 or higher on the ALEKS Placement Exam. This prerequisite would restrict enrollment in the class to students who have shown on the placement test that they have retained the mathematics they have already learned.

TRACK 2 would last 2 semesters and be 6 credit hours and consist of two classes MATH 1111 (College Algebra) and a newly created MATH 1112 (Trigonometry). Any STEM major not meeting the prerequisite for MATH 1113 would be placed into this track (i.e students scoring 60 or below on the ALEKS Placement Exam or students who do not take the ALEKS Placement Exam). The slower pace and extra credit hours in this track should allow students more time to learn the concepts as well as review material not previously retained.

All potential STEM majors will be placed into Track 2 upon acceptance to the university unless the student has received AP credit for Calculus. If a student feels they are prepared for the quicker pace of Track 1, the student can take the ALEKS Placement Exam to qualify for TRACK 1. It should be noted, that after subscribing to ALEKS PPL (cost $20 per student), students will have 3 opportunities to take the Placement Exam. If a student does not meet the necessary score on their first attempt at the Placement Exam, the student can attempt the Placement Exam again provided they spend a pre-determined number of hours in the ALEKS Preparation and Learning Modules. The ALEKS Preparation and Learning Modules program is designed to assist students learn the material that they missed on the previous Placement Exam. For this reason, all students should be encouraged to subscribe to ALEKS PPL since completing the Preparation and Learning Modules hopefully will assist in lowering DFW rates in both MATH 1111 and 1113.

A flow chart of the Freshman Level Math courses and sample outlines for MATH 1111, 1112 and 1113 follow in the following pages.

SUMMARY:

TRACK 1: (1 semester, 4 credit hours) MATH 1113

TRACK 2: (2 semesters, 6 credit hours) MATH 1111 and MATH 1112

MATH 1111 - College Algebra
Hours Credit: 3 hours
Prerequisites: None

Courses Description: This course is a functional approach to algebra that incorporates the use of technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, polynomial, rational, exponential and logarithmic functions. Appropriate applications will be included.

COURSE OUTLINE:

MODULE	Sections	NOTE
1	Rules of Exponents and Simplifying Square Roots	from sections R.1, R.2 and R.3
2	Factoring and Simplying Polynomials and Ratios of Polynomials	from sections R.4, R.5 and R.6
3	1.1: Linear Equations and Rational Equations	
	1.2: Applications with Linear and Rational Equations	
4	1.3: Complex Numbers	
	1.4: Quadratic Equations	
	1.5: Application of Quadratic Equations	
5	1.6: More Equations and Applications	
	1.7: Linear, Compound and Absolute Value Inequalities	
	TEST 1	
6	2.1: The Rectangular Coordinate System and Graphing Utilities	
	2.2: Circles	
	2.3: Functions and Relations	
7	2.4: Linear Equations in Two Variables and Linear Functions	
	2.5: Applications of Linear Functions	
	2.6: Transformations of Graphs	
	2.7: Analyzing Graphs of Functions and Piecewise Defined Functions	Even/Odd, Symmetry, Increasing/Decreasing only
	2.8: Algebra of Functions	
	TEST 2	
	3.1: Quadratic Functions and Applications	
	3.2: Introduction to Polynomial Functions	
	3.3: Division of Polynomials and Factor and Remainder Theorem	

10	3.4: Zeros of Polynomials	
	3.7: Variation	
11	9.1: Systems of Linear Equations in Two Variables and Applications	
	9.2: Systems of Linear Equations in Three Variables and Applications	
	TEST 3	
12	4.1: Inverse Functions	
	4.2: Exponential Functions	
	4.3: Logarithmic Functions	
13	4.4: Properties of Logarithms	
	4.5: Exponential and Logarithmic Equations	
	4.6: Modeling with Exponential and Logarithmic Functions	
	TEST 4	

MATH 1112 – Trigonometry
Hours Credit: 3 hours
Prerequisites: Grade of C or higher in MATH 1111

Course Description: This course is to introduce students to the trigonometric functions and their applications in science and Calculus and an introduction to Analytic Geometry.

COURSE OUTLINE:

MODULE	Section	Title
1	5.1	Angles and Their Measures
	5.2	Right Triangle Trigonometry
2	5.3	Trig Functions of Any Angle
	5.4	Trig Functions Defined on the Unit Circle
3	5.5	Graphs of Sine and Cosine
	5.6	Graphs of Other Trig Functions
		TEST 1
4	5.7	Inverse Trig Functions
	6.1	Fundamental Trig Identities
5	6.2	Sum and Difference Formulas
	6.3	Double Angle and Half Angle Formulas
	6.4	Product to Sum and Sum to Product Formulas
6	6.5	Trig Equations
		TEST 2
7	7.1	Applications of Right Triangles
	7.2	Law of Sines
8	7.3	Law of Cosines
	7.4	Harmonic Motion
9	8.1	Polar Coordinates
	8.2	Graphs of Polar Equations
		TEST 3
10	8.3	Complex Numbers in Polar Form
	8.4	Vectors

	8.5	Dot Product
11	11.1	The Ellipse
	11.2	The Hyperbola
12	11.3	The Parabola
		TEST 4

MATH 1113 - Precalculus
Hours Credit: 4 hours
Prerequisites: Grade of 61 or higher on the ALEKS Placement Exam.

Courses Description: This course is designed to prepare students for calculus, physics and related technical subjects. Topics include an intensive study of algebraic and transcendental functions.

COURSE OUTLINE:

MODULE	Section	Title
1	2.3	Functions and Relations
	2.6	Transformations of Graphs
2	2.7	Analyzing Graphs of Functions and Piecewise Defined Functions
	2.8	Algebra of Functions and Function Composition
	3.1	Quadratic Functions
3	3.2-3.4	Polynomials
	3.5	Rational Functions **
	3.6	Polynomial and Rational Inequalities **
		TEST 1
4	4.1	Inverse Functions
	4.2	Exponential Functions
5	4.3	Logarithmic Functions
	4.4	Properties of Logarithms
6	4.5	Exponential and Logarithmic Equations
	4.6	Modeling with Exponential and Logarithmic Functions
		TEST 2
7	5.1	Angles and Their Measures
	5.2	Right Triangle Trigonometry
8	5.3	Trigonometric Functions of Any Angle
	5.4	Trigonometric Functions Defined on the Unit Circle
9	5.5	Graphs of Sine and Cosine
	5.6	Graphs of Other Trigonometric Functions
	5.7	Inverse Trigonometric Functions
		TEST 3

10	6.1	Fundamental Trigonometric Identities
	6.2	Sum and Difference Formula
11	6.3	Double Angle and Half Angle
	6.5	Trigonometric Equations
12	7.1	Applications of Right Triangles
	7.2	Law of Sines
	7.3	Law of Cosines
	8.1	Polar Coordinates
	8.2	Graphs of Polar Equations
		TEST 4
		Review

Addendum III: GPC

Course View (Read Only)

Attachments

Current File: CSS Submission Cover SLPA 6711 1.20.17.pdf

Originator

Communication Sciences and Profess	**College of Education**
Department	College

Parrish, Mark
Originator

What would you like to do?

◉ Add New Course ◯ Modify Existing Course ◯ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

SLPA	6711	Assessment & Treatment of Communication & Swallowi
Prefix	Number	Course Title

This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural variables related to speech, language, and swallowing that may affect service delivery when working with clients from diverse backgrounds across the lifespan will be emphasized.

Course Catalog Description

3	3	Fall - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the ASHA/CAA (American Speech Language Association/Council on Academic Accreditation) credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification. This addition replaces SLPA 6785 Special Topics in Speech-Language Pathology and formalizes this course.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 35

Comments

Attachments

Current File: CSS Submission Cover SLPA 6711 1.20.17.pdf

College Approvals

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Mark Parrish   [APPROVED 2017-01-25]
Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Final Approval

David Jenks   [REQUIRED]
Final Approver

M.Ed. in Speech Language Pathology
Course Add Request

REQUEST: It is requested that SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society be added as a course requirement for the M.Ed. in Speech Language Pathology program (please see the "proposed" syllabus on the following pages):

Course Description
SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society
This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural variables related to speech, language, and swallowing that may affect service delivery when working with clients from diverse backgrounds across the lifespan will be emphasized.

RATIONALE: This course is being added to support the ASHA/CAA (American Speech Language Association/Council on Academic Accreditation) credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification. This addition replaces SLPA 6785 Special Topics in Speech-Language Pathology and formalizes this course.

<p style="text-align:center;">**PROPOSED**</p>

SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society Syllabus

Semester Hours	3
Semester/Year	
Time/Location	
Instructor	
Office Location	
Office Hours	
Online Hours	
Telephone	Direct Line: Department Line:
Email	

Online Support

D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

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

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

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

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

COURSE DESCRIPTION

Prerequisites: None
This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural variables related to speech, language, and swallowing that may affect service delivery when working with clients from diverse backgrounds across the lifespan will be emphasized.

COE Vision

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

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

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards Council for Accreditation of Counseling and Related Educational Programs (CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

The course instructor will draw upon various pedagogical methods for this class. Such methods include small group discussion, whole-group discussion, case studies, interactive technology (e.g., www.polleverywhere.com), and web-enhanced components (e.g., on-line discussion threads, video clips). This course will be delivered 100% face-to-face with the use of online resources.

