Memorandum

To: General Faculty

Date: March 5, 2013

Regarding: Agenda, Faculty Senate Meeting, March 8th at 3:00 pm TLC 1-303

The agenda for the March 8, 2013 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the February 15th meeting (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)
Action Items: (**See Addendum II**)

A) College of Science and Mathematics

   1) Chemistry Department

     Note: The following requests from Chemistry Dept. were approved but D. Haley (Registrar) cautioned BA program would eventually need to be closed to returning students. A timeframe during which returning students would be allowed back into the BA needs to be specified in the request.

     a) Bachelor of Arts with a Major in Chemistry
       Request: Deactivate
       Action: Approved

     b) Bachelor of Arts with a Major in Chemistry, Chemistry Education Track
       Request: Deactivate
       Action: Approved

     c) Bachelor of Arts with a Major in Chemistry, Pre-Professional Track
       Request: Deactivate
       Action: Approved

     d) Bachelor of Arts with a Major in Chemistry, General Track
       Request: Deactivate
       Action: Approved

e) Bachelor of Science with a Major in Chemistry, Chemistry Education Track
Request: Add
Action: Approved

f) Bachelor of Science with a Major in Chemistry, General Track
Request: Add
Action: Approved

g) Bachelor of Science with a Major in Chemistry, Business Track
Request: Add
Action: Approved

h) Bachelor of Science with a Major in Chemistry, Pre-MBA Track
Request: Add
Action: Approved

i) Bachelor of Science with a Major in Chemistry, Pre-Professional Track
Request: Add
Action: Approved

2) Department of Biology
   a) BIOL 4728
   Request: Add
   Action: Approved

B) College of Social Sciences

1) Department of Anthropology
   a) Bachelor of Science with a Major in Anthropology
   Request: Terminate pre-major designation
   Action: Approved

   Note: Students designated as Anthropology pre-majors will be switched to Anthropology Major status

2) Department of Geosciences
   a) Core Curriculum
   Request: add GEOG 2553 to Core Area D 2 under Options I and II
   Action: Approved

Information Items:

XIDS Core Review Committee

A) Course proposal:
   a) XIDS-2002 WDYKA Business
   Action: approved by interim XIDS Core subcommittee

B) General proposal:

1. Approve modifications and clarifications of XIDS Core Course Approval process (**See Addendum III**)
   Action: **Approved** with editorial amendment. XIDS Committee makeup changed to include Library member. Number of committee members changed to reflect addition.

   XIDS course approval process was streamlined and clarified. Details are included in attachment but highlights include:

   1. Notification of department chair
   2. Streamlined approval process now part of CSS
   3. Re-approval not needed if course taught by same faculty member in subsequent terms
   4. Assessment is responsibility of instructor
   5. XIDS Core Course Review Subcommittee of UPC to include representatives from each college plus Director of Interdisciplinary Studies.

Committee II: Graduate Programs (Chair, Mark S. Parrish)
Action Items: (**See Addendum IV**)

A) College of Social Sciences
   1) Department of Anthropology
      a) ANTH 5130 Medical Anthropology
         Request: Add
         Action: Approved

      b) ANTH 7885 Special Topics
         Request: Add
         Action: Approved

   2) Department of Political Science
      a) POLS-5405 Politics in the European Union
         Request: Add
         Action: Approved

      b) POLS-5406 British Politics
         Request: Add
         Action: Approved

      c) POLS-5407 European Environmental Policy
         Request: Add
         Action: Approved

      d) POLS-5408 EU Science & Technology Policy
         Request: Add
         Action: Approved

e) POLS-5411 Federalism and Multilevel Governance in the EU
   Request: Add
   Action: Approved

f) POLS-5412 Democracy and the EU
   Request: Add
   Action: Approved

g) POLS-5413 Social Policy in Europe
   Request: Add
   Action: Approved

h) POLS-5414 History of European Integration
   Request: Add
   Action: Approved

i) POLS-5507 US-EU Relations
   Request: Add
   Action: Approved

j) POLS-5508 European Economic and Monetary Union
   Request: Add
   Action: Approved

k) POLS-5509 EU Law & Legal Systems
   Request: Add
   Action: Approved

l) POLS-5510 Foreign Policy & the EU
   Request: Add
   Action: Approved

3) Department of Psychology
   a) PSYC-7810a Tutorial
      Request: Add
      Action: Approved

   b) PSYC-7810b Tutorial
      Request: Add
      Action: Approved

   c) PSYC-7810c Tutorial
      Request: Add
      Action: Approved

   d) PSYC-7810d Tutorial
      Request: Add
      Action: Approved

      e) PSYC-7810e Tutorial
         Request: Add
         Action: Approved

      f) PSYC-7810f Tutorial
         Request: Add
         Action: Approved

      g) PSYC-7810g Tutorial
         Request: Add
         Action: Approved

B) College of Education
  1) Department of Clinical and Professional Studies
      a) Program: Master of Arts in Teaching (MAT)
         Request: Modify
         Action: Approved

  2) Department: Leadership and Instruction
      a) Master of Education with a Major in Secondary Education
         Request: Modify
         Action: Approved

C) College of Science and Mathematics
  1) Department of Geosciences
      a) Program: Post-Baccalaureate Certificate in Geographic Information Systems
         Request: Modify
         Action: Approved

  2) Department of Biology Department
      a) BIOL-5728 Bacterial Pathogenesis
         Request: Add
         Action: Approved

D) College of Arts and Humanities
  1) Department: English and Philosophy Department
      a) ENGL-5295 Young Adult Literature
         Request: Add
         Action: Approved

E) Richards College of Business
  1) Department: Economics
      a) ECON-6470 Ethical Foundations of Capitalism
         Request: Add
         Action: Approved

F) School of Nursing
      a) NURS-9008 Educational Theory and Philosophical Foundations of Education
         Request: Add

Action: Approved

b) NURS-9009 Curriculum: Theory and Practice,
   Request: Add
   Action: Approved

c) NURS-9010 Nursing Research Seminar,
   Request: Add
   Action: Approved

d) NURS-9011 Ethics in Educational Leadership,
   Request: Add
   Action: Approved

e) NURS-9012 Nursing Education Practicum
   Request: Add
   Action: Approved

f) NURS-9013 Nursing Education Leadership for Diversity for the 21st century
   Request: Add
   Action: Approved

g) NURS-9014 Directed Readings
   Request: Add
   Action: Approved

h) NURS-9015 Dissertation
   Request: Add
   Action: Approved

i) NURS-6101 Theoretical Foundations of Nursing Practice,
   Request: Add
   Action: Approved

j) NURS-6102 Role of the Caring Healthcare Professional
   Request: Add
   Action: Approved

k) NURS-6103 Health Promotion & Advanced Health Assessment
   Request: Add
   Action: Approved

l) NURS-6104 Scholarly Inquiry and Data Analysis in Nursing
   Request: Add
   Action: Approved

m) NURS-6105 Leadership for Quality, Safety, and Health Policy
   Request: Add
   Action: Approved

n) NURS-6106 Pathopharmacology I
Request: Add
Action: Approved

o) NURS-6114 Introduction to Health Systems Leadership
Request: Add
Action: Approved

p) NURS-6115 The Business of Healthcare: Financial and Economic Evidence
Request: Add
Action: Approved

G) Graduate Policy Revision Proposal (**See Addendum V**)
Preamble: Committee addressed the Department of Computer Science request that the Graduate Catalog policy, "Time Limits to Complete a Graduate Degree" be modified to stipulate "The M.S. in Applied Computer Science program must be completed within three years."

Proposal: Committee recommends revision to the "Time Limits to Complete a Graduate Degree" policy as indicated by highlighted revision.

Committee IV: Academic Policies Committee (Chair, David Leach)
Action Item

A) Motion: The Academic Policies and Procedures committee proposes a change to the class absence policy as listed in the undergraduate handbook. (**See Addendum VI**).

Committee VIII: Technology Committee (Chair, Craig Schroer**)**
Action Item:

Motion: The Technology Committee is proposing that the Faculty Senate vote in support of UWG implementing an institutional repository. An institutional repository can offer UWG the following benefits:

- facilitate the publication of online academic journals of undergraduate, graduate and faculty research
- provide online access to full-text of student dissertations and theses
- establish a stable online address for University reports and promotional materials
- reinforce student perception of the "real world" value of research through promoting community focused research and publication opportunities
- strengthen our bonds to the community at-large
- support goals of student retention, progression, and graduation
- raise our institutional profile by using a platform which is search engine optimized (i.e., our content would show up in search engine results)
- create a persistent location for maintaining institutional memory (i.e., department-sponsored events, conferences, talks, and exhibits including multimedia content such as concerts, lectures, etc.)

- showcase student achievements as documented in such events as Research Days and Big Night thereby creating a permanent online portfolio or their accomplishments at the University of West Georgia
- assist with faculty compliance in adhering to federal guidelines concerning the accessibility of publicly funded research
- establish persistent links to student work, which may be included in a portfolio to improve employment opportunities after graduation

5. Old Business

6. New Business

Action Item:
A) Nominations and Election of Executive Secretary of the Faculty Senate

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes—Draft

February 15, 2013

1. Meeting convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Jeff Johnson, Chair

2. Roll Call

Present
Basu-Dutt, Blair, DeFoor, Deng, DeSilva, Erben, Farmer, Gant, Geisler, Gezon, Halonen-Rollins, Hasbun, Haynes, Jenks, Keim, Kilpatrick, Kramer, Leach, Lloyd, Mayer, Moffeit, Morris, Luken (substitute for Noori), Packard, Parrish, Pencoe, Ponder, Popov, Tietjen (substitute for Riker), Ringlaben, Robinson, Rutledge, Samples, Sanders, Schroer, Simmonds-Moore (substitute for Skott-Myhre), Smith, Thompson, Van Valen, Vasconcellos, Welch, Willox

Absent
Banford, DeNie, Hooper, Kassis, Pitzulo, Yeong

3. Approval of the minutes of the December 7th meeting

Minutes approved as read by unanimous consent

4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)
Action Items:

A) College of Arts and Humanities
    1) Department of Music
        a) Bachelor of Music with a major in Theory and Composition
           Request: Modify
           Action: Approved

Item approved by voice vote

    2) Department of History
        a) HIST 4010
           Request: Add
           Action: Approved

Item approved by unanimous consent

B) College of Social Sciences
   1) Department of Anthropology
      a) ANTH 4130
         Request: Add
         Action: Approved

      b) ANTH 4201
         Request: Add
         Action: Approved

      c) ANTH 4202
         Request: Add
         Action: Approved

Items approved by voice vote

Information Items:
A) College of Arts and Humanities
   1) Department of English and Philosophy
      a) Minor in American Studies
         Request: Terminate
         Action: Approved

Committee II: Graduate Programs (Chair, Mark S. Parrish)
Action Items:

A) College of Social Sciences
   1) Department of Psychology
      a) PSYC 9002 Doctoral Qualifying Seminar
         Request: Add
         Action: Approved

Item approved by unanimous consent

Information Items:
A) College of Social Sciences
   1) Department: Political Science Department
      a) Program: Master of Urban and Regional Planning
         Request: Deactivate, see attachment
         Action: Approved

         Comments from committee: The originator of this deactivation request presented it
         as a dilemma. Whereas curricular decisions are best addressed by faculty, the
         responsibility for resource allocation lies with the administration. This discussion led
         to a broader consideration of the Senate's intent regarding the Revised Shared

Governance Procedures that were developed by the Rules Committee and approved by the Senate in April, 2012. Per the revised procedures, the decision to deactivate/terminate a program now resides at the college/school and departmental levels, and the decision is reported to the Senate as an information item. The Graduate Programs Committee requests that the Rules Committee clarify the intent of the procedural changes that specify action items, information items, review items, and items not considered by the Senate.

Floor Discussion: Question was raised as to how these difficult decisions are made; what are the deciding criteria used to make such determinations. Horvath responded that decisions concerning program deactivations are being made in order to be proactive on rising demands on university funding, identity, and goals. Recommendations for deactivations have been made at the College/Division Level.

Members of the Political Science responded with their premise that the program is growing and paying for itself.

It was asked if the information item could be changed to an action item and it was determined that this would be out of order.

Sethna reiterated Horvath's statement about decreasing state support. We have previously counted on increased enrollment and in turn, increased tuition revenue. We need to be able to manage the budget needs and that includes looking at how funds are allocated. Horvath added that although it does not save in the short term but could save money in the future.

Questions about who we are as a university were raised. Horvath said cannot continue to try to be all things to all people. By reducing he total number of programs, we can clarify our identify as a university and focus on programs that are strong and viable..

Motion was made requesting that the Provost reconsider the deactivation of the Master of Urban and Regional Planning Program in light of budgetary information and strategic goals addressed by the members of the Faculty Senate.

The motion was seconded.

Motion passed by voice vote

B) College of Education

   1) Department: Leadership and Instruction
      a) Post-Baccalaureate Initial Certification in Secondary English Education (Non-degree Initial Certification)
         Request: Deactivate
         Action: Approved

b) Post-Baccalaureate Initial Certification in Secondary Chemistry Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

c) Post-Baccalaureate Initial Certification in Secondary Biology Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

d) Post-Baccalaureate Initial Certification in Secondary Mathematics Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

e) Post-Baccalaureate Initial Certification in Secondary Earth/Space Science Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

f) Post-Baccalaureate Initial Certification in Secondary Economics Education (Non-degree Initial Certification)
Request: Deactivate
Originator: Frank Butts
Action: Approved

g) Post-Baccalaureate Initial Certification in Secondary History Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

h) Post-Baccalaureate Initial Certification in Secondary Physics Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

i) Post-Baccalaureate Initial Certification in Secondary Political Science Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

j) Post-Baccalaureate Initial Certification in Secondary Broad Field Science Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

k) Post-Baccalaureate Initial Certification in Secondary Business Education (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

2) Department: Clinical and Professional Services
a) Program: Post-Baccalaureate Initial Certification in School Counseling (Non-degree Initial Certification)
Request: Deactivate
Action: Approved

b) Program: Endorsement - English to Speakers of Other Languages (ESOL)
Request: Deactivate
Action: Approved

C) Richards College of Business
1) Department: Marketing and Real Estate
a) Program: Master of Business Education (Master of Education)
Request: Terminate
Action: Approved

b) Program: Ed.S. with a major in Business Education (Ed.S.)
Request: Terminate
Action: Approved

Committee V: Faculty Development Committee (Chair, Michael Keim)
Action Item

A) Motion: The Faculty Development Committee proposes that the Senate approve editorial changes to the Faculty Handbook 103.06. (**See Attachment I**):

Preamble: Under Section 100 - BASIC POLICIES AND PROCEDURES OF GENERAL APPLICABILITY TO FACULTY, we propose to discontinue the use of 103.0602 - Self-Evaluation of Teaching Methods and Effectiveness form and submit the resulting editorial changes to 103.06.

Motion approved by voice vote

B) Motion: The Faculty Development Committee proposes changes to the Faculty Handbook in the following sections (**See Attachment II**):

1) 104.0601 General Policy Statement, F. 2. Components of the Evaluation, 2. Evaluation Report, & G. Post-Evaluation Conference with the Faculty

Motion approved by voice vote

2) 104.0602 Dean Evaluation Questionnaire

It was decided to change the number "8" (unable to judge) to "0." Responses of "0" will be thrown out.