COURSE OBJECTIVES

Link to American Speech, Language, and Hearing Association (ASHA) Standards
The ASHA Standards for the Certificate of Clinical Competence (SCCC) are utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. The standards include nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Course Objectives. Accordingly, the relevant Standard(s) are noted under each Course Objective. The relevant Conceptual Framework areas and INTASC Principles also are noted and discussed in more detail below.
Students will:

1. identify cultural and linguistic variables which may impact SLP services to members of specific multicultural groups (Battle, 1993, 2000, 2002; Campbell, 1994, 1996; Cheng, 2005a, 2005b; Fowler, Seekins, Dwyer, Duffy, Brod, & Locust, 2000; Gannoti, Handwerker, Groce, & Cruz, 2001; Hernandez, Keys, & Balcazar, 2000; Kathard, 2002; Lue, & Green, 2000)
(ASHA Standards III-C, III-D; Empathetic, Culturally Sensitive, Knowledgeable; Leaders; INTASC* 2, 3, 5);
2. differentiate between communication differences and communication disorders in multicultural populations (Battle, 2000, 2002; Bebout & Arthur, 1992; Campbell, 1992)
(ASHA Standards III-C, III-D; Culturally Sensitive, Decision Makers; Leaders; INTASC 2, 3, 5);

3. select appropriate assessment and treatment materials based on a client's background (Battle, 2000, 2002; Campbell, 1996; Cheng, 2005a, 2005b; Cho, Singer, & Brenner, 2000)
(ASHA Standards III-C, III-D; Culturally Sensitive; Adaptive, Decision Makers, Leaders; INTASC 2, 3, 5, 8);

4. acquire strategies to communicate with people from a variety of cultural, ethnic, and racial backgrounds (ASHA, 1991; Battle, 2000, 2002; Campbell, 1996; Cheng, 2005a, 2005b; Cho et al., 2000;

Fowler et al., 2000; Gannoti et al., 2001; Kathard, 2002; McCarthy, 2004; Park & Turnbull, 2001; Rosa-Lugo & Fradd, 2000)
(ASHA Standards III-C, III-D, IV-D; Adaptive, Culturally Sensitive, Knowledgeable; INTASC 2, 3, 5);
5. acquire information about the difficulties faced in learning English as a second language (ASHA, 1985, 1989, 1991; Battle, 2000, 2002; Campbell, Brennan, & Steckol, 1992; Cheng, 2005a; Gannoti et al., 2001; Kathard, 2002; Lue & Green, 2000)
(ASHA Standards III-C, III-D, IV-D; Culturally Sensitive, Knowledgeable, Empathetic; INTASC 2, 3, 5); and

6. discuss and apply skills in analysis of phonological and linguistic differences between Standard English speakers and culturally and linguistically diverse populations (ASHA, 1985, 1989; Battle, 2000, 2002; Campbell, 1996; Campbell et al., 1992; Cheng, 2005a, 2005b; Fowler et al., 2000)
(ASHA Standards III-C, III-D, IV-D; Culturally Sensitive, Knowledgeable; INTASC 2, 3, 5, 7)

*INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are available from:
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Battle, D. E. (2012*). Communication disorders in multicultural and international populations* (4th ed.). Boston: Elsevier Mosby.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe.
For more information about this resource, see
http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Recommended Instructional Resources:
http://www.asha.org
http://www.cal.org
http://www.nameorg.org
http://www.rethinkingschools.org

Course References:

American Speech-Language-Hearing Association (1985). Clinical management of communicatively handicapped minority language populations. *ASHA*, *27*(6), 29-32.
American Speech-Language-Hearing Association. (1989). Bilingual speech-language pathologists and audiologists. *ASHA*, *30*(5), 93.
American Speech-Language-Hearing Association. (1991). Multicultural Action Agenda 2000. *ASHA*, *33*(5), 39-41.
Battle, D. E. (2012). *Communication disorders in multicultural and international populations* (4th ed.). Boston: Elsevier Mosby.
Battle, D. (1993). *Communication disorders in multicultural populations*. Boston: Andover Medical Publishers.
Battle, D. E. (2000). Becoming a culturally competent clinician. *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, *6*(3), 19-22.
Bebout, L., & Arthur, B. (1992). Cross-cultural attitudes toward speech disorders. *Journal of Speech and Hearing Research*, *35*(1), 45-52.
Campbell, L. R. (1992). Perceived competencies of speech-language pathologists employed in

schools relative to providing services to culturally diverse children. *Tejas, 18(*Fall/Winter*), 31-34.

Campbell, L. R. (1994). Learning about culturally diverse populations, *ASHA, 36*(6), 40-41.

Campbell, L. R. (1996). Issues in service delivery to African American children. In A.G. Kamhi, K. E. Pollock, & J. L. Harris (Eds.), *Communication development and disorders in African American children* (pp. 73-94). Baltimore: Paul H. Brookes Publishing Co.

Campbell, L., Brennan, D., & Steckol, K. (1992). Preservice training to meet the needs of people from diverse cultural backgrounds. *ASHA, 34*(2), 29-32.

Cheng, L.-R. L. (2005a). Sensitivity to multiple linguistic and social identities. *Neurophysiology and Neurogenic Speech and Language Disorders, 15*(1), 19- 20.

Cheng, L-R. L. (2005b). Successful clinical management requires cultural intelligence. *Neurophysiology and Neurogenic Speech and Language Disorders, 15*(1), 16- 19.

Cho, S-J., Singer, H. S., & Brenner, M. (2000). Adaptation and accommodation to young children with disabilities: A comparison of Korean and Korean American parents to their children with developmental disabilities. *Topics in Early Childhood Education, 20,* 236-249.

Fowler, L., Seekins, T., Dwyer, K., Duffy, S. W., Brod, R. L., & Locust, C. (2000). American Indian disability legislation and programs: Findings of the first national survey of tribal governments. *Journal of Disability Policy Studies, 10*(2), 166-185.

Gannoti, M. E., Handwerker, W. P., Groce, N. E., & Cruz, C. (2001). Sociocultural influences on disability status in Puerto Rican children. *Physical Therapy, 81*(9), 1512-1523.

Hernandez, B., Keys, G., & Balcazar, F. (2000). Promoting disability rights in minority communities: An empowerment approach. *The Community Psychologist, 32*(5), 28-30.

Kathard, H. (2002). Why we may fail multicultural practice: A point of view. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 8*(2), 11-13.

Lue, M. S., & Green, C. E. (2000). No easy walk: African-American educators coping with their own children with special needs. *Multiple Voices for Ethnically Diverse Exceptional Learners, 4*(1), 30- 40.

McCarthy, M. P. (2004). Are you culturally competent to serve your clients? *Perspectives on Administration and Supervision, 14*(3), 6-9.

Park, J., & Turnbull, A. P. (2001). Cross-cultural competency and special education: Perceptions and experiences of Korean parents of children with special needs. *Education and Training in Mental Retardation and Developmental Disabilities, 36,* 133-147.

Rosa-Lugo, L., & Fradd, S. (2000). Preparing professionals to serve English-language learners with communication disorders. *Communication Disorders Quarterly, 22,* 29-42.

REFEREED JOURNALS: A refereed journal utilizes a panel of reviewers to select articles with appropriate content and research design for inclusion in the journal. A list of examples of refereed journals is included here:

Speech/Language
American Journal of Speech-Language Pathology
Journal of Medical Speech-Language Pathology
Journal of Speech and Hearing Disorders
Journal of Speech and Hearing Research
Journal of Speech-Language and Hearing Research
Language Speech and Hearing Services in Schools

Special Education
Behavioral Disorders
Exceptional Children
Teaching Exceptional Children
Gifted Child Quarterly
Intervention in School and Clinic

Journal of Special Education
Learning Disabilities Quarterly
Learning Disabilities Research & Practice
Mental Retardation
Remedial and Special Education
Teacher Education Special Education
Topics in Early Childhood Special Education
Young Exceptional Children
Journal of Applied Behavior Analysis

General Education
Harvard Educational Review
Psychology in the Schools

Journal of Learning Disabilities
Journal for the Education of the Gifted
Journal of Early Intervention

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. **Syllabus Quiz** (10 points): Each student will be given 15 minutes to complete this quiz online. The quiz will be open for one week (from first day of class to midnight the following week). Students will be given two attempts to complete this quiz. The higher of the two scores will be recorded.
(Course Objective: Class Orientation)

2. **Culture and You Paper** (100 points): Self-reflection is a critical component of Multicultural Education. Before you can understand anyone else's culture, it is extremely helpful if you could articulate clearly your own culture. Following an introduction to culture by your instructor, you will write a three-page paper describing your ethno cultural heritage (e.g., race, ethnicity, languages spoken, religion, sexual orientation, gender, etc.). Refer to the following documents in the appendix section of the course syllabus to assist you with this process: *Everyone Has a Culture, Cultural Autobiography* Project. All of us are shaped by the culture in which we were raised. You will identify and discuss the cultural forces that have been powerful in your life. The final product will be a written paper. The paper should discuss your cultural paradigm (world view) and how it impacts your expectations for culturally and linguistically diverse clients in your future practice. The logic and organization as well as quality of writing (grammar and spelling) will be evaluated. **The summary may not be more than three double-spaced pages, Times New Roman, 12 point font-size with 1 inch borders.** The instructor will stop reading after the third page. Make sure to include a cover page that includes your name, course title, semester, and year.
(Course Objectives: 1, 5, & 6)

3. **Movie Review** (100 points): Cultural differences and conflicts form the basis of many movies. In pairs, students will view one of the following movies and write a 4-5 page paper explaining how cultural differences and/or conflicts formed the basis for the plot. *Do NOT write a 4-5 page summary of the plot!* You may use certain situations (1-2 sentences per situation) in the movie to support a point you are making (i.e., issues related to prejudice as evidenced by..., etc.). Additionally, students will identify potential cultural and linguistic variables which may impact SLP services to members of specific multicultural groups. Your paper should be **written in the third person, typed, double-spaced, Times New Roman, 12 point font-size with 1 inch margins.** You will need to include citations, using APA 6th edition format (*owl.english.purdue.edu/owl/resource/560/01/*), from the text and other resources (articles, books, etc.) to support your statements. Each group's paper will be evaluated for the following: Logic, the ability to synthesize information and critically think, organization, and mechanics (grammar and spelling). Include a reference page in your submission. The instructor will stop reading after the 4th page. Watch the entire movie. A grade of zero will be earned for groups who choose to submit an online movie review/summary, rather than providing an authentic submission. A rubric/grading form will be provided. **Movie List:** *Baby Boom, Bubbeh Lee & Me, Crash, Driving Miss Daisy, Every Day People, Guess Who, Mr. Baseball, My Big Fat Greek Wedding, Missippi Masala, Music of the Heart, My Cousin Vinny, Philadelphia, Rabbit-Proof Fence, Something New, Spanglish, The Color Purple, The Joy Luck Club, The Help, Roots, Amistad, Django, Stand and Deliver, Red Tails*
(Course Objectives: 1, 2, 3, 4)

4. **Case Studies** (50 points each): Students will complete two case studies related to SLP services to multicultural/culturally and linguistically diverse populations. In pairs, students will analyze,

interpret, and give impressions based on information provided by the instructor.
(Course Objectives: 1-6)

5. **Cultural Competence Self-Assessment** (100 points): Each student will complete a self-assessment (at the beginning and near the end of the semester) pertaining to multicultural/culturally competent service delivery. The purpo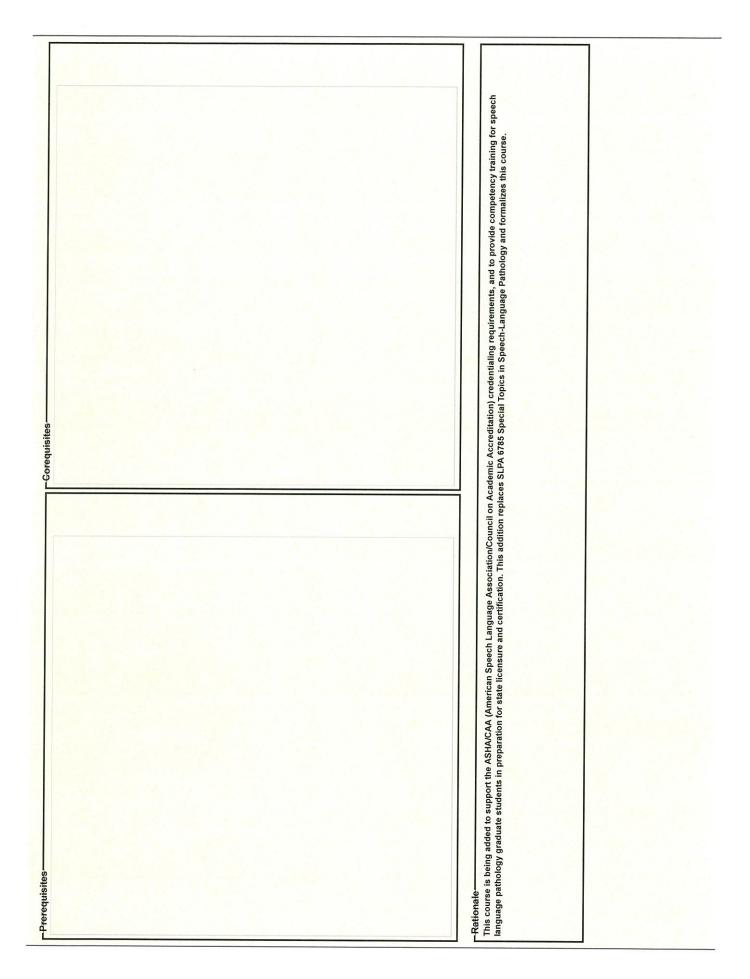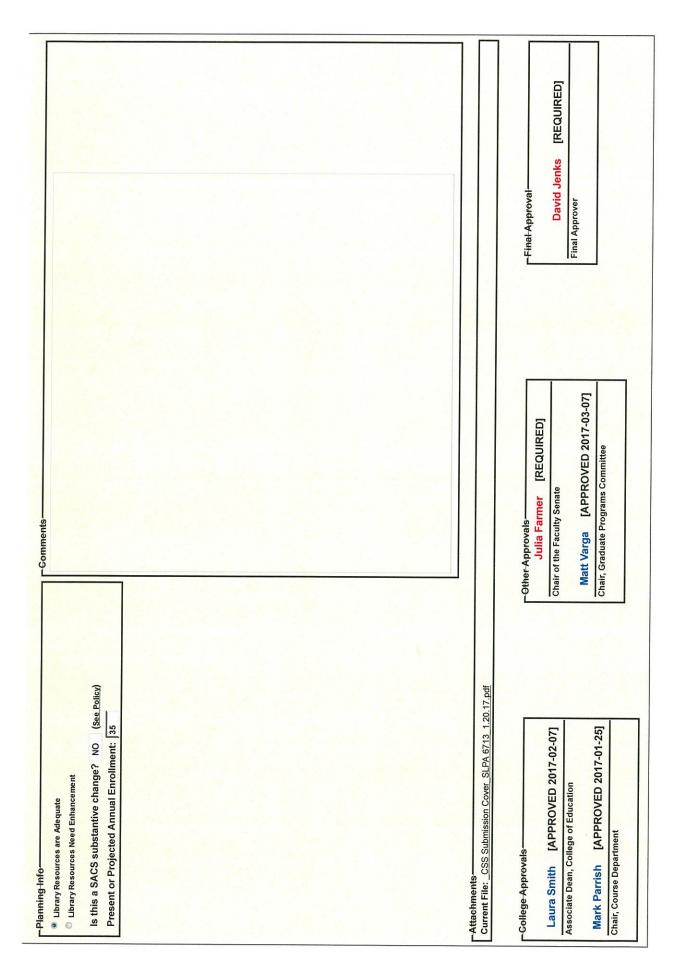se is to heighten your awareness of how you view clients from culturally and linguistically diverse (CLD) populations. The final product will be a written reflection based on answers to the self-assessment (see *Cultural Competence Checklist* in appendix section of the course syllabus), information learned in class, course text, and additional readings. Has your perspective changed? How? If not, why not? Be honest with yourself and the instructor. You will be graded for your ability to synthesize information learned, support your statements, and critically reflect. You will not be penalized for your honesty.
(Course Objective: 1)

6. **Proficiency Exams** (50 points each): Each student will complete three proficiency exams based on the required text, class discussions, and additional required readings provided by the instructor.
(Course Objectives: 1-6)

Evaluation Procedures:

Assignment	Point Value	Assessment Tools	Due Date
Syllabus Quiz	10	Quiz	
Culture and You Paper	100	Rubric	
Movie Review	100	Rubric	
Case Studies x 2	100	Rubric	
Cultural Competence Self-Assessment	100	Rubric	
Proficiency Exams x 3	150	Exam	
Total Points	**560**		

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special

CLASS OUTLINE
**This outline provides a guide for the sequence of topics in this course. Deviations may be necessary. **

Class Session	To Prepare For Class	Class Topics/ Activities	Assignments Due
1	**Chapter 1** - Communication Disorders in a Multicultural and Global Society	Policies and procedures, *K*-W-L activity Defining culture; Lecture, discussions	
2	**Chapter 2** – The Cultures of African American and other Blacks around the World	case study(ies), video clips	Syllabus Quiz
3	**Chapter 3** – Asian and Pacific American Languages and Cultures	Lecture, discussions, case study(ies), video clips	
4	**Chapter 4** – Middle East and Arab American Cultures	Lecture, discussions, case study(ies), video clips	
5	**Chapter 5** - Native American and Worldwide Indigenous Cultures	Lecture, discussions, case study(ies), video clips	
6	**Chapter 6** – Hispanic and Latino Cultures in the United states and Latin America	Lecture, discussions, case study(ies), video clips	
7	**Chapter 7** – Multilingual Speech and Language Development and Disorders	Lecture, discussions, case study(ies), video clips	
8	**Chapter 8** –Neurogenic Disorders of Speech, Language, Cognition-Communication, and Swallowing	Lecture, discussions, case study(ies), video clips	
9	**Chapter 9** – Cultural Diversity and Fluency Disorders	Lecture, discussions, case study(ies), video clips	
10	**Chapter 10** – International and Intercultural Aspects of Voice and Voice Disorders	Lecture, discussions, case study(ies), video clips	
11	**Chapter 11** – Multicultural Aspects of Hearing Loss **Video** - Sound and Fury	Lecture, discussions, case study(ies), video clips	
12	**Chapter 12** – Assessment of Multicultural and International Clients with Communication Disorders **Video**- Working in a Culturally Diverse Workplace	Lecture, discussions, case study(ies), video clips	
13	**Chapter 13** – Intervention for Multicultural and International Clients with Communication Disorders **Video** - The Importance of Culture in Building Therapeutic Relationships	Lecture, discussions, case study(ies), video clips	
14	Summing it Up	Lecture, discussions, case study(ies), video clips; K-W-*L* activity **Complete Instructor Evaluation**	
15	Final Proficiency Exam		

Everyone Has a Culture

Write one sentence or phrase about each topic, then rate each item from 1 – 17 (1 being most important) according to what value this topic has to you.

_____ What is your race?
_____ What is your ethnicity?
_____ What country, continent did your family originate from?
_____ What language(s) do you speak?
_____ Do you have a religion? What is your religion?
_____ What is your sexual orientation (disclose only if you feel comfortable)?
_____ What are your beliefs regarding healthcare?
_____ What are your beliefs regarding education?
_____ What music do you listen to?
_____ What dances do you know?
_____ What foods do you eat at home?
_____ What do you wear on special occasions?
_____ What holidays and ceremonies are important?
         Why?
         What is most important to you?
         Why?
_____ List five things you believe are right.
_____ List five things you believe are wrong.
         How important is your extended family?

Now, you should be able to describe your culture.

Cultural Competence Checklist: **Personal Reflection**

Ratings:
1 Strongly Agree
2 Agree
3 Neutral
4 Disagree
5 Strongly Disagree

This tool was developed to heighten your awareness of how you view clients from culturally and linguistically diverse (CLD) populations. There is no answer key.

___ I will treat all of my clients with respect for their culture, even though it may be different from my own.
___ I will not impose my beliefs and value systems onto my clients, their family members or friends.
___ I believe that it is acceptable to speak a language other than English.
___ I accept my clients' decisions as to the degree to which they choose to acculturate into the dominant culture.
___ I have no problems accepting and providing services to clients who are GBLT (Gay, Lesbian, Bisexual, or Transgendered).
___ I am driven to respond to others' insensitive comments or behaviors.
___ I do not participate in insensitive comments or behaviors.
___ I am aware that the roles family members play may differ between or by culture.
___ I recognize family members and other designees as decision makers for services and support.
___ I respect non-traditional family structures (e.g. divorced parents, same gender parents, grandparents as caretakers, etc).
___ I understand the difference between a communication disability and a communication difference.

I understand that most people who have limited English skills and/or accents:
___ Have the same intellectual capacity as anyone else
___ May be very capable of communicating clearly and effectively in their native language

I understand how culture can impact child-rearing practices in:
___ Discipline ___ Dressing
___ Toileting ___ Feeding
___ Self-help skills ___ Expectations for the future

I understand the impact of culture on life activities, such as:
___ Education ___ Family roles
___ Religion ___ Gender roles
___ Alternative medicine ___ Customs or superstitions
___ Employment ___ Perception of time
___ Views of wellness ___ Views of disabilities
___ The value of Western medical treatment

I understand my clients' cultural norms may influence communication in many ways, including:
___ Eye contact ___ Interpersonal space
___ Use of gestures ___ Comfort with silence
___ Turn-taking ___ Topics of conversation
___ Asking and responding to questions ___ Greetings
___ Interrupting ___ Use of humor

While several sources were consulted in the development of this checklist, the following documents inspired its design.