Motion approved by voice vote

Committee VI: Strategic Planning Committee (Chair, Rob Sanders)
Action Item:

A) Motion: To adopt the new revised Quality Enhancement Plan Concept Statement and Learning and Operational Outcomes as recommended by the Strategic Planning Committee.

Discussion: Recommendations to come out of this plan will be to identify writing intensive courses. Currently there are no commitments to change courses or programs.

Two edits were recommended:
- In the previously approved QEP, an end parenthesis is missing and should follow "outcomes."
- In the proposed QEP, the single bulleted item should be removed and incorporated into the sentence.

Quality Enhancement Plan Concept Statement and Learning Outcomes

University of West Georgia

In its quest to become a destination institution, the University of West Georgia will implement a well-constructed and heavily integrated quality enhancement plan (QEP). The focal point of the QEP is *undergraduate student writing*. Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to write in standard academic English.

This **learning outcome** will be assessed by institution-wide sampling, and the increase or decrease in students' ability to perform these learning outcomes will be measured and reported. In addition, the institution has identified a number of operational outcomes that will support this initiative.

By the end of the QEP, these initiatives will result in the following **operational outcomes**. UWG will:

1. Integrate writing into the existing Core
2. Implement a system to support the development of writing for online students
3. Increase investment in faculty development in the area of writing instruction
4. Develop and implement a rubric for the assessment of writing in standard English

5. Develop and implement a second-year writing experience

Words of appreciations were extended to MacComb for her work on this project.

Motion approved by voice vote.

5. Announcements

Senators are encouraged to go and meet the candidates for university president.

Smith, Facilities and Services Chair, gave an update on their current work. The issue of required training is in discussion. Sethna expressed his support of this discussion and welcomes input from everyone. Some of the issues raised have already been addressed.

6. Without objection the meeting was declared adjourned

Respectfully submitted,

Dawn Harmon McCord, Faculty Senate Executive Secretary

Attachment I

103.06 Instruments for Evaluating Teaching

Evaluation of a faculty member's work 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.

Although evaluation of classroom success is necessarily somewhat subjective, three modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: self-evaluation, evaluation by the department chair, and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.

With the exception of USG ecore courses the instruments of evaluation are standard forms for all departments. For ecore courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. In June of 1996 the Faculty Senate passed a policy of centralizing the form and procedure for course evaluation. As of that date, all faculty 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. 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 week of each semester. Any college, department, or area, however, may add questions to the self-evaluation form or the department chair's form which make the forms 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.) In place of the standard forms, non-teaching areas may devise their own forms to evaluate fulfillment of duties.

The faculty member should receive the forms shortly after mid-semester from the department chair. They will be sorted by class and section number, with the correct number of forms per section, and placed in a manila envelope and marked with an identifying label. The labels are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last week of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class. 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. If the class is being taught at a remote site, the instructor should provide the proctor with a stamped envelope addressed to the departmental office that the

student can drop in the mail. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the office and the instructor shall make arrangements for receiving 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. The department chair's evaluation in company with the published or unpublished student evaluations shall be in the department chair's care and the cumulative file shall be available only to the faculty member, his or her department chair, college dean or area supervisor, the provost and vice president for academic affairs, and the president except when the faculty member is being considered for promotion or tenure. When the faculty member is being considered for promotion or tenure, the entire file shall be made available to the appropriate review and/or advisory committee. If the department chair's evaluation is computerized, code symbols shall be used to ensure anonymity.

Copies of the forms for student evaluation (103.0601) and the evaluation by the department chair (103.0602) are given on the next pages. **103.0601 Instructor/Course Evaluation Questionnaire (Not Available)**

103.0602 (Revised May 27, 1983, by Faculty Senate) EVALUATION BY DEPARTMENTCHAIR

Attachment II

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.

2. Ensure that faculty and staff participate in the evaluation of their academic Deans.

3. Ensure Deans are afforded due process in the evaluation.

4. Afford all appropriate constituencies the opportunity to provide input.

5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.

6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.

2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to him or her annually. The following characteristics of that process shall be common to all units.

104.0502 Procedures

A. Interval of Annual Review: before the conclusion of each fiscal year.

B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:

1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.

2. To review the Dean's job description and responsibilities, as well as the organization of the unit.

3. To review the level of resources and other support provided to the Dean and unit.

4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.

2. *Self-report.* Each Dean under review shall provide the Provost a brief written report:
   a. Listing initiatives and professional activities undertaken during the review period.
   b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
   c. Indicating any changes that seem warranted in the Dean's job description.
   d. Including a contextualization of the operation of the unit within the larger framework of the university.

3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.

4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean's fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.

2. The periodic evaluation will help guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and facilitate the professional development of those Deans.

3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters,

unit financial documents) to provide the Provost with a comprehensive record of the Dean's performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of his or her unit of the pending evaluation.
3.   Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation (minus the appendix) no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

1. The Review Committee will be composed of seven members.

2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.

3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.

4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.

5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
   a. Outlines the timeline for review and the evaluation criteria.
   b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
   c. Informs the Provost and the Dean of:
      1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
      2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
   a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
   b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty

and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.

    c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions; however, the Review Committee may synthesize the data they collect relative to the evaluation criteria, to include the authority to edit, shorten, paraphrase or select qualitative comments as exemplary for presentation in the report. All of the comments received shall remain anonymous and shall be presented to the Provost in an appendix, in order that the unbiased nature of the synthesis can be verified. The full Evaluation Report shall remain in the Office of the Provost for the length of time mandated by BOR Standards and may be obtained by individual request.

The Evaluation Report shall include, but not be limited to, the following sections:

Introduction
    a. Purpose of the evaluation.
    b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
    1. Description of the procedures that guided the composition of the Review Committee.
    2. Disclosure of conflicts of interest, if any, and how they were handled.
    3. Discussion of the timeline of the evaluation.
Methodology
    a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
    b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.
Results
    a. Descriptive analysis of data from the Dean Evaluation Questionnaire.

b. Descriptive summary of additional data collected to include interviews with dean's peers, supervisors, and relevant external community when useful).

Conclusion

a. Purpose of the evaluation (briefly revisited).

b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report (minus the appendix) to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items.

Please tell us, what is your role at UWG?

A. Faculty Member and/or Faculty Administrator

B. Staff Member

Your responses may be quoted in the full report, but only anonymously and as part of aggregated data.

In your role as administrator, faculty, or staff, please rate the Dean's unit on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

0 = Unable to Judge; 1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Neither Disagree Nor Agree; 5 -Somewhat Agree; 6 = Agree; 7 = Strongly Agree

If you have insufficient experience to make an informed judgment, please choose "Unable to Judge."

Leadership

The Dean…

1. articulates a clear vision for the future of the unit.

2. involves the faculty in developing plans for the unit.

3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.

4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development
The Dean…
7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.
10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term "professional growth and development" with "scholarship.")
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics
The Dean…
14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to his or her own views.
16. exhibits high ethical standards in his or her official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.
20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication
The Dean…
23. welcomes constructive criticism from all members of the unit.
24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department's accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.

28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration
The Dean…
30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.
37. integrates planning, assessment, and budgeting when making decisions.
38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

Open Ended Items
41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items
Units may use Likert scale or open-ended items; regardless, the items should begin with number 45. Units that opt to use a Likert scale must employ the same response options used in items 1-40.

Addendum II

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

○ Add   ○ Modify   ● Deactivate   ○ Terminate
○ Reactivate

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Modification Details

Senate Review Not Required

Program Selection

College of Science and Mathematics	Bachelor of Arts with a Major in Chemistry
College	Program

Bachelor of Arts with a Major in Chemistry	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Arts	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES   (See Policy)

Present or Projected Annual Enrollment: 25

Comments

The B.A. Program in Chemistry has three tracks, the PreProfessional track, the General Track, and the Chemical Education Track. All of these need to be deactivated.

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-07]
Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130207-...   3/5/2013

Fall 2013 Core Seat Planning Sheet

Core Area	New Freshman % of Freshman Needing seats	Freshman Seats Needed	Soph/Upper Class % distribution	Soph/Upper Class Seats Needed	Retakes Seats Filled F12	F11 and +10 DFW Rate	Seats for Retakes F12	F12 Seats Offered	Total Seats Assigned	Seats as of 1/4/13	Variance
Core Area A1	92%	1,868	2.5%	218	2131		685	2251	2428	2160	(268)
English 1101	90%	1,827			1816	32%	581	1939	2118	1944	(174)
English 1102	7%	41	2.5%	718	315	39%	104	312	310	216	(94)
Core Area A2	85%	1,728	2.5%	218	2106		758	2201	2922	2085	(237)
MATH 1111	35%	711	1.5%	134	1311	37%	497	1355	1091	1099	8
MATH 1113	10%	203	0.5%	47	440	34%	150	478	325	472	97
MATH 1634	5%	102	0.2%	18	160	41%	69	178	154	184	30
MATH 1001	35%	711	0.2%	19	175	27%	47	190	753	380	(373)
Core Area B1 (w/o Language)	40%	812	0.0%	-	869		159	895	889	819	(70)
ART 2000		94	0.0%	-	95	30%	28	104	108	130	22
COMM 1110		397	0.0%	-	429	17%	73	432	428	416	(12)
ENGL 2000		-	0.0%	-	0	12%	-	0	0	0	0
ENGL 2050		68	0.0%	-	71	9%	6	75	71	75	4
THEA 2050		94	0.0%	-	100	11%	11	104	100	78	(22)
PHIL 2020		163	0.0%	-	176	20%	35	180	181	120	(61)
XIDS 1004		-	0.0%	-	-		-	0	0	0	0
Core Area B2	10%	203	10.0%	872	1111		272	1102	1211	887	(324)
ANTH 1100		77	3.8%	332	415	75%	104	420	461	480	19
BUSA 1900		18	0.9%	79	303	35%	36	100	116	0	(116)
CS 1000		6	0.9%	78	38	18%	7	35	38	75	(13)
CS 1020		23	1.1%	99	179	24%	31	175	137	75	(117)
LIBR 1101		62	3.0%	266	325	25%	81	336	368	216	(152)
MUSC 1110		-	0.0%	-	0	70%	-	0	0	0	0
XIDS 2001		9	0.5%	49	48	14%	7	51	53	48	(5)
XIDS 2002		6	0.3%	28	53	13%	7	35	38	93	55
Core Area C1	60%	1,218	7.0%	610	2112		875	2295	2019	1703	(312)
XIDS 2100		163	1.3%	117	249	19%	47	314	304	40	(764)
ART 1201		753	1.5%	127	464	6%	78	476	393	270	(123)
ART 2201		48	0.3%	24	80	48%	38	90	91	135	44
ART 2202		48	0.3%	24	74	44%	33	90	88	135	47
ENGL 2060		42	0.2%	21	77	20%	15	80	71	84	13
FILM 2080		29	0.2%	14	48	17%	8	54	47	76	79
MUSC 1100		219	1.3%	110	409	18%	74	412	365	297	(68)
MUSC 1120		51	0.3%	76	94		-	96	77	96	19
THEA 1100		362	2.1%	181	617	21%	130	681	608	570	(38)
Core Area C2	60%	1,218	10.0%	872	2114		538	2940	2398	1708	(611)
COMM 3154		170	1.0%	86	779	11%	75	730	218	140	(78)
PHIL 2010		156	1.3%	117	796	30%	89	300	312	200	(112)
PHIL 2030		34	0.3%	25	63	21%	13	66	66	50	(16)
ENGL 2110		40	0.3%	28	68	22%	15	76	75	78	3
ENGL 2120		55	0.5%	39	92	23%	21	106	105	76	(29)
ENGL 2130		55	0.5%	39	99	23%	23	106	106	106	(0)
ENGL 2160		-	0.0%	-	0		-	0	0	0	0
ENGL 2180		32	0.3%	23	49	35%	17	61	63	30	(33)
ENGL 2190		16	0.1%	11	28	18%	5	30	29	30	1
SPAN 1001		156	1.3%	112	308	33%	102	300	319	275	(44)
SPAN 1002		117	1.0%	84	165	41%	68	225	235	200	(35)
FREN 1001		52	0.4%	37	92	23%	22	100	100	125	25
FREN 1002		-	0.0%	-	0	32%	-	0	0	0	0
GERM 1001		65	0.5%	47	125	24%	30	125	127	125	(2)
GERM 1002		-	0.0%	-	0	8%	-	0	0	0	0
SPAN 2001		65	0.5%	47	101	28%	28	125	126	125	(1)
SPAN 2002		26	0.2%	19	47	28%	13	50	51	50	(1)
FREN 2001		27	0.2%	19	49	27%	13	51	51	50	(1)
FREN 2002		13	0.1%	9	14	12%	2	25	23	0	(23)
GERM 2001		26	0.2%	19	35	20%	7	50	48	50	2
GERM 2002		-	0.0%	-	-		-	0	0	0	0
Core Area D1	70%	1,421	30.0%	2,615	4189		1,111	4427	4591	4012	(579)
Non Science Majors	35%	711	17.5%	1,525	2169		464	2304	2468	1977	(491)
ASTR 2313		202	5.0%	434	639	23%	147	656	710	616	(94)
BIOL 1010		321	3.0%	259	982	35%	134	391	446	240	(206)
BIOL 1011		-	0.0%	-	-		-	0	0	0	0
BIOL 1012		-	0.0%	-	-		-	0	0	0	0
BIOL 1013		-	0.0%	-	-		-	0	0	0	0
BIOL 1014		37	0.9%	79	123	21%	26	120	129	0	(129)
BIOL 1015		-	0.0%	-	-		-	0	0	0	0
CHEM 1100		28	0.7%	60	88	27%	24	90	99	90	(9)
CHEM 1151		40	1.0%	85	127	31%	39	129	145	120	(25)
CHEM 1152		-	0.0%	-	-		-	0	0	0	0
GEOL 2503		62	1.5%	132	192	11%	21	200	205	150	(55)
GEOL 2553		-	0.0%	-	-		-	0	0	0	0
GEOG 1111		-	0.0%	-	1	18%	0	0	0	0	(0)
GEOG 1112		22	0.5%	48	70	26%	18	72	79	65	(14)
GEOG 1113		46	1.1%	99	95	31%	29	150	160	200	40
MATH 1413		93	2.3%	199	274		-	300	291	283	(8)
MATH 2644		28	0.7%	60	86		-	90	87	90	3
PHYS 2211		25	0.6%	54	73	28%	20	82	90	99	9
PHYS 2212		7	0.2%	16	19	24%	5	24	26	24	(2)
Science Majors	35%	711	12.5%	1,089	2020		648	2123	2124	2035	(89)
BIOL 1107		120	2.1%	185	339	35%	119	360	365	360	(5)
BIOL 1108		-	0.0%	-	-		-	0	0	0	0
CHEM 1211		127	2.2%	195	337	33%	111	380	378	376	(2)
CHEM 1212		-	0.0%	-	-	34%	-	0	0	60	60
CHEM 1230		-	0.0%	-	-		-	0	0	0	0
CS 3030		70	1.2%	108	217	23%	50	210	203	25	(178)
CS 1300		37	0.7%	57	113	47%	53	112	122	72	(50)
CS 1301		34	0.6%	53	93	49%	46	103	110	40	(70)
CS 1302		16	0.3%	25	33	34%	11	48	46	40	(6)
GEOL 1121		173	3.0%	263	503	34%	171	512	520	565	45
GEOL 1122		22	0.4%	34	65	26%	17	66	64	20	(44)
MATH 2063		79	1.4%	121	230	25%	58	236	229	235	6
MATH 2064		-	0.0%	-	-		-	0	0	0	0
PHYS 1111		24	0.4%	37	81	13%	11	72	66	192	126
PHYS 1112		8	0.1%	12	9	22%	2	24	21	50	29
Core Area E1 & 2	60%	1,218	10.0%	872	2268		610	2301	2394	1876	(518)
HIST 1111		236	1.9%	169	466	27%	126	446	468	321	(147)
HIST 1112		326	2.7%	233	593	32%	190	615	653	516	(137)
HIST 2111		222	1.8%	159	403	29%	117	419	439	609	170
HIST 2112		435	3.6%	311	806	22%	177	821	834	430	(404)
Area E3	30%	609	7.5%	654	1098		253	1191	1389	1405	16
POLS 1101		609	7.5%	654	1098	23%	253	1191	1389	1405	16
Area E4	30%	609	22.5%	1,961	2717		701	2880	2920	2536	(384)
ANTH 1102		84	3.1%	270	384	35%	134	396	421	416	(5)
ECON 2100		19	0.7%	61	87		-	90	80	70	(10)
ECON 2105		66	2.4%	212	313	20%	81	311	318	250	(68)
ECON 2106		81	3.0%	262	372	19%	71	385	379	300	(79)
GEOG 1013		45	1.7%	144	194	34%	66	212	222	250	28
GEOG 2503		7	0.3%	24	35	23%	8	35	35	40	5
PHIL 2130		-	0.0%	-	-	33%	-	0	0	100	100
POLS 2201		13	0.5%	41	52	11%	6	60	56	64	8
PSYC 1101		170	6.3%	549	793	27%	214	806	826	802	(24)
SOCI 1101		88	3.2%	283	332	26%	86	415	413	90	(323)
SOCI 1160		36	1.3%	116	155	22%	34	170	169	154	(15)
XIDS 2300		-	0.0%	-	-		-	0	0	0	0
XIDS 2301		-	0.0%	-	-		-	0	0	0	0
Total Sum		10,931	102.0%	8,890	20,464		5,407	21,567	22,414	19,191	(3,213)