Goode, T. D. (1989, revised 2002). Promoting cultural and linguistic competence self-assessment checklist for personnel providing services and supports in early intervention and childhood settings.

Course View (Read Only)

Attachments
Current File: CSS Submission Cover SLPA 6713 1.20.17.pdf

Originator

Communication Sciences and Profes:
Department

College of Education
College

Parrish, Mark
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared-Governance-Process
Senate Action Item   (See Procedure)

Course Details

SLPA
Prefix

6713
Number

Neuroanatomy and Neurophysiology of Speech, Langua
Course Title

This course includes the study of the structure and function of the central and peripheral nervous systems involved in normal speech, language, hearing, and swallowing with an overview of embryologic development of the nervous system.

3
Credit Hrs

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Course Catalog Description

3
Lec Hrs

Lab Hrs

Prerequisites

Corequisites

Rationale

This course is being added to support the ASHA/CAA (American Speech Language Association/Council on Academic Accreditation) credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification. This addition replaces SLPA 6785 Special Topics in Speech-Language Pathology and formalizes this course.

Planning Info

⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 35

Comments

Attachments
Current File: CSS Submission Cover SLPA 6713 1.20.17.pdf

College Approvals

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Mark Parrish   [APPROVED 2017-01-25]
Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

M.Ed. in Speech Language Pathology
Course Add Request

REQUEST: It is requested that SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language,Hearing, and Swallowing be added as a course requirement for the M.Ed. in Speech Language Pathology program (please see the "proposed" syllabus on the following pages).

Course Description
SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language,Hearing, and Swallowing
This course includes the study of the structure and function of the central and peripheral nervous systems involved in normal speech, language, hearing, and swallowing with an overview of embryologic development of the nervous system.

RATIONALE: This course is being added to support the ASHA/CAA (American Speech Language Association/Council on Academic Accreditation) credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification. This addition replaces SLPA 6785 Special Topics in Speech-Language Pathology and formalizes this course.

SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing Syllabus

Semester Hours	3
Semester/Year	
Time/Location	
Instructor	
Office Location	
Office Hours	
Online Hours	
Telephone	Direct Line: Department Line:
Email	

Online Support

D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

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

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

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

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

COURSE DESCRIPTION:
This course includes the study of the structure and function of the central and peripheral nervous systems involved in normal speech, language, hearing, and swallowing with an overview of embryologic development of the nervous system.

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

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

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards Council for Accreditation of Counseling and Related Educational Programs (CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION
The course instructor will draw upon various pedagogical methods for this class. Such methods include small group discussion, whole-group discussion, case studies, interactive technology (e.g., www.polleverywhere.com), and web-enhanced components (e.g., on-line discussion threads, video clips). This course will be delivered 100% face-to-face with the use of online resources.

COURSE OBJECTIVES:
Link to American Speech, Language, and Hearing Association (ASHA) Standards
The ASHA Standards for the Certificate of Clinical Competence (SCCC) are utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. The standards include nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Course Objectives. Accordingly, the relevant Standard(s) are noted under each Course Objective. The relevant Conceptual Framework areas and INTASC Principles also are noted and discussed in more detail below.
Students will demonstrate:

1. Knowledge of the various parts of the central and peripheral nervous systems *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, 2014)*
2. Knowledge of the sensory systems involved in communication *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, 2014).*
3. Knowledge of the structure of the motor systems, especially those included in Speech and language development and swallowing *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, 2014).*
4. Knowledge of the typical mechanisms involved in the speech, language development and swallowing *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, 2014).*

5. Knowledge of the atypical mechanisms involved in the speech, language development and swallowing disorders*(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, IV-D, 2014).*
6. Knowledge of the human auditory mechanism *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C, 2014).*
7. Knowledge of the cranial nerves, especially those involved in the process of speech and hearing *(Conceptual Framework Descriptors: Knowledgeable); (ASHA Standards IV-A, IV-B, IV-C).*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Bear, M., Connors, B., & Paradiso, M. (2001). <u>Neuroscience Exploring the Brain</u>, 2nd Edition. Baltimore: Lippincott, Williams and Wilkins

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe.
For more information about this resource, see
http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References:
Hendelman, W. (1994). Student's atlas of neuroanatomy. Philadelphia : W.B. Saunders.
Kuehn, D.P., Lemme, M.L., & Baumgartner, J.M. (1989). Neural bases of speech, hearing, and language. Boston : Little, Brown.
Nolte, J. (2002). The human Brain, An introduction to its functional anatomy (5th Edition). St Louis: Mosby.
Nolte, J. & Angevine, J.B. (2000). The Human brain, In photographs and diagrams (2nd Edition). St Louis: Mosby.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

Evaluation Procedures:

Assignment	Point Value	Assessment Tools	Due Date
Mid-term	50	Exam	**TBA**
Final	50	Exam	**TBA**
3-D model	50	Project	**TBA**
Research Paper	50	Paper	**TBA**
4 – Quizzes (10 pts each)	40	Online quiz	**TBA**
Total Points	**240**		

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

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

Professional Conduct and Demeanor: Each student will exhibit behavior consistent with ASHA, PSC, UWG, COE and Clinical Handbook guidelines. The instructor will utilize the SLP Program's disposition rubric to assess student's professional conduct and demeanor.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *An additional way in which the instructor will communicate with students will be via Desire 2 Learn/CourseDen.*

CLASS OUTLINE
**This outline provides a guide for the sequence of topics in this course. Deviations may be necessary. **

Class Session	To Prepare For Class	Class Topics/ Activities	Assignments Due
1	Neuroanatomical and neurophysiological terminology	Syllabus ReviewKey terms, Ch. 7	
2	Overview of embryologic development of the nervous system	Review Questions, Key terms	Syllabus Quiz #1
3	Gross structure of the brain	Review Questions, Key terms	Quiz #2
4	Cerebrovascular system, the ventricular system and CSF circulation	Key terms, Ch. 2,3,7	Research paper topic due for approval
5	Anatomy of cerebrum, Broadmann areas	Key terms, Ch. 5,6	3-D model of brain due
6	Diencephalon, Thalamus and associated structures, structural basis of thalamic nuclei	Key terms, Ch. 8, 9	Midterm
7	Sensory systems (touch, vision, gustation, olfaction), brief description of the structure and central pathways.	Key terms, Ch. 8, 9 continued	
8	The motor system; Anatomy of the spinal cord, brainstem, and the cerebellum	Key Terms, Ch. 13, 14	
9	Basal Ganglia, Limbic system	Key terms, Ch. 13, 14 continued	Quiz #3
10	Cranial Nerves	Key terms, Ch. 12	
11	The auditory and the Vestibular pathways	Key terms, Ch. 11	
12	Neural control of swallowing	Key Terms, Ch 23	Quiz #4
13	Cortical organization of the language and higher mental function	**Key Terms, Ch. 24, 25**	
14	Speech production and its neural organization	Key terms, Ch. 20, 21	Research Paper ***
15	Final Exam		Final Exam

Program View (Read-Only)

Attachments
Current File: M.Ed. in SLPA Program Sheet Porposed for F2017 1.24.17.pdf

Originator

College of Education
College

Communication Sciences and Professional Counseling
Department

Parrish, Mark
Originator

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

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared-Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Speech-Language Pathology
Existing Program (as shown in the DMA)

Master of Education with a Major in Speech-Language Pathology
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall   2017
Effective Semester/Year

On Campus
Program Location

Graduate
Degree Level

Modification Details

DESCRIPTION: It is requested that the Plan of Study for the M.Ed. in Speech Language Pathology be amended to include the following revisions (please see the "proposed" and "current" Programs of Study on the following pages):

1) Change SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society from 2 to 3 semester credit hours on the Program of Study.

2) Add SLPA 7720 Language Disorders and Literacy, 3 semester credit hours to the Program of Study.

3) Change the "Total Program Hours" from "59-95 semester credit hours" to "63-87 semester credit hours".

4) Remove the "concentration" courses.

5) Revise and realign the Program of Study footnotes "A, B, C, D, E, F".

6) Add the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (2-year students)" and the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (3-year students)" as addendum's to the Program of Study.

(Max 4000 characters)

Attachments
Current File: M.Ed. in SLPA Program Sheet_Porposed for F2017_1.24.17.pdf

Rationale

RATIONALE: The requested revisions are needed to support the ASHA/CAA (American Speech Language Association/ Council on Academic Accreditation) re-accreditation credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification.

1) SLPA 6711 has been taught for several semesters as a "special topics course (SLPA 6785 Special Topics in Speech-Language Pathology)" with a "3 semester credit hour" requirement and the additional credit hour more effectively meets the ASHA/CAA accreditation standards, and has received positive student feedback with evidence of effective learning outcomes.

2) SLPA 7720 has been taught for several semesters as a "special topics course (SLPA 6785 Special Topics in Speech-Language Pathology)" and is needed to meet the ASHA/CAA re-accreditation standards. It has received positive student feedback with evidence of effective learning outcomes.

3) Changing the "Total Program Hours" from "59-95 semester credit hours" to "63-87 semester credit hours" is consistent with the addition of SLPA 7720 (item 2 above) to support the re-accreditation curriculum requirements for the CAA/ASHA (American Speech Language Association/ Council on Academic Accreditation) standards.

   a. NOTE: The current "semester credit hours" required are 59-95 semester credit hours depending upon whether or not a student is admitted with an undergraduate speech language pathology degree, or with some other undergraduate degree, which requires undergraduate prerequisites, as specified in the Program of Study. This revision supports the addition of SLPA 7720 course above.

4) GaPSC does not require these "Concentration" courses for programs that are ASHA/CAA approved.

5) Revise and realign the Program of Study footnotes "A, B, C, D, E, F" to be consistent with the Program of Study changes described in items "1, 2, 3, and 4" described in the "Description" and "Rationale" above.

6) The "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE" addendum's for "2-year" and "3-year" students will assist both students and advisors in more effectively planning for, and following the Program of Study.

(Max 4000 characters)

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

DESCRIPTION: It is requested that the Plan of Study for the M.Ed. in Speech Language Pathology be amended to include the following revisions (please see the "proposed" and "current" Programs of Study on the following pages):

1) Change SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society from 2 to 3 semester credit hours on the Program of Study.

2) Add SLPA 7720 Language Disorders and Literacy, 3 semester credit hours to the Program of Study.

3) Change the "Total Program Hours" from "59-95 semester credit hours" to "63-87 semester credit hours".

4) Remove the "Concentration" courses.

5) Revise and realign the Program of Study footnotes "A, B, C, D, E, F".

6) Add the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (2-year students)" and the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (3-year students)" as addendum's to the Program of Study.

(Max 4000 characters)

College Approvals

Mark Parrish   [APPROVED 2017-01-25]

Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

M.Ed. in Speech Language Pathology
Program Change Request

DESCRIPTION: It is requested that the Plan of Study for the M.Ed. in Speech Language Pathology be amended to include the following revisions (please see the "proposed" and "current" Programs of Study on the following pages):

1) Change SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society from 2 to 3 semester credit hours on the Program of Study.
2) Add SLPA 7720 Language Disorders and Literacy, 3 semester credit hours to the Program of Study.
3) Change the "Total Program Hours" from "59-95 semester credit hours" to "63-87 semester credit hours".
4) Remove the "Concentration" courses.
5) Revise and realign the Program of Study footnotes "A, B, C, D, E, F".
6) Add the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (2-year students)" and the "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE (3-year students)" as addendums to the Program of Study.

RATIONALE: The requested revisions are needed to support the ASHA/CAA (American Speech Language Association/ Council on Academic Accreditation) reaccreditation credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification.

1) SLPA 6711 has been taught for several semesters as a "special topics course (SLPA 6785 Special Topics in Speech-Language Pathology)" with a "3 semester credit hour" requirement and the additional credit hour more effectively meets the ASHA/CAA accreditation standards, and has received positive student feedback with evidence of effective learning outcomes.
2) SLPA 7720 has been taught for several semesters as a "special topics course (SLPA 6785 Special Topics in Speech-Language Pathology)" and is needed to meet the ASHA/CAA reaccreditation standards. It has received positive student feedback with evidence of effective learning outcomes.
3) Changing the "Total Program Hours" from "59-95 semester credit hours" to "63-87 semester credit hours" is consistent with the addition of SLPA 7720 (item 2 above) to support the reaccreditation curriculum requirements for the CAA/ASHA (American Speech Language Association/ Council on Academic Accreditation) standards.
   a. *NOTE:* The current "semester credit hours" required are 59-95 semester credit hours depending upon whether or not a student is admitted with an undergraduate speech language pathology degree, or with some other undergraduate degree, which requires undergraduate prerequisites, as specified in the Program of Study. This revision supports the addition of SLPA 7720 course above.
4) GaPSC does not require these "Concentration" courses for programs that are ASHA/CAA approved.
5) Revise and realign the Program of Study footnotes "A, B, C, D, E, F" to be consistent with the Program of Study changes described in items "1, 2, 3, and 4" described in the "Description" and "Rationale" above.
6) The "Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE" addendums for "2-year" and "3-year" students will assist both students and advisors in more effectively planning for, and following the Program of Study.

The "Proposed and Current" Programs of Study follow:

University of West Georgia
MASTER OF EDUCATION
COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
Program of Study (PROPOSED for Fall 2017)

Name: _____   SID#: _____

PLAN OF STUDY A, B	Hrs	Gr	Trf/ Sub	PREREQUISITES A, B	Hrs
	63			PREREQUISITES A, B	24
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science	3
SLPA 6711 Assess & TX of CDs in a Global Society	3			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3				
SLPA 6760 Auditory Disorders	3				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3				
SLPA 6784 Research Seminar in Speech-Language Pathology	3				
SLPA 6790 Clinical Practicum and Methods in SLP I**	3				
SLPA 6791 Clinical Practicum and Methods in SLP II**	3				
SLPA 6792 Clinical Practicum and Methods in SLP III*	3				
SLPA 6793 Medical Clinical Practicum & Methods** F	3				
SLPA 6794 Medical Externship in Speech-Language Pathology**	6				
SLPA 6796 School Internship in Speech-Language Pathology** F	6				
SLPA 7720 Language Disorders and Literacy	3				
ELECTIVE (May be repeated for credit) D					
SLPA 6785 Special Topics in Speech-Lang Pathology	3				
				TOTAL Prerequisites	24
TOTAL PROGRAM	63-87 C				

E □ Yes □ No Principles of biological sciences met through core curriculum: Course #_____   Date_____
  □ Yes □ No Principles of physical sciences met through core curriculum: Course #_____   Date_____
  □ Yes □ No Principles of mathematics met through core curriculum: Course #_____   Date_____
  □ Yes □ No Principles of soc/behav sciences met through core curriculum: Course #_____   Date_____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes
(PROPOSED for Fall 2017)

A   A grade of C or better is required in courses in these sections.

B   Substitutions must be approved by advisor.

C   63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology; 87 Hour Program (9 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students without an undergraduate degree in speech-language pathology.

D   This special topics course *may* be required for remediation and/or an opportunity to gain additional experiences.

E   *ALL ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination.* ASHA Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.
Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

F   Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

**Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech-language pathologist, in cooperation with the program requirements. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

1. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses.
2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.
3. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6793 and 6794.
4. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

_____   _____
Student's Signature   **Date**

_____   _____
Advisor's Signature   **Date**

Master of Education: Speech-Language Pathology Program of Study REQUIRED COURSE SEQUENCE (*2-year students*) (PROPOSED... Effective Fall 2017)			
	First Year		
FALL	Course Description	CR HRS	SEMESTER
SLPA 6708	Advanced Articulation and Phonological Disorders	3	1
SLPA 6713	Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing	3	1
SLPA 6760	Auditory Disorders	3	1
SLPA 6784	Research Methods in Speech-Language Pathology	3	1
SLPA 6790	Clinical Practicum and Methods in SLP I	3	1
	Hours	15	
SPRING			
SLPA 6702	Voice and Resonance Disorders	3	2
SLPA 6741	Evaluation and Treatment of Dysphagia	3	2
SLPA 6791	Clinical Practicum and Methods in SLP II	3	2
SLPA 7720	Language Disorders and Literacy	3	2
	Hours	12	
SUMMER			
SLPA 6701	Stuttering: Theory and Research	3	3
SLPA 6707	Aural Habilitation/Rehabilitation	3	3
SLPA 6740	Motor Speech Disorders	3	3
SLPA 6792	Clinical Practicum and Methods in SLP III	3	3
	Hours	12	
	Second Year	CR HRS	SEMESTER
FALL [F]			
SLPA 6711	Assessment and Treatment of Communication & Swallowing in a Global Society	3	4
SLPA 6796	School Internship in Speech-Language Pathology [F]	6	4
	Hours	9	
SPRING [F]			
SLPA 6704	Assessment and Treatment of Neurogenic Communication Disorders	3	5
SLPA 6779	Current Trends and Issues in Speech-Language Pathology	3	5
SLPA 6793	Medical Clinical Practicum and Methods in Speech Language Pathology [F]	3	5
	Hours	9	
SUMMER			
SLPA 6794	Medical Externship in Speech-Language Pathology	6	6
	Hours	6	
	Total Program Hours	63	

Note: [F] Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

	Master of Education: Speech-Language Pathology Program of Study REQUIRED COURSE SEQUENCE (*3-year students*) (PROPOSED... Effective Fall 2017)		
	First Year		
Fall	**Course Description**	**CR HRS**	**SEMESTER**
SLPA 3701	Introduction to Communication Disorders	3	1
SLPA 3702	Speech and Language Acquisition	3	1
SLPA 3703	Phonetics	3	1
SLPA 3704	Anatomy/Physiology of Speech and Hearing	3	1
SLPA 4704	Introduction to Manual Communication	3	1
	Semester Total Hours	**15**	
Spring			
SLPA 3705	Speech and Hearing Science	3	2
SLPA 3760	Articulation/Phonological Disorders	3	2
SLPA 3790	Intro to Clinical Practicum	3	2
SLPA 4701	Language Disorders in Children	3	2
SLPA 4703	Intro to Audiological Assessment and Habilitation	3	2
	Semester Total Hours	**15**	
Summer			
SLPA 4784	Professional Practices Seminar in Communication Disorders	3	3
SLPA 6790	Advanced Clinical Practicum: SLP I	3	3
	Semester Total Hours	**6**	3
	Second Year		
FALL	**Course Description**	**CR HRS**	**SEQUENCE**
SLPA 6708	Advanced Articulation and Phonological Disorders	3	4
SLPA 6713	Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing	3	4
SLPA 6760	Auditory Disorders	3	4
SLPA 6784	Research Methods in Speech-Language Pathology	3	4
SLPA 6791	Advanced Clinical Practicum: SLP II	3	4
	Semester Total Hours	**15**	
SPRING			
SLPA 6702	Voice and Resonance Disorders	3	
SLPA 6741	Evaluation and Treatment of Dysphagia	3	5
SLPA 6792	Advanced Clinical Practicum: SLP III	3	5
SLPA 7720	Language Disorders and Literacy	3	5
	Semester Total Hours	**12**	
SUMMER			
SLPA 6701	Stuttering: Theory and Research	3	6
SLPA 6707	Aural Habilitation/Rehabilitation	3	6
SLPA 6740	Motor Speech Disorders	3	6
	Semester Total Hours	**9**	
	Third Year	**CR HRS**	**SEQUENCE**
FALL [F]			
SLPA 6711	Assessment and Treatment of Communication & Swallowing in a Global Society	3	7
SLPA 6796	School Internship in Speech-Language Pathology [F]	6	7
	Semester Total Hours	**9**	
SPRING [F]			
SLPA 6704	Assessment and Treatment of Neurogenic Communication Disorders	3	8
SLPA 6779	Current Trends and Issues in Speech-Language Pathology	3	8
SLPA 6793	Medical Clinical Practicum and Methods in Speech Language Pathology [F]	3	8
	Semester Total Hours	**9**	
SUMMER			
SLPA 6794	Medical Externship in Speech-Language Pathology	6	9
	Semester Total Hours	**6**	
	Total Program Hours	**96**	