Brief Explanation for deactivating the Bachelor of Art Program

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are certified by the American Chemical Society (ACS). These new tracks will have greater flexibility in the course content which is not an option with the existing ACS approved BS tracks. The flexibility of this new BS tracks will allow numerous students to graduate earlier. Also, industrial employers looking to hire our chemistry majors are frequently puzzled by the title Bachelor of Art in Chemistry and tend to favor students with the Bachelor of Science title. As trivial as this may sound, it does have an impact when our students are competing for jobs in the science market. It will also help to simplify our Program Evaluation by having one Program (B.S.) with various ACS Certified and non-ACS Certified BS degree tracks rather than two Programs BA and BS (ACS certified only) along with their various tracks.

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action
○ Add ○ Modify ● Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Modification Details

Senate Review Not Required

Program Selection

College of Science and Mathematics	Bachelor of Arts with a Major in Chemistry/ Secondary Education
College	Program

Bachelor of Arts with a Major in Chemistry/ Secondary Education	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Arts	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 5

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-13]
Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION   U.S. & GA HISTORY_____ REGENTS' TEST
STUDENT_____   GRE:_____VERBAL_____QUANT.____DATE_____
Student ID_____   MAJOR ADVISOR_____
U.S. & GA CONSTITUTION_____   REGISTRAR_____DATE_____

B.A. Chemistry Education (Modified Program)

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication: Choose one: COMM 1110 Public Speaking PHIL 2110 Critical Thinking ENGL 2000 American Speech ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life XIDS 1004 Oral and Technological Communication ART 2000 Oral Communication and the Visual Arts Any 3 credits of foreign language (1001, 1002 ...)	3 3 3 3 3 4 3 3	
*Choose one (if XIDS 1004 is not chosen above) ANTH 1100 Faces of Culture BUSA 1900 Surfing the Internet for Success CS 1020 Computers & Society CS 1000 Practical Computing LIBR 1101 Academic Research and the Library MUSC 1110 Survey of World Music XIDS 2001 What Do You Really Know About.. XIDS 2002 What Do You Really Know About ... UTCH 2001 STEP 1 (recommended) UTCH 2001 STEP 2 (recommended)	 2 2 2 1 2 2 1 2 1 1	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one: XIDS 2100 Arts & Idea ART 1201 Intro to Art ART 2201 History of Western Art I ART 2202 History of Western Art II MUSC 1100 Music Appreciation MUSC 1120 Survey of Jazz, Rock, & Pop Music THEA 1100 Theatre Appreciation	3	
Choose one: XIDS 2100 Arts & Idea COMM 1154 Intro to Mass Comm ENGL 2110 World Lit. ENGL 2120 British Lit. ENGL 2130 American Lit. ENGL 2160 Philosophy & Lit. ENGL 2180 studies in African American Lit. ENGL 2190 Studies in Lit. by Women FORL 2200 Survey of National Lit. FORL 2300 Topics in National Lit. PHIL 2100 Intro to Philosophy PHIL 2120 Intro to Ethics FAny 3 credits of a Foreign Language (1001, 1002, ...)	3	
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION _____
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.A. Chemistry Education (Modified Program)

Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		

Semester Courses	Semester Hours	Completed
Area F	18 hours (Includes 2 hrs of Math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	

Major Courses	24 hours	
CHEM 2130 Sophomore Seminar (added)	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or		
CHEM 3521 Quantum Chemistry or	3	
CHEM 3522 Chemical Thermodynamics		
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910 Tools and Applications in Chemistry	3	
**CHEM Elective _____	3	
Courses from Supporting Disciplines	17 hours	
CHEM 3825 Research Methods	3	
CHEM 3815 Perspective on Science and Math	3	
BIOL 1107 + Lab	4	
BIOL 1108 + Lab	4	
FREN, SPAN, or GRMN 2001	3	
Professional Education Concentration (3000 – 4000 level courses)	21 hours	
UTCH 3001 Knowing and Learning	3	
UTCH 3002 Classroom Interactions	3	
UTCH 3003 Problem based Learning	3	
UTCH 4000 Apprentice Learning	9	
UTCH 3004 Inclusive Math & Sci Classroom	3	
Total	122 hours	

General Restrictions: No D's are permitted in a major course or professional education. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 300/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.
* Chemistry Workshop Leader (It is required to be a chemistry workshop leader for one semester. To apply as a workshop leader one must have a minimum grade of B in both CHEM 1211K and CHEM 1212K, and have a minimum GPA of 2.9. Also, the student must take the course XIDS 2002 (What do you know about Leadership) which fulfills area B-2 core requirement.
** CHEM 3130 and 3140 cannot be used here.

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

( ) Add ( ) Modify (●) Deactivate ( ) Terminate

( ) Reactivate

Modifications

[ ] Program Name [ ] Program Description [ ] Degree Name [ ] See Modification Details

Senate Review Not Required

Program Selection

College of Science and Mathematics	Bachelor of Arts with a Major in Chemistry
College	Program

Bachelor of Arts with a Major in Chemistry	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Arts	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS

(Max 4000 characters)

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 10

Comments

This is to deactivate the B.A. degree with a Major in Chemistry, Preprofessional track. I was unable to specify the track on this on-line submission process. I have upload document for this B.A. track.

(Max 4000 characters)

College Approvals

Spencer J. Slattery [APPROVED 2013-02-13]

Chair, Course Department

Scott Gordon [APPROVED 2013-02-25]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2013-02-28]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130213-... 3/5/2013

DEGREE: B.A. MAJOR: CHEMISTRY Pre-Professional Track   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____   GRE: _____ VERBAL _____ QUANT. _____ DATE _____
SS# _____   MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE _____

B.A. Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication: Choose one: COMM 1110 Public Speaking PHIL 2110 Critical Thinking ENGL 2000 American Speech ENGL 2050 Self-Staging: Oral Communication in Daily Life XIDS 1004 Oral and Technological Communication ART 2000 Oral Communication and the Visual Arts	3 3 3 3 4 3	
Choose one (if XIDS 1004 is not chosen above) CS 1000 Practical Computing XIDS 2001 What Do You Really Know About... CS 1020 Computers & Society LIBR 1101 Academic Research and the Library	1 1 1 2	
Area C - Humanities and Fine Arts	**6 hours**	
XIDS 2100	3	
Any Foreign Language 1002 or 2001	3	
Area D - Mathematics, Sciences & Quantitative Technology	**11 hours**	
PHYS 1111 or 2211	4	
PHYS 1112 or 2212	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Any Area E Elective	3	
Area F	**18 hours**(includes 2 hrs of Math from Area A & D)	
CHEM 1211K or CHEM 1230K	4	
CHEM 1212K or BIOL 1108	3/1	
MATH 2644	4	
BIOL 1107	4	
Total Core	**60 hours**	

Continued On Back

DEGREE: B.A. MAJOR: CHEMISTRY Pre-Professional Track   U.S. & GA HISTORY _____ REGENTS' TEST _____

STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____

SS# _____ MAJOR ADVISOR _____

U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.A. Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Concentration	**33-34 hours**	
CHEM 2411/2411L Organic Chem I/Lab	4	
CHEM 3422/3422L Organic Chem II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Physical Chemistry I or CHEM 3522 Physical Chemistry II	3	
CHEM 4711 Biochemistry I	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM Elective* _____	3	
CHEM Elective* _____	3	
Courses from Supporting Disciplines		
CS 2000 or 1301	3/4	
Foreign Language* 2001	3	
Minor	**15-18 hours with 9 hours above 3000**	
BIOL 1108/1108L	4	
BIOL 2134/2134L	4	
_____		
_____		
_____		
Electives	**8-12 hours**	
_____		
_____		
_____		
Total	**120 hours**	

General Restrictions: Students in this program must maintain a minimum 3.0 cumulative GPA and only one D is permitted in courses used to satisfy the major. Students must complete 8 hours (or equivalent) of Principles of Chemistry, 8 hours of Introductory Physics, Calculus I and II, 2001 (or equivalent) in a foreign language, and 6 hours of WAC courses. A maximum of 3 hours of research allowed in the degree program.

* CHEM 3130, 3140, 4083, 4084 and 4185 cannot be used here. .

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

( ) Add   ( ) Modify   (•) Deactivate   ( ) Terminate

( ) Reactivate

Modifications

[ ] Program Name   [ ] Program Description   [ ] Degree Name   [ ] See Modification Details

Senate Review Not Required

Program Selection

College of Science and Mathematics	Bachelor of Arts with a Major in Chemistry
College	Program

Bachelor of Arts with a Major in Chemistry
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Arts
Degree Name

Fall   2013
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Arts with a Major in Chemistry Program and replace the Chemistry tracks in that Program (Pre-professional, Chemical Education, and the General Track) to new Chemistry tracks offered under the Bachelor of Science Program. These new tracks to be added to the BS

(Max 4000 characters)

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Is this a SACS substantive change? **YES**   (See Policy)

Present or Projected Annual Enrollment: | 10

Comments

This is to deactivate the B.A. degree with a Major in Chemistry, Genneral track. I was unable to specify the track on this on-line submission process. I have upload document for this B.A. track.

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-13]
Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130213-...   3/5/2013

DEGREE: B.A. MAJOR: CHEMISTRY General Track   U.S. & GA HISTORY _____ REGENTS' TEST _____

STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____

SS# _____ MAJOR ADVISOR __

U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.A. with a Major in Chemistry, General Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication: Choose one: COMM 1110 Public Speaking PHIL 2110 Critical Thinking ENGL 2000 American Speech ENGL 2050 Self-Staging: Oral Communication in Daily Life XIDS 1004 Oral and Technological Communication ART 2000 Oral Communication and the Visual Arts	3 3 3 3 4 3	
Choose one (if XIDS 1004 is not chosen above) CS 1000 Practical Computing XIDS 2001 What Do You Really Know About... CS 1020 Computers & Society LIBR 1101 Academic Research and the Library	1 1 1 2	
Area C - Humanities and Fine Arts	**6 hours**	
XIDS 2100 ART 1201 Intro to Art ART 2201 History of Western Art I ART 2202 History of Western Art II MUSC 1100 Music Appreciation MUSC 1120 Survey of Jazz, Rock, & Pop Music THEA 1100 Theatre Appreciation	3	
Any Foreign Language 1002 or 2001	3	
Area D - Mathematics, Sciences & Quantitative Technology	**11 hours**	
PHYS 1111 or 2211	4	
PHYS 1112 or 2212	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Any Area E Elective	3	
Area F	**18 hours**(includes 2 hrs of Math from Area A & D)	
CHEM 1211K or CHEM 1230K	4	
CHEM 1212K or BIOL 1108	3/1	
MATH 2644	4	
CHEM 2411/2411L Organic Chem I/Lab	4	
Total Core Page 41 of 251	**60 hours**	

DEGREE: B.A. MAJOR: <u>CHEMISTRY General Track</u>   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____   GRE: _____ VERBAL _____ QUANT. _____ DATE _____
SS# _____   MAJOR ADVISOR ___
U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE _____

B.A. with a Major in Chemistry, General Track

Semester Courses	Semester Hours	Completed
Concentration	**30 hours**	
CHEM 3422/3422L Organic Chem II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Physical Chemistry I or CHEM 3522 Physical Chemistry II	3	
CHEM 4711 Biochemistry I	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM Elective* _____	3	
CHEM Elective* _____	3	
Courses from Supporting Disciplines		
CS 1301	4	
Foreign Language 2001	3	
Minor	**15-18 hours with 9-12 hours above 3000**	
Electives	**4-12 hours**	
Total	**120 hours**	

General Restrictions: Students in this program must maintain a minimum 3.0 cumulative GPA and only one D is permitted in courses used to satisfy the major. Students must complete 8 hours (or equivalent) of Principles of Chemistry, 8 hours of Introductory Physics, Calculus I and II, 2001 (or equivalent) in a foreign language, and 6 hours of WAC courses. A maximum of 3 hours of research allowed in the degree program.
*One integrated course required, CHEM 49xx or 4712. CHEM 3130, 3140, 4083, 4084 and 4185 cannot be used here.