Note: [F] Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

University of West Georgia
MASTER OF EDUCATION
COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
Program of Study
(CURRENT)

Name: _____ SID#: _____

PLAN OF STUDY	Hrs	Gr	Trf/Sub		Hrs
	59			PREREQUISITES[A, C]	24
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science	3
SLPA 6711 Assess & TX of CDs in a Global Society	2			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3				
SLPA 6760 Auditory Disorders	3				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3				
SLPA 6784 Research Seminar in Speech-Language Pathology	3				
SLPA 6790 Clinical Practicum and Methods in SLP I**	3				
SLPA 6791 Clinical Practicum and Methods in SLP II**	3				
SLPA 6792 Clinical Practicum and Methods in SLP III*	3				
SLPA 6793 Medical Clinical Practicum & Methods**	3				
SLPA 6794 Medical Externship in Speech-Language Pathology**	6				
SLPA 6796 School Internship in Speech-Language Pathology**	6			Courses for Educator Certification Only	
				CONCENTRATION[A, B, C, D, G](PSC Certification)	12
				CEPD 4101 Psychology of Education	3
				SPED 3713 Introduction to Special Education w/Mild Disabilities	3
ELECTIVE (May be repeated for credit)[H]				SPED 3714 Behavior and Classroom Management[D]	3
				MEDT 6401 Instructional Technology[E]	3
SLPA 6785 Special Topics in Speech-Lang Pathology	1 - 3				
				TOTAL Prerequisites	24
				TOTAL Concentration (Certification)	12
TOTAL PROGRAM	59-95[F]			TOTAL Prerequisite requirements	36

[I]
☐ Yes ☐ No   Principles of biological sciences met through core curriculum: Course #_____   Date_____
☐ Yes ☐ No   Principles of physical sciences met through core curriculum: Course #_____   Date_____
☐ Yes ☐ No   Principles of mathematics met through core curriculum: Course #_____   Date_____
☐ Yes ☐ No   Principles of soc/behav sciences met through core curriculum: Course #_____   Date_____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes
CURRENT

A A grade of C or better is required in courses in these sections.

B Minimum 2.5 GPA is required for enrollment in CEPD 4101, MEDT 6401, SPED 3713, and SPED 3714. c Admission to Teacher Education is required before enrolling in these courses.

D Substitutions must be approved by advisor.

E The prerequisite for MEDT 6401 and MEDT 3401 is any one of the following courses: MEDT 2401 (for those who may have taken it earlier), CISM 2201, CS 1020, CS 1030, and GEOL 2002. Students may pass a competency test to exempt the prerequisite requirement. Contact the Media and technology Department for details.

F 64 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior
to graduation): for students with an undergraduate degree in speech-language pathology;
88 Hour Program (9 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students without an undergraduate degree in speech-language pathology

G Students who choose to earn PSC certification to work in the K-12 school system will be required to complete an
additional 12 credit hours. This may extend the number of semesters beyond what is listed above.

H This special topics course _may_ be required for remediation and/or an opportunity to gain additional experiences.

I _ALL ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination._

**Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech- language pathologist, in cooperation with the program requirements. The applicant for certification in speech- language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice
of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged
in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

1. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses.

2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and
submit these materials to his/her advisor.

6. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with
application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check
with the Clinic Director for application deadlines for SLPA 6793 and 6794.
7. All students must complete CEPD 4101, SPED 3713, SPED 3714, and MEDT 6401 prior to initial certification.
Students may take MEDT 3401 in place of MEDT 6401.

8. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

_____   _____
Student's Signature   Date

_____   _____
Advisor's Signature   Date

University of West Georgia

Master of Education: Speech-Language Pathology, (2 Year) GRADUATE COURSE SEQUENCE (Effective Fall 2014)

CURRENT

FIRST FALL

Course	Title	Hours	Instructor
SLPA 6708	Advanced Articulation and Phonological Disorders	3	Farran
SLPA 6760	Auditory Disorders	3	TBA
SLPA 6790	Advanced Clinical Practicum: SLP I	3	Mayfield, Norton, Janowski
SLPA 6784	Research Seminar in Speech-Language Pathology	3	Kawulich
SLPA 6711	Assess & Tx of CDs in a Global Society	2	Matthews
	Total Hours:	**15**	

FIRST SPRING

Course	Title	Hours	Instructor
SLPA 7720	Language and Literacy	3	Farran
SLPA 6741	Evaluation and Treatment of Dysphagia	3	Wilson
SLPA 6791	Advanced Clinical Practicum: SLP II	3	Mayfield, Norton, Janowski
SLPA 6702	Assess and Treatment of Voice Disorders	3	Matthews
	Total Hours:	**12**	

FIRST SUMMER

Course	Title	Hours	Instructor
SLPA 6701	Stuttering: Theory and Research	3	Perryman
SLPA 6792	Advanced Clinical Practicum: SLP III	3	Mayfield, Norton, Janowski
SLPA 6707	Aural Habilitation Rehabilitation	3	TBA
	Total Hours:	**9**	

SECOND FALL

Course	Title	Hours	Instructor
SLPA 6740	Motor Speech Disorders	3	
SLPA 6704	Neuropathologies of Language	3	
SLPA 6779	Current Trends in Speech-Language Pathology	3	Farran
SLPA 6793	Advanced Clinical Practicum: SLP IV	3	
SLPA 6713	Neuroanatomy and Physiology	3	Mayfield, Leak
	Total Hours:	**15**	

SECOND SPRING

Course	Title	Hours	Instructor
SLPA 6796	School Internship in Speech-Language Pathology	6	Leak, Farran
	Total Hours:	**6**	

OR if student teaching SLPA 6796 Internship already accomplished:

Course	Title	Hours	Instructor
SLPA 6794	Medical Internship in Speech-Language Pathology	6	Leak
	Total Hours:	**6**	

SECOND SUMMER (Required only if student teaching SLPA 6796 Internship was not accomplished prior to admittance into the graduate program)

Course	Title	Hours	Instructor
SLPA 6794	Medical Internship in Speech-Language Pathology	6	Leak
	Total Hours	**6**	

Total Graduate Hours: 63 hours (if SLP Internship was not accomplished prior to enrollment in the program)

Elective: SLPA 6785 Special Topics in Speech-Language Pathology

1

University of West Georgia

Master of Education: Speech-Language Pathology, (3 Year) GRADUATE COURSE SEQUENCE (Effective Fall 2014)

==CURRENT==

FALL

		CREDIT	INSTRUCTOR
SLPA 3701	Introduction to Communication Disorders	3	Perryman
SLPA 3702	Speech and Language Acquisition	3	TBA
SLPA 3703	Phonetics	3	Farran, Leak
SLPA 3704	Anatomy/Physiology of Speech and Hearing	3	TBA
SLPA 4704	Introduction to Manual Communication	3	Norton
		Hours: 15	

SPRING

SLPA 3705	Speech and Hearing Science	3	Leak
SLPA 3760	Articulation/Phonological Disorders	3	TBA
SLPA 3790	Intro to Clinical Practicum	3	TBA
SLPA 4701	Language Disorders in Children	3	TBA
SLPA 4703	Intro to Audiological Assessment and Habilitation	3	
		Hours: 15	

SUMMER

SLPA 4784	Professional Practices Seminar in Communication Disorders	3	Mayfield
SLPA 6790	Advanced Clinical Practicum: SLP I	3	Mayfield, Norton, Janowski
		Hours: 6	

SECOND FALL

SLPA 6708	Advanced Articulation and Phonological Disorders	3	Farran
SLPA 6760	Auditory Disorders	3	TBA
SLPA 6791	Advanced Clinical Practicum: SLP II	3	Mayfield, Norton, Janowski
SLPA 6711	Assessment and TX of CDs in a Global Society	3	Wilson
SLPA 6784	Research Seminar in Speech-Language Pathology	3	Kawulich
		Total Hours: 15	

Elective: SLPA 6785 Special Topics in Speech-Language Pathology

University of West Georgia

Master of Education: Speech-Language Pathology, *(3 Year)* GRADUATE COURSE SEQUENCE   (Effective Fall 2014)

CURRENT

SECOND SPRING

SLPA 7720	Language and Literacy	3	Farran
SLPA 6741	Evaluation and Treatment of Dysphagia	3	Wilson
SLPA 6792	Advanced Clinical Practicum: SLP III	3	Mayfield, Norton, Janowski
SLPA 6702	Assess and Treatment of Voice Disorders	3	Matthews

Total Hours: 12

SECOND SUMMER

SLPA 6701	Stuttering: Theory and Research	3	Farran
SLPA 6793	Advanced Clinical Practicum: SLP IV	3	Leak
SLPA 6707	Aural Habilitation/Rehabilitation	3	TBA

Total Hours: 9

THIRD FALL

SLPA 6740	Motor Speech Disorders	3	Perryman
SLPA 6704	Neuropathologies of Language	3	Farran
SLPA 6779	Current Trends in Speech-Language Pathology	3	Perryman
SLPA 6713	Neuroanatomy and Neurophysiology	3	Wilson

Total Hours: 12

THIRD SPRING

SLPA 6796	School Internship	6	Leak

Total Hours: 6

OR if School Internship SLPA 6796 already accomplished:

SLPA 6794	Medical Internship in Speech-Language Pathology	6	Leak

Total Hours: 6

SECOND SUMMER (Required only if student teaching SLPA 6796 Internship was not accomplished prior to admittance into the graduate program)

SLPA 6794	Medical Internship in Speech-Language Pathology	6	Leak

Total Hours   6

Total Graduate Hours: 95 hours (if SLP Internship was not accomplished prior to enrollment in the program)

Elective: SLPA 6785 Special Topics in Speech-Language Pathology

2

Course View (Read Only)

Attachments
Current File: CEPD 9210 History of Higher Education.docx

Originator

Communication Sciences and Profes
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared-Governance Process
Senate Action Item   (See Procedure)

Course Details

CEPD
Prefix

9210
Number

History of Higher Education
Course Title

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Fall - 2018
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9210 History of Higher Education.docx

College Approvals

Mark Parrish [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

CEPD 9210: History of Higher Education
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

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

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

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

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

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

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

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

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are

incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

1. discuss specific trends and events that occurred during each of the six eras in the history of American higher education (NASPA/ACPA Competency: Values, Philosophy, and History)
2. discuss the impact of the Colonial Colleges on existing institutions (NASPA/ACPA Competency: Values, Philosophy, and History)
3. identify current issues as they relate to the historical roots of higher education (NASPA/ACPA Competency: Values, Philosophy, and History)

t

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	**Begin Date**	**End Date**	**Topic/Activity/Reading Assignment**	**Assignment Name & Due Date****
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15				
**Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

Course View (Read Only)

Attachments

Current File: CEPD 9211 Organizational Theory.docx

Originator

Communication Sciences and Profess	College of Education	Varga, Matt
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments

Shared Governance Process

Senate Action Item	(See Procedure)

Course Details

CEPD	9211	Organizational Theory
Prefix	Number	Course Title

Review of organizational theories that contribute to the development of human capital and effective operating systems.