Program View Request (Read-Only)

Originator

College of Science and Mathematics ·	Chemistry Department ·	Slattery, Spencer J. ·
College	Department	Originator

Action

- ● Add ○ Modify ○ Deactivate ○ Terminate
- ○ Reactivate

Modifications

- ☐ Program Name ☑ Program Description ☑ Degree Name ☐ See Modification Details

Senate Action Item ·

Program Selection

College of Science and Mathematics ·	Chemistry Department
College	Department

Bachelor of Science
Program Name

On Campus · — Program Location

Undergraduate · — Degree Level

Bachelor of Science Degree with a Major in Chemistry, Secondary Education Track
Degree Name

Fall · 2013 ·
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are

(Max 4000 characters)

Planning Info

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

Is this a SACS substantive change? YES · (See Policy)

Present or Projected Annual Enrollment: 5

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery [APPROVED 2013-01-04]
Chair, Course Department

Scott Gordon [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130104-... 3/5/2013

DEGREE: B.S. MAJOR: CHEMISTRY EDUCATION OPTION _____   U.S. & GA HISTORY _____ REGENTS' TEST

STUDENT _____   GRE: ___ VERBAL ___ QUANT. ___ DATE ___

Student ID _____   MAJOR ADVISOR _____

U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE ___

B.S. Degree with a Major in Chemistry, Secondary Education Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication: Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	2	
CS 1000 Practical Computing	1	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	2	
XIDS 2001 What Do You Really Know About..	1	
XIDS 2002 What Do You Really Know About ...	2	
UTeach 2001 (recommended)	1	
UTeach 2002 (recommended)	1	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit.		
ENGL 2190 Studies in Lit. by Women		
FORL 2200 Survey of National Lit.		
FORL 2300 Topics in National Lit.		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
FAny 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	

DEGREE: B.S. MAJOR: CHEMISTRY EDUCATION OPTION _____   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____   GRE: _____ VERBAL_____ QUANT. _____ DATE _____
Student ID _____   MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE _____

B.S. Degree with a Major in Chemistry, Secondary Education Track

Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		
Semester Courses	**Semester Hours**	**Completed**
Area F 18 hours (includes 2 hrs of Math from Area A & D)		
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	**60 hours**	

Major Courses	**27 hours**	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910L Tools and Applications in Chemistry	3	
**CHEM Electives _____	6	
Courses from Supporting Disciplines	**14 hours**	
CHEM 3825 Research Methods	3	
STEM 3815 Perspective on Science and Math	3	
BIOL 1107 and BIOL 1107L	4	
BIOL 1108 and BIOL 1108L	4	
Professional Education Concentration (3000 – 4000 level courses)	**21 hours**	
UTCH 3001 Knowing and Learning	*3*	
UTCH 3002 Classroom Interactions	*3*	
UTCH 3003 Problem based Learning	*3*	
UTCH 4000 Apprentice Learning	*9*	
UTCH 3004 Inclusive Math & Sci Classroom	*3*	
Total	**122 hours**	

General Restrictions: No D's are permitted in a major course or professional education. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 300/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.
* *Chemistry Workshop Leader (It is required to be a chemistry workshop leader for one semester. To apply as a workshop leader one must have a minimum grade of B in both CHEM 1211K and CHEM 1212K, and have a minimum GPA of 2.9. Also, the student must take the course XIDS 2002 (What do you know about Leadership) which fulfills area B-2 core requirement.*
 ** *CHEM 3130 and 3140 cannot be used here.*

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

◉ Add ○ Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☑ Program Description ☑ Degree Name ☐ See Modification Details

Senate Action Item

Program Selection

College of Science and Mathematics	Chemistry Department
College	Department

Bachelor of Science
Program Name

On Campus — Program Location

Undergraduate — Degree Level

Bachelor of Science with a Major in Chemistry, General Track
Degree Name

Fall · **2013** ·
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? **YES** · (See Policy)
Present or Projected Annual Enrollment: **10**

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-07]
Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130207-... 3/5/2013

DEGREE B.S. MAJOR: CHEMISTRY, GENERAL TRACK
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry – General Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 …)	3	
*Choose one (if XIDS 1004 is not chosen above)	2	
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	1	
CS 1000 Practical Computing	2	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	1	
XIDS 2001 or 2002 What Do You Really Know About..	2	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit. ENGL 2190 Studies in Lit. by Women		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, …)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics (RECOMMENDED)		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		

DEGREE: B.S. MAJOR: CHEMISTRY, GENERAL TRACK   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____
Student ID _____ MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry – General Track

Semester Courses	Semester Hours	Completed
Area F	**18 hours (Includes 2 hrs of Math from Area A & D)**	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	**60 hours**	

Must have a minimum of 39 hrs of upper level courses to complete the degree

Major Courses	27 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910 Tools and Applications in Chemistry	3	
CHEM Electives (3000 or above) _____	6	
Supporting Courses and/or Minor Discipline Courses (Refer to Course Catalogue)	**33 hours (minimum of 12 hrs 3000 or above)**	
Total	**120 hours**	

General Restrictions: No D's are permitted in a major course . A maximum of 4 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.

Program View Request (Read-Only)

Originator

College of Science and Mathematics
College

Chemistry Department
Department

Slattery, Spencer J.
Originator

Action

◉ Add ○ Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☑ Program Description ☑ Degree Name ☐ See Modification Details

Senate Action Item

Program Selection

College of Science and Mathematics
College

Chemistry Department
Department

Bachelor of Science
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science with a Major in Chemistry, Business Track
Degree Name

Fall
2013
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 10

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery [APPROVED 2013-02-07]
Chair, Course Department

Scott Gordon [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130207-... 3/5/2013

DEGREE: B.S. with MAJOR in CHEMISTRY, Business Track
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.S. with Major in Chemistry - Business Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society (RECOMMENDED to fulfill CISM 2201)	2	
CS 1000 Practical Computing	1	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	2	
XIDS 2001 or 2002 What Do You Really Know About	1 or 2	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit.		
ENGL 2190 Studies in Lit. by Women		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2105 Principles of Macroeconomics (RECOMMENDED)		
ECON 2106 Principles of Microeconomics (RECOMMENDED)		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		

DEGREE: B.S. with MAJOR in CHEMISTRY, Business Track _____ U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT_____ GRE: _____ VERBAL_____QUANT. _____ DATE_____
Student ID _____ _____ MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____ REGISTRAR _____DATE_____

B.S. with Major in Chemistry - Business Track

Semester Courses	Semester Hours	Completed
Area F	**18 hours (Includes 2 hrs of Math from Area A & D)**	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	**60 hours**	

Must have a minimum of 39 hrs of upper level courses to complete the degree

Major Courses	27 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	3/1	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4612 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910L Tools and Applications in Chemistry	3	
CHEM Electives	6	
Supporting Courses (depends on the chosen minor) and Free Electives	**8 hrs**	
Minor in Accounting, Business Administration, Management, Management Information Systems, Economics, Finance, Marketing, or Real Estate – See Course Catalogue for specific requirements that depends on the chosen field	**[Minimum 15 hours]**	
Total	**120 hours**	

General Restrictions: No D's are permitted in a major course or professional education. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level W-courses where at least one is a chemistry course and the other may be a course that is in the major program.

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

○ Add   ○ Modify   ○ Deactivate   ○ Terminate
○ Reactivate

Modifications

☐ Program Name   ☑ Program Description   ☑ Degree Name   ☐ See Modification Details

Senate Action Item

Program Selection

College of Science and Mathematics	Chemistry Department
College	Department

Bachelor of Science	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Science with a Major in Chemistry, Pre-MBA Track	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are

(Max 4000 characters)

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES   (See Policy)

Present or Projected Annual Enrollment: 10

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-07]
Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130207-...   3/5/2013

DEGREE: B.S. Degree with major in CHEMISTRY, Pre MBA Track   U.S. & GA HISTORY_____ REGENTS' TEST_____
STUDENT_____   GRE:____ VERBAL____ QUANT.____ DATE

Student ID _____   MAJOR ADVISOR_____
U.S. & GA CONSTITUTION_____   REGISTRAR _____ DATE_____

B.S. with a Major in Chemistry - Pre MBA Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
Choose one (if XIDS 1004 is not chosen above)	2	
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	1	
CS 1000 Practical Computing	2	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	1	
XIDS 2001 or 2002 What Do You Really Know About..	1 or 2	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit. ENGL 2190 Studies in Lit. by Women		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:	3	
ANTH 1102 Intro to Anthropology		
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics (RECOMMENDED)		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		

DEGREE: B.S. Degree with major in CHEMISTRY, Pre MBA Track   U.S. & GA HISTORY_____REGENTS' TEST_____

STUDENT _____   GRE:____ VERBAL____QUANT.____ DATE

Student ID _____   MAJOR ADVISOR_____

U.S. & GA CONSTITUTION _____   REGISTRAR _____DATE_____

B.S. with a Major in Chemistry - Pre MBA Track

Semester Courses	Semester Hours	Completed
Area F	**18 hours (includes 2 hrs of Math from Area A & D)**	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	**60 hours**	

Must have a minimum of 39 hrs of upper level courses to complete the degree

Major Courses	26 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910 Tools and Applications in Chemistry	3	
CHEM Electives (3000 or above)	5	
Courses from Supporting Business Disciplines	**34 hours**	
ACCT 2101 Financial Accounting	3	
ACCT 2102 Managerial Accounting	3	
ECON 2106 Microeconomics	3	
FINC 3511 Corporate Finance	3	
BUSA 2106 Legal Environment for Business	3	
ECON 3402 Statistics for Business and Economics	3	
CS 1301 or CS 1300 Introduction to Computer Science Course	3	
CISM 3330 Management of Information Systems	3	
MGNT 3600 Management	3	
MGNT 3630 Environmental Law	3	
MKTG 3803 Principles of Marketing	3	
Total	**120 hours**	

General Restrictions: No D's are permitted in a major course. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Slattery, Spencer J.
College	Department	Originator

Action

- ◉ Add
- ○ Modify
- ○ Deactivate
- ○ Terminate
- ○ Reactivate

Modifications

- ☐ Program Name
- ☑ Program Description
- ☑ Degree Name
- ☐ See Modification Details

Senate Action Item

Program Selection

College of Science and Mathematics	Chemistry Department
College	Department

Bachelor of Science		
Program Name	On Campus	Undergraduate
	Program Location	Degree Level

Bachelor of Science with a Major in Chemistry, Pre-Professional Track		
Degree Name	Fall 2013	
	Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

The aim is to deactivate the Bachelor of Art Program and convert the Chemistry tracks that were in the Bachelor of Art Program to new Chemistry tracks under the Bachelor of Science Program. These new added tracks to the BS program will not replace but rather be added to our existing BS program tracks that are

(Max 4000 characters)

Planning Info

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

Is this a SACS substantive change? **YES** (See Policy)

Present or Projected Annual Enrollment: 10

Comments

(Max 4000 characters)

College Approvals

Spencer J. Slattery   [APPROVED 2013-02-07]

Chair, Course Department

Scott Gordon   [APPROVED 2013-02-25]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130207-... 3/5/2013

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____   GRE: _____ VERBAL _____ QUANT. _____ DATE _____
Student ID _____   MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills	**9 hours**	
ENGL 1101 English Composition 1	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities	**4 hours**	
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking (recommended)	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)	2	
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	1	
CS 1000 Practical Computing	2	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	1	
XIDS (2001 What Do You Really Know About or 2002 What Do You Really Know About)...	1 or 2	
Area C - Humanities and Fine Arts	**6 hours**	
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit. ENGL 2190 Studies in Lit. by Women		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses)	**11 hours**	
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences	**12 hours**	
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:	3	
ANTH 1102 Intro to Anthropology		
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology (recommended)		
SOCI 1101 Intro to Sociology (recommended)		
SOCI 1160 Intro to Social Problems		
XIDS (2300 Interdisciplinary Studies in the Social Sciences or 2301 Intro to Global Studies)		

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION   U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____   GRE: _____ VERBAL _____ QUANT. _____ DATE _____
Student ID _____   MAJOR ADVISOR
U.S. & GA CONSTITUTION _____   REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Area F	18 hours (Includes 2 hrs of Math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	

Must have a minimum of 39 hrs of upper level courses to complete the degree

Major Courses	27 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910 Tools and Applications in Chemistry	3	
CHEM Electives (3000 or above)_____	6	
Supporting Courses	**3-4 hours**	
CS 1300 or MATH 2063 or 2654, or 3303 or SPAN 1002	3-4	
Recommended Minor in one or more of the following: Biology, Business, Psychology, or Spanish (see course catalog for required courses) 29-30 hours (Minimum of 13 hrs 3000 or above)		
Total	120 hours	

General Restrictions: No D's are permitted in a major or minor course. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.

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Course Update Request (Add, Delete, Modify)

Originator

Biology Department	College of Science and Mathematics	Kenyon, William
Department	College	Originator

Action
● Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

BIOL	4728	Bacterial Pathogenesis
Prefix	Number	Course Title

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

Course Catalog Description

3	3	3	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
BIOL 3310 (Microbiology)

Corequisites

Rationale

Bacterial Pathogenesis has been taught for several semesters as a special topics course in biology. The course has proven to be popular among biology majors on the pre-professional track and among other science majors interested in medical microbiology. Seats have filled quickly each time Bacterial Pathogenesis has been offered. Bacterial Pathogenesis is an important course for students to have on their transcripts as they apply to medical school and other professional programs in the health sciences. The course is a forerunner of what students typically encounter in medical school microbiology courses. In addition, Bacterial Pathogenesis is one of only a couple of upper-level biology courses currently offered during the spring semester which satisfy the clinical biology requirement for students on the pre-professional track. The addition of Bacterial Pathogenesis (BIOL 4728) will create a series of upper-level courses in medical/clinical microbiology which also includes Essentials of Immunology (BIOL 4727), Medical Virology (BIOL 4729), and Emerging Pathogens (BIOL 4730). As a requirement of the course, undergraduates enrolled in BIOL 4728 must complete a research paper based on an article of their choosing from the Morbidity and Mortality Weekly Report (MMWR) published by the Centers for Disease Control and Prevention (CDC). An online, virtual laboratory component is planned which will familiarize students with laboratory techniques routinely used to isolate, culture, and identify bacterial pathogens from clinical specimens.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Henry Zot	[APPROVED 2013-02-08]
Chair, Course Department	

Scott Gordon	[APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee	

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer	[APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee	

Final Approval

Jon Anderson	[REQUIRED]
Final Approver	

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121008-...   3/5/2013

Bacterial Pathogenesis (BIOL 4728)
Lecture and Laboratory Syllabus

COURSE DESCRIPTION

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. The laboratory component will focus on clinical methods routinely used to isolate, culture, and identify bacterial pathogens.

RECOMMENDED PREREQUISITES

- Microbiology (BIOL 3310)
- Cell and Molecular Biology (BIOL 3134)
- Organic Chemistry I (CHEM 2411 and CHEM 2411L)

INSTRUCTOR

Dr. William J. Kenyon
Associate Professor
Department of Biology
University of West Georgia
Carrollton, GA 30118

CONTACT INFORMATION

Office: Room 223 Biology Building
Phone: 678-839-4033 (9-4033)
Email: wkenyon@westga.edu

OFFICE HOURS

To be determined

LECTURE TEXTBOOK

Text Title: ***Microbiology with Diseases by Taxonomy***
Edition: 3rd edition (2011)
Authors: Robert W. Bauman
Publishers: Benjamin Cummings Publishing Company
ISSBN-13:   978-0-321-64043-7
ISSBN-10:   0-321-64043-8
Website: Purchasing access to the masteringmicrobiology.com website is recommended.

LABORATORY MANUAL

Text Title: ***Microbiology Laboratory Theory and Application***
Edition: 3rd edition
Authors: Michael J. Leboffe & Burton E. Pierce
Publishers: Morton Publishing Company
ISSBN: 0-89582-380-8

LEARNING OBJECTIVES

- To recognize that parisitism is a type of symbiotic relationship resulting in disease
- To identify the environmental and host factors affecting bacterial infection and disease
- To define factors affecting the spread of bacterial infections through populations
- To survey the immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of various bacterial pathogens
- To categorize bacterial virulence factors and their roles in pathogenesis
- To apply laboratory techniques commonly used in diagnostic bacteriology

READING ASSIGNMENTS

- Reading the material in the textbook and lab manual is critical for success in the course.
- The reading schedules for both lecture and lab are included in this syllabus.
- Students are expected to read the material before it is covered in lecture or lab.
- Reading the material again following each lecture or lab is highly recommended.
- Several hours per week should be devoted to reading the textbook and lab manual.

ATTENDANCE POLICIES

- Attendance is mandatory.
- Roll will be taken regularly at the beginning of lecture or lab.
- If you miss either lecture or lab, you must provide the instructor with a valid excuse.
- If planning to miss more than one class period, you must give the instructor prior notice.
- You should arrive promptly before each lecture or laboratory session begins.
- Tardiness is disruptive and will not be tolerated.
- If attendance and/or tardiness continue to be a problem, you will be reported to the university as "not engaged" in the course.

CLASSROOM BEHAVIOR

- Talking among students is expected to immediately stop once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture or lab presentation.
- If these issues become a problem, you will be reported as "not engaged" in the course.
- However, you are strongly encouraged to ask questions during the lecture.

EXAMS AND GRADING

Lecture Exams
- There will be 4 exams throughout the semester (Exam 4 is the Final Exam).
- Use the large scantron form #229633 for each exam.
- There will be approximately 50 questions per exam.
- Each exam is worth 100 points.
- Question formats include multiple choice, true or false, matching, *etc.*
- If a student is absent on the day of an exam, the exam cannot be made up unless the student provides the instructor with a valid written excuse within one week.

MMWR Papers
- Each student is required to submit a research paper based on an article from the *Morbidity and Mortality Weekly Report* (MMWR) published by the Centers for Disease Control and Prevention (CDC).
- Each MMWR paper is worth 200 points.

Laboratory Quizzes
- Quizzes will be given the Tuesday after each laboratory exercise is completed.
- There will be 10 lab quizzes.
- Each lab quiz is worth 20 points for a total of 200 laboratory points.

Final Grades
- There are 800 total points possible for the course:
  - 400 points from lecture exams
  - 200 points from MMWR papers/presentations
  - 200 points from laboratory quizzes
- Final course letter grades are based on the following standard scale:
  - **A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%**

Missed Exams
- If you miss an exam, immediately contact the instructor to reschedule the exam.
- You must have a valid written excuse (*e.g.*, from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make up exams will be allowed during the last week of the course.
- The final exam cannot be made up under any circumstances! Do not miss the final!
- It is your responsibility to regularly check your CourseDen grades and Email.

Missed Laboratory Exercises and Quizzes
- It is critical that all students arrive on time for each laboratory session.
- If you arrive late, you will not be given additional time for completing lab exercises.
- Laboratory exercises cannot be made up.
- If you are absent, you must supply the instructor with a valid written excuse.
- With a permitted absence, lab quizzes can be made up within one week.

STUDYING ADVICE

1) Read the material in the textbook and lab manual before coming to class.
2) Attend every lecture and lab and be on time for the beginning of class.
3) Study the lecture slides (lecture slides will be posted on CourseDen).
4) Take detailed notes during lecture and lab.
5) Ask questions during lecture and lab.
6) After class, review the text and organize your notes.
7) Use the study aids at the end of each chapter and on the textbook website.
8) Discuss the material with classmates.
9) Spend several hours per week studying for this course.
10) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating will not be tolerated in any form.
- During exams and quizzes, please keep your eyes on your exam.
- Do not let others look at your exam or quiz.
- Cheating automatically results in receiving zero points for that exam or quiz.
- Please refer to the UWG Student Handbook for university-wide policies on cheating.

LABORATORY RULES AND SAFETY

- No eating, drinking, or chewing is allowed in the lab.
- No children are allowed in the lab.
- Treat all cultures appropriately because they are all biohazardous!
- Notify the instuctor if you are immuno-suppressed or immuno-compromised.
- Wear an old shirt or a lab coat to protect your clothing.
- Wear shoes that cover the tops and bottoms of your feet (no sandals).
- Long hair should be tied back.
- At the beginning of lab, disinfect you bench and wash your hands.
- At the end of lab, disinfect your bench and wash your hands.
- Keep personal belongings off your workbench and the floor underneath you.
- Electric sterilizers are extremely hot! Keep hands, personal belongings, and flammable reagents at a safe distance from the sterilizers.
- Immediately report accidents (culture spills, *etc.*) to your instructor.

REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

Bacterial Pathogenesis Lecture Schedule

Dates To Be Determined	Lecture and Exam Schedule	Reading Assignments
	Introduction and Syllabus	
	Symbiosis and Normal Microbiota	Chapter 14
	Portals of Entry and Adhesion	Chapter 14
	Portals of Entry and Adhesion	Chapter 14
	Virulence Factors	Chapter 14
	Virulence Factors	Chapter 14
	Stages of Disease & Reservoirs	Chapter 14
	Stages of Disease & Reservoirs	Chapter 14
	Modes of Transmission	Chapter 14
	Modes of Transmission	Chapter 14
	Epidemiology	Chapter 14
	Epidemiology	Chapter 14
	Nosocomial Infections	Chapter 14
	Exam 1	*Chapter 14*
	Innate Immunity: First Line Defenses	Chapter 15
	Innate Immunity: Second Line Defenses	Chapter 15
	Innate Immunity: Second Line Defenses	Chapter 15
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Exam 2	*Chapters 15 and 16*
	Staphylococcus	Chapter 19
	Streptococcus	Chapter 19
	Streptococcus and *Enterococcus*	Chapter 19
	Bacillus and Clostridium	Chapter 19
	Listeria, Mycoplasma, and *Corynebacterium*	Chapter 19
	Mycobacterium	Chapter 19
	Propionibacterium, Nocardia, and *Actinomyces*	Chapter 19
	MMWR Presentations and Papers	
	Exam 3	*Chapter 19*
	Neisseria	Chapter 20
	The Family Enterobacteriaceae	Chapter 20
	Pasteurella and *Haemophilus*	Chapter 20
	Bartonella, Brucella, Bordetella, Burkholderia, and *Pseudomonas*	Chapter 20
	Francisella, Legionella, Coxiella, Bacteroides, and *Provetella*	Chapter 20
	Rickettsias and Chlamydias	Chapter 21
	Spriochetes and Vibrios	Chapter 21
	MMWR Presentations and Papers	
	Exam 4 (Final Exam)	*Chapters 20 and 21*

Bacterial Pathogenesis Laboratory Schedule

Week	Day of the Week	Laboratory Exercises
1	T	Introduction to laboratory equipment and safety guidelines
	R	Exercise 1-1: Glow-Germ Hand Wash Education System
2	T	Exercise 7-6: Epidemic Simulation
	R	Exercise 7-5: Morbidity and Mortality Weekly Report (MMWR) Assignment
3	T	Exercise 7-2: Lysozyme Assay
	R	Exercise 11-4: Slide Agglutination
4	T	Exercise 1-4: Streak Plate Methods of Isolation (review and practice)
	R	Exercise 3-7: Gram Stain (review and practice)
5	T	Exercise 4-2: Columbia CNA with 5% Sheep Blood Agar
		Exercise 4-5: MacConkey Agar
	R	Interpretation of results from Exercises 4-2 and 4-5
6	T	Exercise 4-3: Bile Esculin Test
		Exercise 4-4: Mannitol Salts Agar
		Exercise 4-6 Eosin Methylene Blue Agar
		Exercise 4-7 Hektoen Enteric Agar
	R	Interpretation of results from Exercises 4-3, 4-4, 4-6, and 4-7
7	T	Exercise 5-5: Catalase Test
		Exercise 5-6: Oxidase Test
	R	*No Lab*
8	T	Exercise 5-3: Phenol Red Broth
		Exercise 5-10: Decarboxylation Tests
		Exercise 5-11: Phenylalanine Deaminase Test
	R	Interpretation of results from Exercises 5-3, 5-10, and 5-11
9	T	Exercise 5-20: SIM Medium
		Exercise 5-4: Methyl Red and Voges-Proskauer Tests
		Exercises 5-13: Usea Hydrolysis
		Exercise 5-8: Citrate Test
	R	Interpretation of results from Exercises 5-20, 5-4, 5-13, and 5-8
10	T	Exercise 5-25: Blood Agar
		Exercise 5-26: CAMP Test
		Exercise 5-27: Coagulase Tests
		Exercise 5-24: Bacitracin, Novobiocin, and Optochin Susceptibility Tests
	R	Interpretation of results from Exercises 5-25, 5-26, 5-27, and 5-24
11	T	Exercise 5-30: Enterotube II
		Exercise 5-29: API 20 E Identification System for *Enterobacteriaceae*
	R	Interpretation of results from Exercises 5-30 and 5-29
12	T	Exercise 5-31: Bacterial Unknowns Project
	R	Exercise 5-31: Bacterial Unknowns Project
13	T	Exercise 5-31: Bacterial Unknowns Project
	R	Exercise 5-31: Bacterial Unknowns Project
14	T	Exercise 5-31: Bacterial Unknowns Project
	R	Make up quizzes and lab clean up

Program View Request (Read-Only)

Originator

College of Social Sciences	Anthropology Department	Gezon, Lisa
College	Department	Originator

Action

○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item

Program Selection

College of Social Sciences	Bachelor of Science with a Major in Anthropology
College	Program

Bachelor of Science with a Major in Anthropology
Program Name

On Campus	Undergraduate
Program Location	Degree Level

Bachelor of Science
Degree Name

Spring	2013
Effective Semester/Year	

Modification Details

Eliminate the designation of Pre-Anthropology major.

(Max 4000 characters)

Rationale

That is a functionally irrelevant category within our major. We never installed this designation and it is hurting our ability to be in touch with students who enter UWG with the intention of majoring in Anthropology. Eliminating this will enhance PPG through our program

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Is this a SACS substantive change? **?**   (See Policy)

Present or Projected Annual Enrollment: 20

Comments

(Max 4000 characters)

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Lisa Gezon   [APPROVED 2012-11-09]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=121109-... 3/5/2013

Program View Request (Read-Only)

Originator
College of Science and Mathematics ·	Geosciences Department ·	Seong, Jeong ·
College	Department	Originator

Action
○ Add ◉ Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item ·

Program Selection
College of Science and Mathematics ·	Bachelor of Science with a Major In Geography ·
College	Program

Bachelor of Science with a Major In Geography	On Campus ·	Undergraduate ·
Program Name	Program Location	Degree Level

Bachelor of Science	Fall · 2013 ·
Degree Name	Effective Semester/Year

Modification Details
Request for adding GEOG 2553 (Introduciton to GIS and Mapping Science) to Area D of the Core Curriculum. Please see the attachments for more detail.

(Max 4000 characters)

Rationale
Please see the attachments.

(Max 4000 characters)

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? ? · (See Policy)

Present or Projected Annual Enrollment: 100

Comments
Please contact me (jseong@westga.edu) or Dr. Rose (srose@westga.edu) if you have any questions.

(Max 4000 characters)

College Approvals

Scott Gordon   [APPROVED 2012-11-26]
Coordinator, COSM Curriculum Committee

Curtis L. Hollabaugh   [APPROVED 2012-10-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Request for Modifying the Category 2 in <u>Options I and II of Area D</u>
by Adding GEOG 2553 (Introduction to Geographic Information Systems and Mapping Science)

Requested by Dr. Jeong C. Seong, Professor
Department of Geosciences, UWG. 9-4069. jseong@westga.edu

1. Modification Details

a. Change the Category 2 of <u>Option I</u> in Area D as follows:

Current	New Change
2. Mathematics, Science, and Quantitative Technology Courses: Take any one from the list below or the list above as long as no more than two of the three courses in Area D are from the same discipline. CS 1030 Introduction to Computer Concepts - 3 CS 1300 Intro to Computer Science - 4 CS 1301 Computer Science I - 4 CS 1302 Computer Science II - 4 CS 2000 Applied Computing for the Sciences - 3 MATH 1111 College Algebra - 3 MATH 1413 Survey of Calculus - 3 MATH 1634 Calculus I - 4 MATH 2063 Applied Statistics - 3 MATH 2644 Calculus II – 4	**2. Mathematics, Science, and Quantitative Technology Courses:** Take any one from the list below or the list above as long as no more than two of the three courses in Area D are from the same discipline. CS 1030 Introduction to Computer Concepts - 3 CS 1300 Intro to Computer Science - 4 CS 1301 Computer Science I - 4 CS 1302 Computer Science II - 4 CS 2000 Applied Computing for the Sciences – 3 **GEOG 2553 Introduction to GIS and Mapping Science - 3** MATH 1111 College Algebra - 3 MATH 1413 Survey of Calculus - 3 MATH 1634 Calculus I - 4 MATH 2063 Applied Statistics - 3 MATH 2644 Calculus II - 4

b. Change the Category 2 of <u>Option II</u> in Area D as follows:

Current	New Change
2. Mathematics, Science, and Quantitative Technology Courses: Students may take one from either the list below or from the list above as long as no more than two courses are from the same discipline. *A course listed 3+1 above may be taken without the lab component to be used as a non-lab option here. Mathematics, computer science, and most science majors must take MATH 1634. Engineering majors must take MATH 2644. MATH 1634 Calculus I - 4 MATH 2063 Applied Statistics - 3 MATH 2644 Calculus II - 4 CS 2000 Applied Computing for the Sciences - 3	**2. Mathematics, Science, and Quantitative Technology Courses:** Students may take one from either the list below or from the list above as long as no more than two courses are from the same discipline. *A course listed 3+1 above may be taken without the lab component to be used as a non-lab option here. Mathematics, computer science, and most science majors must take MATH 1634. Engineering majors must take MATH 2644. CS 2000 Applied Computing for the Sciences – 3 **GEOG 2553 Introduction to GIS and Mapping Science - 3** MATH 1634 Calculus I - 4 MATH 2063 Applied Statistics - 3 MATH 2644 Calculus II - 4

2. Rationale

a. Principles and applications of Geographic Information Systems (GIS) and mapping science pervade today's society (e.g. the Google maps vs. iPhone 5 map case) and are increasingly prominent in daily decision-making in contexts ranging from household life and scientific study in a wide range of fields to government, business, and nonprofit operations, from the local to the global. Mapping and GIS – a STEM field incorporating geospatial technologies, spatial analysis, and data visualization – are central to land parcel management, community and urban planning, wildlife management, resource management, archeology, energy exploration, market analysis, supply chain management, political campaigning, electoral redistricting, engineering, surveying, military, soil management, disaster response and management, facility management, local/public utility operations, homeland security, etc., to name a few. It is not unusual for job descriptions in these areas to specify GIS skills.

b. More and more students from diverse fields are demanding GIS and mapping skills. In Fall 2012, for example, the GEOG 2553 (GEOG 5551 for graduate students) course is taken by Environmental Studies, Geology, Geography, Political Science, Planning, Pre-Nursing, Environmental Science, Mass Communications, Sociology, Secondary Education, Public Administration, Criminology and GIS certificate program students. The number of students taking GEOG 2553 (and 5551) has increased steadily. In Fall 2012, for example, there are 21 students in GEOG 2553 and 11 students in GEOG 5551. GEOG 2553 and GEOG 5551 are offered during Fall and Summer each year and student demands have been increasing year after year.

c. The Core Curriculum of Gainesville State College offers "Geographic Information Science (GISC 2011)" as an option in Area D (http://www.gsc.edu/academics/catalogs/Pages/CoreCurriculum.aspx). The course description reads as follows:

> "An introduction to the principles and applications of Geographic Information Systems. Examines the accuracy and applications of geographic information including spatial analysis, data management, data visualization, and data retrieval. Emphasis is placed on the interdisciplinary nature of GIS and its relevance to society. The course involves hands-on computer exercises."

d. GEOG 2553 satisfies the Area D learning outcomes as follows:
   1) To demonstrate an understanding of basic scientific concepts in a discipline or across disciplines
      ⇨ As shown in the syllabus attached, the topics covered by GEOG 2553 are epistemologically and methodologically scientific. Examples are ellipsoid and geoid of the earth, national geodetic datums (i.e. benchmarks), map projections and coordinate systems, geographic data classification and visualization, intersection and resection using azimuths and a map, vector and raster data structures in GIS, global positioning systems and accuracy enhancement techniques, remote sensing principles and radiometric image interpretations, aerial photos and airphoto survey, and mapping with GIS. Those topics rely upon the theories and methodologies that can be reproduced, are based in systems of logic, and involve testing through observation—all defining features of "science".