Course Catalog Description

3		3	Fall - 2018	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9211 Organizational Theory.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

CEPD 9211 Organizational Theory
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

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

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

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

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

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

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

Ingram Library Services
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COE Vision

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Review of organizational theories that contribute to the development of human capital and effective operating systems.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

1. Discuss colleges and universities as organizations (NASPA/ACPA Competency: Organizational and Human Development)
2. View and understand the institution in four different organizational forms (NASPA/ACPA Competency: Organizational and Human Development)
3. Recognize how theoretical conceptions of organization typically result in different approaches to administration, decision making, and institutional leadership. (NASPA/ACPA Competency: Organizational and Human Development)
4. Understand the role of shared governance as it relates to higher education (NASPA/ACPA Competency: Organizational and Human Development)

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Course View (Read Only)

Attachments

Current File: CEPD 9212 Advanced Seminar in leadership.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item (See Procedure)

Course Details

CEPD
Prefix

9212
Number

Advanced Seminar in Leadership
Course Title

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Fall - 2018
Effective Term

Yearly
Frequency

Letter Grade
Grading

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments

Current File: CEPD 9212 Advanced Seminar in leadership.docx

College Approvals

Mark Parrish [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

University of West Georgia | College of Education

CEPD 9212: Advanced Seminar in Leadership
Credits 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
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COURSE INFORMATION

Course Description

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

Required Text(s)

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Suggested Text(s)

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Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify effective leadership and administrative styles within the context of higher education administration
2. Examine and apply organizational theory as related to leadership roles and strategies
3. Develop skills in effective decision-making, problem solving, and conflict resolution within the context of higher education administration
4. Understand personal values and beliefs as it relates to personal leadership styles

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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 CEPD   4

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Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

Attachments

Current File: CEPD 9213 Critical Issues in Higher Education.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

● Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

CEPD
Prefix

9213
Number

Critical Issues and Trends in Higher Education
Course Title

Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Spring - 2019
Effective Term

Yearly
Frequency

Letter Grade
Grading

Corequisites
N/A

Prerequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9213 Critical Issues in Higher Education.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

CEPD 9213: Critical Issues and Trends in Higher Education
Credits 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
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COURSE INFORMATION

Course Description

Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

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Course References:
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Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze critical issues in higher education for historical perspectives
2. Critically think and reflect upon crises confronting higher education
3. Develop a plan that utilizes theory and literature to effect change in higher education

Grading

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Course View (Read Only)

Attachments
Current File: CEPD 9214 Analysis of Higher Education Literature.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process
☐ Senate Action Item (See Procedure)

Course Details

CEPD	9214	**Analysis of Higher Education Literature**
Prefix	Number	Course Title

The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

Course Catalog Description

3		3		Spring - 2019		Yearly		Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs		Effective Term		Frequency		Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9214 Analysis of Higher Education Literature.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

CEPD 9214 Analysis of Higher Education Literature
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Locate peer-reviewed literature in higher education
2. Utilize literature to make informed decisions that effect change in higher education
3. Critique and analyze literature in higher education
4. Identify the theoretical framework used in higher education literature

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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Additional Support Information

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

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Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
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15				
**Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

Course View (Read Only)

Attachments

Current File: CEPD 9215 Advanced Legal Issues and Policy Analysis.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

● Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Course Details

CEPD	9215	Advanced Legal Issues and Policy Analysis
Prefix	Number	Course Title

Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

Course Catalog Description

3		3	**Spring - 2019**	**Yearly**	**Letter Grade**
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ◉ Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments

Current File: CEPD 9215 Advanced Legal Issues and Policy Analysis.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]

Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

University of West Georgia | College of Education

CEPD 9215: Advanced Legal Issues and Policy Analysis
Credits: 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
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COURSE INFORMATION

Course Description

Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

Required Text(s)

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Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Assess legal issues and implications for higher education
2. Understand case laws' impact on policy and practice
3. Think critically and analytically regarding the legal implications of governmental policies

Grading

Please include your grading scale, such as:

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12				
13				
14				
15				

Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

Course View (Read Only)

Current File: CEPD 9216 Values and Ethics in Higher Education Leadership.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item (See Procedure)

Course Details

CEPD
Prefix

9216
Number

Values and Ethics in Higher Education Leadership
Course Title

Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2019
Effective Term

Yearly
Frequency

Letter Grade
Grading

Course Catalog Description

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ⦿ Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9216 Values and Ethics in Higher Education Leadership.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

CEPD 9216: Values and Ethics in Higher Education Leadership
Credits: 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

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24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
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COURSE INFORMATION

Course Description

Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

Required Text(s)

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Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
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Course References:
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Approaches to Instruction

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Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Articulate personal values and ethics as it relates to higher education practice

2. Critically reflect and analyze ethical situations for professional dilemmas
3. Connect leadership theory to understanding and resolving ethical dilemmas

Grading

Please include your grading scale, such as:

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Course View (Read Only)

Attachments

Current File: CEPD 9217 Diversity Issues in Higher Education.docx

Originator

Communication Sciences and Profess	**College of Education**	**Varga, Matt**
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments

Shared Governance Process

Senate Action Item	(See Procedure)

Course Details

CEPD	**9217**	**Diversity Issues in Higher Education**
Prefix	Number	Course Title

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

Course Catalog Description

3		3	**Summer - 2019**	**Yearly**	**Letter Grade**
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Corequisites
N/A

Prerequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9217 Diversity Issues in Higher Education.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia. | College of Education

CEPD 9217: Diversity Issues in Higher Education
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

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

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

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

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

Distance Learning Library Services
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Ingram Library Services
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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize personal power, privilege, and oppression as it relates to practice in higher education
2. Identify issues of inequality confronting various groups higher education
3. Develop a plan that is able to confront social injustices
4. Recognize the varied experiences of various student groups

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

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Additional Support Information

Center for Academic Success

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UWG Cares

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Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
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2				
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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

Course View (Read Only)

Attachments
Current File: CEPD 9218 Higher Education Finance and Advancement.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

CEPD	9218	**Higher Education Finance and Advancement**
Prefix	Number	Course Title

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

Course Catalog Description

3		3		Fall - 2019	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs		Effective Term	Frequency	Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9218 Higher Education Finance and Advancement.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

UNIVERSITY of West Georgia® | College of Education

CEPD 9218: Higher Education Finance and Advancement
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
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COURSE INFORMATION

Course Description

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

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Course References:

TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the financial structure of higher education

2. Understand the role of university advancement as it relates to budgeting for higher education institutions
3. Develop a budget based on various institutional revenue streams
4. Create a narrative requesting new funds for budget management

Grading

Please include your grading scale, such as:

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13				
14				
15				

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Attachments

Current File: CEPD 9219 Governance in Higher Education.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item (See Procedure)

Course Details

CEPD
Prefix

9219
Number

Governance in Higher Education
Course Title

Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Fall - 2019
Effective Term

Yearly
Frequency

Letter Grade
Grading

Planning Info

- Library Resources are Adequate ⦿
- Library Resources Need Enhancement ○

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9219 Governance in Higher Education.docx

College Approvals

Mark Parrish [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia® | College of Education

CEPD 9219: Governance in Higher Education
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

CourseDen D2L Home Page
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COURSE INFORMATION

Course Description

Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

Required Text(s)

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Approaches to Instruction

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Activity	Instructional Equivalent

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Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the role of different governing structures in higher education
2. Apply organization theory as it relates to the various governing structures in higher education
3. Understand the administrative difference of institutions from public to private, small to large, normal to doctoral granting institutions
4. Understand the role of state and federal government regulations in higher education

Grading

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Additional Support Information

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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

Course View (Read Only)

Attachments
Current File: CEPD 9220 Enrollment Management.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

CEPD	**9220**	**Enrollment Management**
Prefix	Number	Course Title

Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

Course Catalog Description

3		3	Spring - 2020	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Rationale

This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File : CEPD 9220 Enrollment Management.docx

College Approvals
Mark Parrish   [APPROVED 2017-01-09]

Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]

Associate Dean, College of Education

Other Approvals
Matt Varga   [APPROVED 2017-03-07]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval
David Jenks   [REQUIRED]

Final Approver

UNIVERSITY of West Georgia | College of Education

CEPD 9220 Enrollment Management
Credits 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

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

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

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

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

Distance Learning Library Services
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Ingram Library Services
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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the significance of effective enrollment management techniques

2. Develop a retention, progression, and graduation plan for students that utilizes organization theory
3. Understand the financial model as it relates to enrollment management
4. Understand the impact of enrollment management on other divisions of higher education

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any

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

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Course View (Read Only)

Attachments
Current File: CEPD 9221 Qualitative Research in a Higher Education Environment.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

CEPD	9221	Qualitative Research in a Higher Education Environmen
Prefix	Number	Course Title

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

Course Catalog Description

3		3	Spring - 2020	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ◉ Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments

Current File: CEPD 9221 Qualitative Research in a Higher Education Environment.docx

College Approvals

Mark Parrish [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia | College of Education

CEPD 9221 Qualitative Research in a Higher Education Environment
Credits: 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
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COURSE INFORMATION

Course Description

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Required Text(s)

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Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:
1. Utilize qualitative techniques to explore phenomena in higher education
2. Examine strategies for thematic and other forms of analysis of observational and inquiry data
3. Understand the different paradigms of qualitative research and its influence on data collection, interpretation, and analysis
4. Articulate the different types of qualitative techniques

Grading
Please include your grading scale, such as:
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UNIVERSITY of West Georgia | College of Education

CEPD 9222 Quantitative Research in a Higher Education Environment
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
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COURSE INFORMATION

Course Description

This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

Required Text(s)

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Suggested Text(s)