   2) To demonstrate an appreciation of the role of science and technology in everyday life
      ⇨ After finishing GEOG 2553 students will be able to appreciate the role of science and technology because GEOG 2553 teaches various mapping and spatial analytic platforms underlying GPS

Navigation systems, Google Earth, ESRI ArcGIS™, online maps, and map apps on smartphones. Those are indispensable parts of our everyday life.

3) To apply the scientific method in appropriate projects
   ⇨ GIS and mapping science provide a means of acquiring knowledge about geographic distributions and places through systematic measurement and testing. In GEOG 2553 students will apply methods and techniques of geographic data collection, conduct analyses and produce visualizations of those data, in hands-on exercises and assignments.

4) To demonstrate logical thinking and analytical reasoning in problem solving
   ⇨ GEOG 2553 supports logical thinking and analytical reasoning through GIS analyses with multiple variables. One example involves a seemingly basic task of finding suitable locations for a new high school in a county. Students engaged with this problem use GIS to solve it by identifying various relevant "themes" (geographic data layers), such as land use, land cover, planning zones, road networks, conservation lands, wetlands, digital elevation model, housing units, census tracts, current school zones, and future county/city plans. Secondary information is derived from the original variables in the GIS database, and suitable locations are identified by overlaying the variables and examining spatial relationships. Finally, the best candidate-location is identified through statistical analysis and by considering costs/benefits and a range of socio-economic impacts. This is a typical problem solving approach in GIS in which logical thinking and analytical reasoning are critical.

5) To collect and analyze data and to formulate appropriate conclusions from data analysis
   ⇨ GIS and mapping science rely on geospatial data. The geospatial data are frequently collected with GPS, aerial photos, satellite imagery and digitizing. Vast amount of existing datasets are also retrieved from state-wide GIS data clearinghouses, U.S. Geological Survey, NASA, or U.S. Department of Agriculture. Students will learn how to use GPS field data as well as secondary data. Aerial photos will also be used as background of vector features (i.e. points, lines and polygons). By integrating multiple layers in various problem-solving contexts, students will be able to develop a capacity to formulate appropriate conclusions.

6) To communicate scientific ideas
   ⇨ GIS and mapping science help communicate scientific ideas by using maps as communication media. Students will learn various ways of representing geographic data in the form of maps, graphs, and tables. Students will learn introductory cartographic principles underlying color use, map symbols (legends, scale bars, captions, etc.), feature labels, and so on in order to produce legible outputs of data and analytical findings. Students will also learn how to read maps critically in terms of accuracy, propaganda, and validity.

3. Impacts on Existing Programs or Other Disciplines

a. The Geography degrees (B.A. and B.S.) require GEOG 2553 as a required course in Area F. After the approval of this proposal, the current description of "GEOG 2553 Introduction to GIS and Mapping Science – 3 credit hours" needs to be changed to "GEOG 2553 Introduction to GIS and Mapping Science – 3 credit hours, **if not taken in Area D.**"

b. No impacts on other programs beyond Geography are expected from this proposed change.

4. Attachments

    a. Syllabi (Fall 2010, Summer 2012, Fall 2012)

    b. U.S. Department of Labor. "High Growth Industry Profile - Geospatial Technology"

    c. Esri. "STEM Education's Critical Dependence on GIS"

Continue ...

Syllabus Example 1

GEOG 2553: Introduction to GIS and Mapping Science
Fall 2010 - M W 2:00 - 3:15 pm
Callaway Annex, Room 156

Instructor: Dr. Shea Rose
               Department of Geosciences, Callaway Annex, G-55
               srose@westga.edu
Office hours: Tuesdays and Thursdays (2:00-3:00), or by appointment.
Phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description and Objectives:

This is an introductory course in GIS and mapping science. Fundamentals of spatial analysis and mapping will be examined. This includes coordinate systems, projections, map components and reading. GIS, GPS, and remote sensing will also be introduced.

Course Materials:

Text: Kimerling, A.J., Buckley, A.R., Muehrcke, P.C., Muehrcke, J.O., 2009. Map Use – Reading and Analysis. 6th Ed. ESRI Press. Redland California, USA.
Flash drive or external hard drive.
Additional materials will be made available using CourseDen.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of Exams, Exercise Modules, and Assignments.
Exams   40%
Exercise Modules   40%
Assignments   20%
Exercise Modules are due by noon on Friday of the week specified in the class schedule. Late assignments will not be accepted.

Grading Scale:

A: 90% – 100%
B: 80% – 89%
C: 70% – 79%
D: 60% – 69%
F: 0 – 59%

Make-ups:
Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups. In-class assignments cannot be made up.

General Expectations and Classroom Protocol:
- Be prepared to start class promptly at 2:00. Students needing to leave early must inform the instructor ahead of time.
- Attendance is important. If you miss six times or more, you will be withdrawn from the class. Exceptions are for verified medical emergencies only.
- Students should expect to spend additional time in the GIS lab completing assignments. It is open to students Monday – Friday from 9:00 am until 5:00 pm, unless classes are in session.
- You are welcome to save your work in the student work directory on a GIS lab computer. However, you must also save your work to your personal flash drive or external hard drive.
- Students are responsible for acquiring any missed class materials. I will not provide lecture notes; you must get them from classmates.
- Use of electronic devices, except for note-taking purposes, is a distraction and is not permitted.
- The use of audio or video recording devices during class is prohibited.

CLASS SCHEDULE
(Subject to revision.)

Week		TOPIC	Module
1	Aug. 16, 18	Syllabus; Introduction	1
2	Aug. 23, 25	Mapping Concepts	1 Due
3	Aug. 30, Sept. 1	Earth Coordinates	2
4	Sept. 6, 8	*Labor Day;* Projecting the Earth	2 Due
5	Sept. 13, 15	Coordinate Systems	3 Due
6	Sept. 20, 22	Map Components	4 Due
7	Sept. 27, 29	Map Reading	5
8	Oct. 4, 6	Exam 1	5 Due
9	Oct. 11, 13	Spatial Data	6
10	Oct. 18, 20	GPS Technology	6 Due
11	Oct. 25, 27	GIS	7
12	Nov. 1, 3	GIS	7 Due
13	Nov. 8, 10	Remote Sensing	8
14	Nov. 15, 17	Air Photo	8 Due
15	Nov. 22, 24	No class due to conference; *Thanksgiving*	
16	Nov. 29, Dec. 1	Spatial Analysis	
	December 6 -	FINAL EXAM (2 pm – 4 pm)	

Syllabus Example 2

Course Syllabus
Introduction to GIS and Mapping Sciences
Department of Geosciences, University of West Georgia

Course Information

Course

Course Number/Section	GEOG 2553 N01
Course Title	Introduction to GIS and Mapping Sciences
Term and Dates	2012 Summer Session I (May 7 – May 23)

Professor Contact Information

Professor	Jeong C. Seong, Ph. D.
Office Phone	678-839-4069. Cell phone: 770-862-9275.
Email Address	jseong@westga.edu
Office Location	Callaway Annex building (Room #161)
Contact	By appointment. Send email for appointment.

Lab Assistant

Name	Mr. Jared Ogle
GIS Lab Location	#156 Callaway Building, UWG.
Accessing the GIS Lab	GIS Lab is mostly available during office hours. In case that the GIS Lab is closed, ask help from one of the following:

- Jeong C. Seong (Callaway Bldg #161)
- John Congleton, GIS Lab Manager (Callaway Bldg #160)
- Staff in the Geosciences Department (Callaway Bldg #148)

* Note: ArcGIS 10 is installed on the lab computers. Make sure that you carry your data in a USB drive. The data in lab computers are subject to be erased without any notice.

About the Instructor
I have developed my career in the GIS and Geospatial field since 1990. Find more information on me at http://www.westga.edu/~geosci/webdata/vitae/data/seong.pdf.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
No prerequisites

Course Description
This class is designed to provide the fundamental foundation of GIS and mapping science. After finishing this course, students are encouraged to take GIS. After taking GIS, you can take Computer Cartography and Adv. GIS & Spatial Analysis. This is one of the core courses in the Geography Programs (BA, BS and GIS Certificate).

Student Learning Objectives/Outcomes
- Understanding mapping sciences
- Using mapping tools and techniques (ArcGIS)
- Understanding map projections
- Map reading and interpretation
- GPS, GIS, Remote Sensing, Airphoto

Textbooks and Materials
One of the following textbooks is strongly recommended:

- ❖ John Campbell, 2001. Map Use & Analysis. 4th ed. McGraw Hill. 372p.
- ❖ Bradley Shellito, 2011. Introduction to Geospatial Technologies. 1st ed. WH Freeman. P.452.
- ❖ Kimerling, et al., 2009. Map Use – Reading and Analysis. 6th ed. ESRI Press. 493p.

Course Policies
Make-up exams
Not allowed.

Extra Credit
There are three extra credit opportunities. Each will give 1% of the maximum grade possible.
1. Pre-test (1%)
2. Post-test (1%)
3. Course/instructor Evaluation (1%)

Late Work
Not allowed.

Special Assignments
No such assignments available.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in CourseDen to monitor student activity.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Policy on Server Unavailability or Other Technical Difficulties
The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Technical requirements include but are not limited to:

Hardware
- ⊕ A Pentium processor or equivalent system with Windows 2000, XP, Vista, 7, 2003 or 2008.
- ⊕ Internet access with high-bandwidth connection
- ⊕ 512 MB system Ram; 4GB free disk space or sufficient storage
- ⊕ Sound card and CD/DVD-ROM capabilities

Software
- ⊕ Web browser: Internet Explorer and Firefox recommended
- ⊕ Office program: MS Office. If MS Office is not available, use the OpenOffice, freely available from http://www.openoffice.org
- ⊕ MS Office is also available to UWG students for free. Visit the UWG ITS department website for more information.

- A zipping utility program: If you don't have one, download and install 7-zip from http://www.7-zip.org/
- Windows Media Player and Flash player

Access to GIS Software

We will use ArcGIS from ESRI, Inc. (http://www.esri.com). ArcGIS is most widely used in the GIS industry. There are two options for you to access the ArcGIS software:

1. Using the GIS Lab in #156 Callaway Building, UWG
2. Installing ArcGIS in your laptop/desktop

You must have ArcGIS 10 installed in your computer ASAP. If you choose Option 2, get your copy from me or from http://www.esri.com/software/arcgis/arceditor/evaluate.html; and, install it by yourself, or stop by the GIS lab and see Mr. Ogle for help.

Course Access and Navigation

This course was developed using a web course tool called CourseDen. It is to be delivered entirely online. Students will use their UWG account to login to CourseDen at: http://webct.westga.edu.

If you are not familiar with CourseDen or online course, visit http://www.westga.edu/~distance/webct1/students/.

Communications

Interaction with everybody (other students and instructors):
I am going to send announcements to your UWG email account. Check your UWG email account regularly.

Interaction with Instructor: Students may send personal concerns or questions to the instructor using the regular email tool. The instructor will reply to student emails within 3 working days under normal circumstances.

Make sure you visit CourseDen at least once a day.

Student Resources

The following university resources are available to students:
- UWG Distance Learning: http://www.westga.edu/~distance/
- Library: http://www.westga.edu/~library/

Student Assessments

Grading Information
Grading scale (100%)
- Quizzes: 35%
- Final cumulative exam: 15%
- Assignments: 15%
- Exercises: 35%

      A: 90%-100%   B: 80%-89%   C: 70%-79%   D: 60%-69%   F: 59% or less

Grading Policy
- Do not submit your assignment to my e-mail (jseong@westga.edu).
- Late submissions are not accepted.
- There is no curving.

✣ Final grades will be available from the BanWeb.

Assignments
You will do exercises and assignments.

Exams and quizzes
Exams and quizzes are from the lecture material. Use a textbook to broaden and deepen your understanding of the lecture topics. You can use anything to answer questions. In addition, there will be a time limit in each quiz or exam. This course does not require a proctored final examination.

Final Exam

There is an online final exam. It will be open only for one day. It is **cumulative** covering all the topics from lectures and quizzes. You can use any material to answer questions. In addition, there will be a time limit. Please make yourself be prepared.

Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the web page - http://www.westga.edu/~handbook/index.php. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Course Evaluation

As required by UWG academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. An online assessment form will be made available for your confidential use. Please look for the notice in CourseDen or emails from the University towards the end of the course.

University Policies

Student Conduct & Discipline
The University System of Georgia and The University of West Georgia have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the Student Handbook available at http://www.westga.edu/~handbook/index.php.

Academic Integrity
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see Student Handbook for details).

Email Use
The University of West Georgia recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UWG email address and that faculty and staff consider email from students official only if it originates from a UWG student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UWG furnishes each student with a free email account that is to be used in all communication with university personnel.

Withdrawal from Class
The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures
Procedures for student grievances are found in *Student Handbook*.

Incomplete Grade Policy
A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control. An instructor who assigns a grade of "I" will submit an Incomplete Grade Statement form (available on the Academic Affairs Office web page) to the Registrar's Office indicating the level of performance (A, B, C, or D) excluding the missed work and the work that must be done to remove the incomplete. The Registrar will file one copy with the student's permanent record and send one copy to the appropriate department chair. The instructor should also retain one copy. It is the responsibility of the student receiving an "I" to arrange with the instructor (or the department chair if the instructor is not available) to complete the required work. An undergraduate student must remove an "I" during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to "F". Graduate students must remove an "I" within one calendar year or the "I" becomes an "F". A student completing the work for a course in which an "I" was received should never re-enroll in the course in a subsequent semester.

Disability Services
The Student Development Center coordinates special services for students with a temporary or permanent physical or psychological disability or learning disorder (learning disorders include attention deficit disorder, acquired brain injury, and learning disability). To receive the services, a student must provide recent documentation—test evaluations that say clearly that a physical, psychological or learning disorder is present.

For all types of disability, certain accommodations are provided in order to diminish as far as is possible the effect the disability may have on learning, performance in class, and testing. These accommodations are determined and developed on a case by case basis by the Coordinators of Disability Services for Students, based on the student's documentation and on a personal interview with the student, as well as with the student's parents when appropriate.

Course Syllabus   *Page 5*

Accommodations may include but are not limited to the following:
- Early Bird registration for all students with a disability
- A written, individualized Student Accommodations Report for professors, if desired
- Modification of test format
- Substitution of English language courses for a foreign language requirement
- Tutoring
- Special test administrations
- Extended test times
- Preferred seating in classrooms

Help in locating and acquiring necessary classroom assistance for students with a disability is provided by the Coordinators of Disability Services and includes such aids as note takers, sign language interpreters, books on tape, readers, special furniture, student aides, assistive technology, and other such assistance as is needed.

Contact: 272 Parker Hall. 678-839-6428. 8:00 a.m. – 5:00 p.m. Monday – Friday

The Student Development Center is located in Parker Hall, just over the Registrar's Office. Students may call or come by from 8:00 a.m. to 5:00 p.m. to schedule an appointment or to inquire about programs or services. Although some services may be available on the day they are requested, counseling sessions are held by appointment only, usually within a few days of the request.

Schedule (GEOG 2553 N01)

The following schedule is provided for your reference. Because this is an online course, your progress management is very important. The daily work would take at least 3-4 hours. Manage your time and progress very carefully. It will be impossible to finish all the course works in some days or so.

Date	Contents & Tasks
5/7 M	❑ Being familiar with the course ❑ Preparation - Make sure that you have access to the ArcGIS software ❑ Lecture Material 01 – Introduction to GIS and Mapping Sciences ❑ Quiz01 ❑ Exercise - ESRI Module 1
5/8 T	❑ Lecture Material 02 – Earth and Geographic Coordinates ❑ Quiz02 ❑ Exercise - ESRI Module 1
5/9 W	❑ Lecture Material 03 – Projecting the Earth ❑ Quiz03 ❑ Exercise - ESRI Module 2
5/10 R	❑ Lecture Material 04 – Coordinate Systems ❑ Quiz04 ❑ Exercise - ESRI Module 2
5/11 F	❑ Lecture Material 05 – Map Reading ❑ Quiz05 ❑ Exercise - ESRI Module 3 ❑ Assignment 1
5/14 M	❑ Lecture Material 06 – Mapping Components ❑ Quiz06 ❑ Exercise - ESRI Module 4
5/15 T	❑ Lecture Material 07 – Global Navigational Satellite Systems ❑ Quiz07 ❑ Exercise - ESRI Module 5

5/16 W	❑ Lecture Material 08 – GIS ❑ Quiz08 ❑ Exercise - ESRI Modules 5 & 6
5/17 R	❑ Lecture Material 09 – Airphoto ❑ Quiz09 ❑ Exercise - ESRI Module 6
5/18 F	❑ Lecture Material 10 – Remote Sensing ❑ Quiz10 ❑ Exercise - ESRI Module 7 ❑ Assignment 3
5/21 M	❑ Lecture Material 11 – LiDAR ❑ Quiz11 ❑ Exercise - ESRI Module 8 ❑ Assignment 2
5/22 T	❑ Lecture Material 12 – Internet Mapping ❑ Quiz12 ❑ Preparation for Final Exam ❑ Due of exercises, assignments and quizzes
5/23 W	❑ Final Exam (This exam is cumulative covering all eleven topics. 164 questions)

Note: These descriptions and timelines are subject to change at the discretion of the Professor.

[End]

Syllabus Example 3

Introduction to GIS and Mapping Science
GEOG 2553. 3 credits. 2012 Fall (TR 9:30 – 10:50am)

Instructor:
Dr. Jeong Chang Seong. Office: Callaway Annex #161.
Email: jseong@westga.edu. Tel.: (678) 839-4069. Office
Hours: TR 11:00-12:00 & 2:30-5:00, or by appointment.

Course Description and Objectives:
This class is designed to provide the fundamental foundation
of GIS and mapping science. After finishing this course,
students are encouraged to take GIS. After taking GIS, you
can take Computer Cartography and Adv. GIS & Spatial
Analysis. This is one of the core courses in the Geography
Programs (BA, BS and GIS Certificate).

Learning objectives
Understanding mapping sciences. Using mapping tools and
techniques (ArcGIS). Understanding map projections. Map
reading and interpretation. Understanding GPS, GIS,
Remote Sensing, and Airphoto

Grading
Exams: 40%. Assignments: 30%. Exercises: 30%. A: 90%-
100%. B: 80%-89%. C: 70%-79%. D: 60-69%. F: 0-59%.

Textbook (Recommended)
Bradley Shellito, 2011. Introduction to Geospatial
Technologies. 1st ed. WH Freeman. P.452.

Class Schedule (Tentative):

Week	Topics
8/21,23	Introduction
8/28,30	Measuring the earth
9/4,6	Projection
9/11,13	Coordinate Systems Exam #1
9/18,20	Map Reading
9/25,27	Mapping components
10/2,4	GNSS Exam #2
10/9,11	GIS
10/16,18	Airphoto
10/23,25	Remote Sensing Exam #3
10/30,11/1	LiDAR
11/6,8	Internet Mapping
11/13,15	Maps & Society
11/20,22	Assignment (project)
11/27,29	Thanksgiving (No class)
12/4,6	Assignment (project). Exam #4

Note
Do not submit your assignment via e-mail. Late submissions
are not accepted. Exams are in the multiple choice format.
No make-up exam. No special assignment. Final grades will
be available from the BanWeb. Announcements will be
made in class or using the MyUWG email list.

Class Website
✦ http://webct.westga.edu

Attendance
1. The absence from a class is accepted at the following situations:
    - medical emergencies of the student, spouse, child or parents
      proved by medical doctor's note/letter.
    - major-related professional works such as the following:
      1) conference participation proved by conference schedule
         with a registration receipt
      2) field work proved by the field work course instructor
      3) job interview proved by employer's appointment letter
2. Acceptable documents or proofs can be changed by the course
    instructor at any time.
3. If a student misses three (3) or four (4) classes without any acceptable
    proof, the student's final grade will be demoted to one step (i.e. from
    'A' to 'B', from 'B' to 'C', from 'C' to 'D', and from 'D' to 'F').
4. If a student misses five (5) or more classes without any acceptable
    documents, the student will receive 'F' as the final grade.
5. The cumulative one hour of unacceptable tardiness will be counted as
    one incident of absence.

Academic dishonesty
Students at West Georgia assume responsibility for upholding the honor
code. West Georgia students pledge to refrain from engaging in acts that do
not maintain academic and personal integrity. These include, but are not
limited to, plagiarism, cheating, fabrication, aid of academic dishonesty,
lying, bribery or threats, and stealing.

> Cheating: "using or attempting to use unauthorized materials,
> information or study aids"

> Fabrication: "falsification or unauthorized invention of any
> information or citation"

> Plagiarism: "representing the words or ideas of another as one's
> own. Direct quotations must be indicated and ideas of another
> must be appropriately acknowledged"

1. Cheating, fabrication and plagiarism will not be tolerated.
2. One incident of any cheating, fabrication or plagiarism will fail the
    test or assignment. In addition, it will demote the student's final grade
    to three steps (i.e. from 'A' to 'D', from 'B' to 'F', from 'C' to 'F',
    and from 'D' to 'F').
3. Two incidents of any cheating, fabrication or plagiarism will make the
    student fail the course with 'F' as the final grade.
4. Decision on cheating, fabrication or plagiarism will be made by the
    undisclosed departmental faculty committee, and the decision will be
    delivered to the student.
5. In addition, the committee decision will be reported to the Office of
    the Vice President for Academic Affairs (VPAA) requesting that this
    case become a permanent part of the student's record at UWG. Note:
    This reporting is the UWG policy. See the Honor Code in 2011-2012
    UWG CONNECTION & STUDENT HANDBOOK.

Disability Services
The Office of Disability Services will help you understand your
rights and responsibilities under the Americans with Disabilities
Act and provide you further assistance with requesting and
arranging accommodations. If you need course adaptations or
accommodations because of a disability or chronic illness, or if you
need to make special arrangements in case the building must be
evacuated, please notify your instructor using the course email
system by the end of the second full week of class and attach a PDF
copy of your SAR (Available from the Office of Disability
Services).

[End]

US DOL
High Growth Industry Profile

UNITED STATES DEPARTMENT OF LABOR
Employment & Training Administration

A to

High Growth Industry Profile - Geospatial Technology

Industry Snapshots

- Revenues from the public sector lead geospatial market growth and account for more than one-third of total revenue. While federal governments were among the early adopters of GIS technology, recent trends toward devolving more responsibilities to states and localities have spurred those entities to become important consumers of GIS. While industries in the regulated sector, such as utilities, telecommunications, transportation and education, are the largest consumers of GIS/geospatial solutions, private-sector growth remains dependent upon business adoption based on the added-value these technologies provide. (Daratech, GIS/Geospatial Markets and Opportunities)
- Geospatial products and specialists are expected to play a large role in homeland security activities. Information gathering needs to protect critical infrastructure have resulted in an enormous increase in the demand for such skills and jobs. (Lorraine Castro, NIMA Human Resources Department)
- Because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year. (Geospatial Information & Technology Association)

Workforce Issues

Skills, Competencies, and Training

- Emerging occupations within the geospatial technology industry require developing competency models for new applications of geospatial technology. Aligning training in geospatial applications with industry developed competency models is essential to developing the necessary pipeline of skilled workers. This approach is necessary for preparing entry-level workers with basic skills to ensure career success.
- Increasing demand for readily available, consistent, accurate, complete and current geographic information and the widespread availability and use of advanced technologies offer great job opportunities for people with many different talents and educational backgrounds. (U.S. Geological Survey and U.S. Bureau of Labor Statistics)

Image and Outreach to the Public

- The public is not aware of the necessary skill sets and competencies needed to prepare for the diverse career opportunities available within the geospatial technology industry. Reaching an industry-wide consensus that defines "geospatial," its technologies and its applications is of utmost importance. There is also a need for better industry promotion by creating a national image campaign that raises awareness about the industry and dispels stereotypes and misperceptions.

Pipeline

- In order to meet industry growth requirements employers need to examine alternatives to the traditional pipeline. These alternatives include recruiting young workers through apprenticeship and high school/college dual-enrollment-dual-credit agreements as well as tapping nontraditional labor pools to diversify the workforce.

Skill Sets

(Source: ASPRS: The Imaging and Geospatial Information Society)

- College preparatory courses that emphasize the sciences are suggested for individuals interested in pursuing careers in photogrammetry, remote sensing and geographic information systems (GIS).
- For individuals who do not wish to pursue an advanced degree, there is a substantial demand for technicians in geospatial information technology. Many 2-year academic and technical institutions offer education and training in photogrammetry, remote sensing and GIS and related fields. Associate degree and certificate programs in GIS, surveying, photogrammetry and similar curricula provide a sound foundation for work experience or for transfer to other academic institutions for further education.
- It is highly recommended that any individual wishing to pursue a career in photogrammetry, remote sensing and GIS participate in an internship program to obtain hands-on experience as part of their preparation for employment, in addition to formal education.

ETA in Action

In June 2003, ETA announced the High Growth Job Training Initiative to engage businesses with local education providers and the local/regional workforce investment system to find solutions that address changing talent development needs in various industries.

In October 2005, the Community-Based Job Training Grants were announced to improve the role of community colleges in providing affordable, flexible and accessible education for the nation's workforce.

ETA is investing more than $260 million in 26 different regions across the United States in support of the WIRED (Workforce Innovation in Regional Economic Development) Initiative. Through WIRED, local leaders design and implement strategic approaches to regional economic development and job growth. WIRED focuses on catalyzing the creation of high skill, high wage opportunities for American workers through an integrated approach to economic and talent development.

These initiatives reinforce ETA's commitment to transform the workforce system through engaging business, education, state and local governments, and other federal agencies with the goal of creating a skilled workforce to meet the dynamic needs of today's economy.

Investments

ETA has invested over $8,367,110 in the geospatial industry. This includes six High Growth Job Training Initiative grants totaling $6,438,653 and one multi-industry Community-Based Job Training Grant totaling $1,928,457. Leveraged resources from all of the grantees total $7,132,543.

Resources

For additional background information about the industry and details on the grants, information about employment and training opportunities and workforce development tools for employers, educators and workforce professionals, please visit: www.doleta.gov/business/, www.careeronestop.org, and www.workforce3one.org.

The term "geospatial industry" is not all-inclusive. It may refer to mapmakers, academics and others engaged in such activities.

Created: March 27, 2004   Updated: March 08, 2010
Employment and Training Administration
U.S. Department of Labor | Frances Perkins Building, 200 Constitution Ave., NW, Washington, DC 20210
www.doleta.gov | Telephone: 1-877-US-2JOBS (1-877-872-5627) | TTY: 1-877-889-5627 | Fax: 1-202-693-2726 | Contact Us

http://www.doleta.gov/brg/indprof/geospatial_profile.cfm   10/3/2012

http://blogs.esri.com/esri/gisedcom/2012/03/14/stem-ed%E2%80%99s-critical-and-often-overlooked-dependence-on-gis/

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GIS Education Community   **STEM and GIS**

STEM Education's Critical Dependence on GIS

by Esri Education Programs on March 14, 2012

12   4   20

Dr. Jonathan Wai's recent article in *Psychology Today* takes a frank look at the role and value of spatial thinking in mainstream education today. While he provides a consumer-level overview in "Why Don't We Value Spatial Intelligence?" he and colleagues take a much deeper dive in their *Journal of Educational Psychology* longitudinal study of 400,00+ students, "Spatial Ability for STEM Domains".

The punch line in both pieces is simply, "spatial ability plays a critical role in developing expertise in STEM and suggest[s], among other things, that including spatial ability in modern talent searches would identify many adolescents with potential for STEM who are currently being missed" (p 817).

Wai et al argue that there is still very little spatial thinking in educational curricula today, especially in STEM education, where it's needed most – despite decades of findings and recommendations to overtly include spatial thinking in curricula and assessments.