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

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand commonly used quantitative research designs
2. Select relevant samples as it relates to the research quantitative design
3. identify appropriate measurement instruments
4. analyze data descriptively
5. apply a variety of inferential statistical tests to answer research questions

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

Course View (Read Only)

Attachments
Current File: CEPD 9223 Applied Research Practices.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process
☐ Senate Action Item (See Procedure)

Course Details

CEPD
Prefix

9223
Number

Applied Research Practices
Course Title

Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2020
Effective Term

Yearly
Frequency

Letter Grade
Grading

Corequisites

Rationale

This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments

Current File: CEPD 9223 Applied Research Practices.docx

College Approvals

Mark Parrish [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia | College of Education

CEPD 9223 Applied Research Practices
Credits: 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
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incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

Prerequisites
CEPD 9221 Qualitative Research in a Higher Education Environment
CEPD 9222 Quantitative Research in a Higher Education Environment

Required Text(s)
American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
TBD

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop a research plan exploring an issue in higher education
2. Implement a research plan exploring an issue in higher education
3. Analyze data collected from a research plan
4. Apply knowledge learned from Quantitative and Qualitative research courses

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made

on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

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

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

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Course View (Read Only)

Attachments
Current File: CEPD 9224 Institutional Assessment and Program Effectiveness.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Shared Governance Process

☐ Senate Action Item   (See Procedure)

Course Details

CEPD
Prefix

9224
Number

Institutional Assessment and Program Effectiveness
Course Title

Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Spring - 2020
Effective Term

Yearly
Frequency

Letter Grade
Grading

Course Catalog Description

Prerequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

- ○ Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments
Current File: CEPD 9224 Institutional Assessment and Program Effectiveness.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]
Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]
Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]
Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

CEPD 9224 Institutional Assessment and Program Effectiveness
Credits: 3

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

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

Distance Learning Library Services
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Ingram Library Services
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CEPD 9224 Institutional Assessment and Program Effectiveness
Credits: 3

Class Meeting Time/Location	Online Hours
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COURSE INFORMATION

Course Description

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Required Text(s)

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Suggested Text(s)

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Course References:
TBD

Approaches to Instruction

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Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Find national and institutional datasets

2. Analyze datasets for trends related to higher education
3. Develop strategies to address identified trends
4. Utilize program assessment and research techniques to assess program effectiveness
5. Make data driven decisions based on institutional and national data

Grading

Please include your grading scale, such as:

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Course View (Read Only)

Attachments

Current File: CEPD 9225 Directed Doctoral Research.docx

Originator

Communication Sciences and Profess
Department

College of Education
College

Varga, Matt
Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☑ Prerequisites   ☑ Corequisites   ☑ Description   ☑ Title   ☑ Credit   ☑ See Comments

Shared Governance Process

☑ Senate Action Item   (See Procedure)

Course Details

CEPD
Prefix

9225
Number

Directed Doctoral Research
Course Title

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

Course Catalog Description

3
Lec Hrs

Lab Hrs

3
Credit Hrs

Summer - 2020
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites
N/A

Corequisites
N/A

Rationale
This course is being added to support the proposed Ed.D. in Higher Education Administration.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

Attachments

Current File: CEPD 9225 Directed Doctoral Research.docx

College Approvals

Mark Parrish   [APPROVED 2017-01-09]

Chair, Course Department

Laura Smith   [APPROVED 2017-02-07]

Associate Dean, College of Education

Other Approvals

Matt Varga   [APPROVED 2017-03-07]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

CEPD 9225 Directed Doctoral Research
Credits 3

Class Meeting Time/Location	**Online Hours**
Instructor	**Telephone**
Office Location	**westga email**
Office Hours	**Skype or Google+ username**

Support for Courses

CourseDen D2L Home Page
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D2L UWG Online Help (M-F:8 AM – 5 PM)
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email: online@westga.edu

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Call 1-855-772-0423 or search:
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Center for Academic Success
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COURSE INFORMATION

Course Description

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

Required Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association/Author.

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

Approaches to Instruction

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

Activity	Instructional Equivalent

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

Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify a problem to begin working on a dissertation

2. Begin searching for literature related to a dissertation
3. Identify a gap in the literature and address why it is important to fill that research gap

Grading

Please include your grading scale, such as:

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For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program.

Attendance: Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known,

either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Late Work: Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Professional Conduct: At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account.

Rights of reservation: Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15				
**Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

Program View (Read-Only)

Originator

College of Social Sciences
College

Criminology Department
Department

Naito, Mai
Originator

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Social Sciences
College

Master of Arts with a Major in Criminology
Existing Program (as shown in the DMA)

On Campus
Program Location

Graduate
Degree Level

Master of Arts with a Major in Criminology
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Fall | 2017
Effective Semester/Year

Master of Arts
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

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Modification Details

Removal of MA in Criminology from college specific academic standards

(Max 4000 characters)

Rationale

Currently, the MA in Criminology program is listed to dismiss a graduate student once the student has earned 2 Cs or 1 F under the college specific academic standards (COSS) found on p. 45 of Graduate Catalog 2016-2017. The faculty of the Department of Criminology has voted unanimously in favor of removing our program from the list and be bound by the University Academic Standards. The current policy is disadvantageous to current graduate students who have over a 3.0 GPA and earn 2 Cs.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Kathleen Skott-Myhre   [APPROVED 2017-02-21]

Coordinator, COSS Executive Committee

Jeffrey Reber   [APPROVED 2017-02-15]

Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Matt Varga   [APPROVED 2017-03-07]

Chair, Graduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

Addendum IV: Rules

UWG POLICY NUMBER: 2.2
UWG POLICY NAME: <u>Promotion</u>

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

CONTEXT:
This policy applies to:
● All UWG faculty
The purpose of this policy is to ensure that promotions are made objectively, equitably, impartially, and in accordance with associated procedural guidelines.

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

SIGNATURE OF THE PRESIDENT:

_____   _____
University President   *Date*

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Promotion
Previous Versions: N/A
Oversight: Chief Academic Officer
Additional Resources:
Board of Regents Policies
- Board of Regents Policy Manual
    - 8.3.5 Evaluation of Personnel
    - 8.3.6 Criteria for Promotion
- Academic & Student Affairs Handbook
    - 4.7 Evaluation of Faculty
- Human Resources Administrative Practice Manual: Classification, Compensation, and Payroll

Associated Procedures:
- Time Limits
- Criteria for Promotion
- Evaluation Process
- Appeal of Negative Evaluation

Addendum V: Rules

UWG POLICY NUMBER: 2.3
UWG POLICY NAME: <u>Tenure</u>

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

CONTEXT:
This policy applies to:
- All UWG faculty, units and employees implementing the associated procedures.

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

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

SIGNATURE OF THE PRESIDENT:

_____   _____
University President   *Date*

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Tenure
Previous Versions: N/A
Oversight: Chief of Human Resources
Additional Resources:
Board of Regents Policies
- Board of Regents Policy Manual
  - 8.3.4 Notice of Employment and Resignation
  - 8.3.5 Evaluation of Personnel
  - 8.3.7 Tenure and Criteria for Tenure
  - 8.3.9 Discipline and Removal of Faculty Members
  - 8.3.11 Faculty Contract Forms
- Academic & Student Affairs Handbook
  - Section 4.0 Academic Personnel

Associated Procedures:
- Time Limits
- Criteria for Tenure

Addendum VI: Rules

UWG POLICY NUMBER: 2.4
UWG POLICY NAME: <u>Recurring Faculty Evaluations</u>

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

CONTEXT:
This policy applies to:
- All UWG faculty, deans, and chairs

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

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

SIGNATURE OF THE PRESIDENT:

_____   _____
University President   *Date*

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES
Short Title: Evaluations
Previous Versions: N/A
Oversight: Chief Academic Officer
Additional Resources:
Board of Regents Policies
- Board of Regents Policy Manual
  - ▪ 8.3.5 Evaluation of Personnel
- Academic & Student Affairs Handbook
  - ▪ 4.7 Evaluation of Faculty
- Human Resources Administrative Practice Manual: Performance Evaluation

Associated Procedures:
- Annual Evaluation
- Pre-Tenure Review ("Third Year Review")
- Post-Tenure Review
- Evaluation of Chairs
- Evaluation of Deans

Addendum VII: Rules

Undergraduate Programs Committee

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

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

Graduate Programs Committee

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

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

Academic Policies

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

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

Faculty Development Committee

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

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

Institutional Planning Committee

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

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

Student Affairs Committee

Purpose: to serve in an advisory capacity to the Vice President for Student Affairs and Enrollment Management and to recommend policy and procedures concerning financial aid, orientation, housing, health, career and counseling services, student security and safety, student discipline, student publications, student organizations and government, student development, internship programs, and other student matters referred to the committee. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., SAFBA.

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

Student Affairs and Enrollment Management, and one by the Dean of the Graduate School; two students, one appointed by SGA and one appointed by the Dean of the Graduate School. (Total: 15)

Facilities and Information Technology Committee

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

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

Intercollegiate Athletics and University Advancement Committee

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

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

Budget Committee

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

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; five administrators: the Director of Budget Services and one each appointed by the Provost, the Vice President for

Student Affairs and Enrollment Management, the Vice President for Business and Finance, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

Rules Committee

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

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

Diversity and Internationalization Committee

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

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

Teaching, Learning, & Assessment Committee

Purpose: to advise the Provost and Vice President for Academic Affairs and the Vice President for Information Technology and Chief Information Officer; to consult with ITS regarding issues related to instruction and research on campuses and online; to advise and assist with QEP implementation; to advise the Center for Teaching and Learning; and to advise the Executive Director of Extended Learning (eCore, continuing education, distance and distributed education, satellite campuses.) It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

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

Addendum VIII: Revision of Declaration

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

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

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

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

1) The UWG value of inclusiveness. We declare that it is essential to our university's educational mission to have globally diverse faculty and students, and we oppose discrimination against any of our students and faculty.

2) The UWG value of achievement. As our university's mission statement declares, we are committed to the "academic and social success of our students, staff and faculty," and we therefore oppose any barriers that will impede access to global opportunities that are critical to the "academic and social success" of our faculty, staff, and students.

3) The UWG value of caring. Because we are committed to "consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve," we declare our support for our international community members and for all faculty who are persisting in their efforts to give their students a global education in the midst of current challenges.

Signed:
[Faculty Senate – if approved]