A few years ago, the National Research Council set about formalizing its recommendations for spatial thinking in education. The volume, "Learning to think spatially" advocated strongly for the use of GIS across subject areas to strengthen spatial thinking skills in all students. While several recommendations emerged from this report, the underlying message was loud and clear "GIS dramatically fosters spatial thinking in students".

It seems pretty straight-forward to me.

GIS can be a powerful tool for developing spatial thinking and spatial thinking is a critical skill to be identified and nurtured for STEM students and future STEM careers. GIS can help STEM students become successful STEM professionals, not only through continued development of spatial thinking skills but also by supporting critical thinking, curiosity, collaboration, and communication!

- Tom Baker, Esri Education Manager

See also:

- ◼ Change the Equation
- ◼ National STEM Video Game Challenge
- ◼ Educate to Innovate
- ◼ National Center for Rural STEM
- ◼ GIS in STEM

This entry was posted in Education and tagged critical thinking, Curriculum, Spatial Thinking, STEM. Bookmark the permalink.

One Comment

ericromwel1972 *says:*
GIS is STEM!

March 18, 2012 at 1:27 pm   Log in to Reply

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Course Update Request (Add, Delete, Modify)

Originator

Economics	Richards College of Business	Boldt, David J.
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

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

Senate Action Item • (See Procedure)

Course Details

XIDS	2002	WDYKA Business
Prefix	Number	Course Title

This interdisciplinary course is designed to introduce students to business disciplines, make them aware of current issues and trends in business, encourage and develop leadership and entrepreneurial skills, and cultivate interest in the pursuit of business-related careers.

Course Catalog Description

2	2	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Learning communities are associated with higher retention rates for first year students. The RCOB is starting up a business learning community (as of Fall 2013). This proposed course would serve as the thematic course for this learning community.

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

Is this a SACS substantive change? **?** • (See Policy)

Present or Projected Annual Enrollment: 24

Comments

College Approvals

David J. Boldt   [APPROVED 2012-10-23]
Chair, Course Department

Faye McIntyre   [APPROVED 2012-11-27]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Hilde Patron   [APPROVED 2012-11-27]
RCOB Undergraduate Program Committee Chair

James R. Mayer   [APPROVED 2013-02-28]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121023-...   3/5/2013

XIDS 2002: WDYKA Business

Kim Holder, Economics
Faye McIntyre, Marketing

COURSE/SECTION/TIME:
XIDS 2002 (2 credit hours)

REQUIRED TEXT:
M: Business (3rd edition)
By O.C. Ferrell, Hirt, and L. Ferrell
ISBN 0073524581

LOCATION: RCOB Room 1201, Lecture Hall

CONTACT INFO: **Kim Holder**
✍ kholder@westga.edu
☎ 678-839-5423
☺ RCOB 1219
MW 7:30 - 10:30 AM

Faye McIntyre
✍ fmcintyr@westga.edu
☎ 678-839-6467
☺ Adamson 126

COURSE DESCRIPTION:

This interdisciplinary course is designed to introduce students to the business disciplines, make them aware of current issues and trends in business, encourage and develop leadership and entrepreneurial skills, and cultivate interest in the pursuit of business-related careers. By briefly surveying each of the disciplines contained within the Richards College of Business, students will gain both an appreciation of the interrelationship of each discipline and an understanding of the role and context of business in today's society.

In order to convey course content, visiting speakers from within the University and the business community at large will enhance our traditional lectures and class discussions. Speakers will range across a variety of disciplines in order to provide students with the opportunity to understand the role of business in the real world and gain a broader perspective on business-related issues. Proposed current issues in business include an exploration of the challenges of sustainable development, the role of emerging technologies in the workplace, the globalization of markets, and the rising costs of healthcare.

All students will have the opportunity to develop, practice and improve their leadership and entrepreneurial skills in a semester-long business project. In this project, students will propose and discuss how their business start-up will address key real-world challenges, based on information discovered through in class discussions, lectures, and invited speakers.

COURSE LEARNING OBJECTIVES:

Upon completion, students will:

1) Be able to distinguish between the different business disciplines: Accounting, Economics, Finance, Management, Management Information Systems, Marketing, and Real Estate.

2) Understand the role and context of business in the real world and explore career opportunities in business.

3) Demonstrate a basic knowledge of current issues in business, such as the challenges of sustainable development, emerging technologies, globalization of markets, and the high cost of healthcare.

4) Develop and practice leadership and entrepreneurial skills.

5) Develop critical thinking, problem solving, and oral and written communication skills.

Grading is calculated based on your performance on two tests, four assignments, one project, and a mixture of in-class exercises and random attendance checks. The midterm and a cumulative final will be based on the assigned readings, lectures, visiting speakers, assignments and in-class exercises. There are NO make-up tests, assignments or exercises without prior permission, obtained in advance, and accompanied by appropriate documentation.

Tests (Midterm and Final)	60%	60 points
Assignments (4)	20%	20 points
Project (1)	15%	15 points
Exercises/Attendance	5%	5 points
TOTAL:	100%	100 points

Our overall goal is to help you find a way to succeed in the best way possible, while keeping in mind that each person learns in his or her own unique way. We offer a variety of ways for you to earn points towards your final grade in this class and most students are very successful.

TENTATIVE COURSE CALENDAR - FALL 2013:

Topic 1 (T1): Introduction to Business and Business-Related Careers
Day 1   Course Overview, Class Introductions and Syllabus
Day 2   T1: Dr. Faye McIntyre, RCOB Dean (Overview of Business)
Day 3   T1: Lecture and Topic Introduction
Day 4   T1: Invited Representative from Career Development Services (Career Analysis)
Day 5   T1: Follow-up Lecture and Class Discussion
Topic 2 (T2) Getting Started
Day 6   T2: Lecture and Topic Introduction
Day 7   T2: Invited Business Professional/Topical Speaker (Entrepreneurship)
Day 8   T2: Invited Representative(s) from Small Business Development Center
Day 9   T2: Follow-up Lecture and Class Discussion
Topic 3 (T3) Managing Resources
Day 10   T3: Lecture and Topic Introduction
Day 11   T3: Invited Representative from Management/Management Information Systems
Day 12   T3: Invited Representative from Accounting/Finance
Day 13   T3: Follow-up Lecture and Class Discussion
Day 14   **MIDTERM**
Topic 4 (T4) Critical Issues
Day 15   T4: Dr. Faye McIntyre, RCOB Dean (Leadership)
Day 16   T4: Lecture and Topic Introduction
Day 17   T4: Invited Representative from Economics
Day 18   T4: Invited Business Professional/Topical Speaker (Healthcare)
Day 19   T4: Lecture and Class Discussion
Day 20   T4: Invited Business Professional/Topical Speaker (Sustainability)
Day 21   T4: Invited Business Professional/Topical Speaker (Financial Education)
Day 22   T4: Follow-up Lecture and Class Discussion
Topic 5 (T5) The Road Ahead
Day 23   T5: Invited Business Professional/Topical Speaker (Technology)
Day 24   T5: Invited Representative from Career Development Services (Job Market/Resume)
Day 25   T5: Invited Representative from Marketing/Real Estate
Day 26   T5: Follow-up Lecture and Class Discussion
Project Presentations & Final
Day 27   Presentation Day 1
Day 28   Presentation Day 2
Day 29   **FINAL**

IMPORTANT CLASS POLICIES

CANCELLATION: In the event that class is cancelled, any relevant assignments or course announcements will be posted on CourseDen. Please review UWG's Emergency Closing Policy: http://www.westga.edu/police/index_5102.php. Class cancellation announcements and related make-up assignments will be posted on CourseDen.

ACADEMIC DISHONESTY: Cheating on any test will result in a zero on the test, an F in the course and will be reported to Student Services for appropriate disciplinary action by the University. Cheating on any assignment, exercise or quiz will result in a zero on the assignment or exercise, the lowering of the student's final grade in the course by one letter grade, and will be reported to Student Services for appropriate disciplinary action by the University.

Students not familiar with what constitutes academic dishonesty should refer to the Student Handbook and Undergraduate Catalog: http://www.westga.edu/undergrad/1762.htm

CELLPHONES/COMPUTERS: Feel free to bring your cell phones or laptops/tablets to class, as we will be using them from time to time for interactive classroom polling. However, please refrain from using your phones during the class lecture and classroom activities, as it is distracting to both your classmates and myself. If you have an important call you are expecting (sick child/parent, business interview, etc.) you may inform the instructor prior to the start of class. Likewise, laptops/tablets may be used for note taking, but students should refrain from instant messaging, surfing the web, etc. If any of the technology above is being abused by the student, you will be asked to leave the classroom and return at the start of your next regularly scheduled class.

NOTE: On test day, phones, music devices, calculators and any other electronic device are not allowed at your desk and must be left at the front of the classroom. Failure to follow this procedure will result in action in accordance with the academic dishonesty policy stated above.

Addendum III

To: Undergraduate Programs Committee

From: Ad hoc committee consisting of the Director of the Center for Interdisciplinary Studies, Dean of Honors College and Transdisciplinary Programs, Deputy Provost, and representatives from the College of Arts and Humanities, College of Social Sciences, and College of Science and Mathematics

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RECOMMENDED MODIFICATIONS AND CLARIFICATIONS REGARDING THE XIDS CORE COURSE REVIEW PROCESS.

1) **ONLINE FORM BY WHICH NEW XIDS COURSE TOPICS ARE PROPOSED**
   Amend to include (1) a checkbox by which the proposing faculty member verifies that she or he has discussed the new course with her or his departmental chairperson and (2) a checkbox by which the proposing faculty member acknowledges responsibility for assessment of the course. Current forms can be seen here: http://www.westga.edu/xids/index_6607.php

2) **APPROVAL PROCESS FOR NEW TOPIC-SPECIFIC XIDS COURSES**
   Modify the process for creating new topic-specific sections of the four XIDS core courses: XIDS 2001 and XIDS 2002 (Area B2), XIDS 2100 (Area C1), and XIDS 2300 (Area E4):

   1. Faculty member proposes new course topic via online form.
   2. Proposal is received by the Director of the Center for Interdisciplinary Studies (IDS).
   3. The Director of IDS alerts the colleges and makes the proposal available for review and comment by whatever process each college decides to use.
   4. The Director of IDS, who chairs the XIDS Core Review Subcommittee of the UPC (see "XIDS Core Course Review Subcommittee" below), puts the proposal, with college comments, before the XIDS subcommittee.
   5. XIDS Core Review Subcommittee approves new course topic.
   6. Director of IDS updates the XIDS records, which are kept by the Honors College and Trans-Disciplinary Programs.

3) **RE-APPROVAL OF XIDS CORE COURSES**
   Topic-specific sections of XIDS core courses are attached to the proposing faculty member. Once approved, the course does not require re-approval as long as it is taught by this faculty member. If the topic-specific course will be taught by a different faculty member, it will need to undergo the approval process outlined above.

4) **ASSESSMENT OF XIDS CORE COURSES**
   Faculty members attached to approved XIDS core courses are responsible for assessment of the course.

5) **XIDS CORE COURSE REVIEW SUBCOMMITTEE**
   Modify the make-up and structure of the XIDS Core Course Review Subcommittee of the UPC as follows:
   - Committee will include the Director for Interdisciplinary Studies and one representative from UPC and each of the colleges (Arts and Humanities, Business, Education, Library, Nursing, Science and Mathematics, and Social Sciences).
   - All nine members will be voting members

- Committee members will serve for two year terms, which will be staggered to maintain continuity (i.e. each year no more than four or five members will rotate off).
- The Director of the Center for Interdisciplinary Studies will chair the committee.

Addendum IV

Course Update Request (Add, Delete, Modify)

Originator

Anthropology Department	College of Social Sciences	Gezon, Lisa
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item ▾ (See Procedure)

Course Details

ANTH	5130	Medical Anthropology
Prefix	Number	Course Title

This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

There has been interest expressed in this course being available to graduate students. Subject matter is appropriate to graduate study.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Is this a SACS substantive change? ? ▾ (See Policy)

Present or Projected Annual Enrollment: 35

Comments

College Approvals

Heather Mbaye   [APPROVED 2012-12-04]
Coordinator, COSS Executive Committee

Lisa Gezon   [APPROVED 2012-11-09]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121109-...   3/5/2013

ANTH 5130 Medical Anthropology

Instructor: Dr. Lisa Gezon (lgezon@westga.edu)
Note: You are advised to make an appointment, even if it is during posted office hours.
Also, feel free to drop in any time my door is open.

*(Note: the syllabus is merely a guide and is subject to change at any point.
Changes will be announced in class and/or on CourseDen. It is your responsibility to find out
about the changes and to read your CourseDen messages regularly—meaning several times a
week. Any changes to the syllabus announced on CourseDen are binding.)*

Course Description:

This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

Graduate Students: This course is cross-listed as a 4000-level course. Graduate students will be expected to do all the undergraduate readings, to complete the reflective responses, and to take exams. They are additionally to identify their own area of interest within medical anthropology in which to become an expert. Graduate students will do additional readings and present a class lecture at some point during the semester. Graduate students will also be expected to lead class discussions occasionally. If a graduate student has not already taken Introduction to Anthropology, one of their assigned readings will be an Introduction to Anthropology text (or selected portions thereof), to be read and tested on during the first quarter of the semester. Graduate students will be expected to write a paper 10-12 page paper on the topic in which they become an expert during the class.

In sum:

- Extra readings in their chosen area of interest.
- Reading of and testing on Introduction to Anthropology text, if ANTH 1102 or equivalent has not been taken.
- Lecture to the class on their area of interest.
- Occasional discussion leadership.
- Term paper of 10-12 pages.

Required Text:

Singer, Merrill and Hans Baer. 2007. *Introducing Medical Anthropology: A Discipline in Action.* Alta Mira press.

Coursepack of readings available at the bookstore; electronic copies available on CourseDen.

Learning Outcomes (LO—see Undergraduate Catalog) and Course Objectives:

The primary objectives of the course are that the students may:
1. identify the basic concepts, approaches, and areas of inquiry of medical anthropology;
2. apply medical anthropological insights to their own lives and understandings of career options
3. engage in processes of critical thinking
4. demonstrate an increase their global awareness

Required Readings and Assignments: (may be altered over the course of the semester)
The readings must be done before class on the day for which they are assigned.

BASIC CONCEPTS
<u>**Week 1 (8/23-25):**</u>
Singer and Baer chapter 3: What is Health?

Miller, Franklin G. and Ted J. Kaptchuk. 2008. The Power of Context: Reconceptualizing the Placebo Effect. *Journal of Research in Social Medicine* 101:222-225.

Hahn, Robert A. 2010. The Nocebo Phenomenon. IN Above pp. 142-147.

Hunt, Linda M. Strategic Suffering: Illness narratives as social empowerment among Mexican cancer patients. IN Above Pp. 162-171.

Inhorn, Marcia. 2010. Genital Herpes: An ethnographic inquiry into being discreditable in American society. IN Above pp. 339-345.

[[Cite at least 4 total readings. Questions: 1. What does it mean to say that health systems have a cultural element? What parts of health are culturally based? Provide examples. 2. Why is the placebo effect important to Medical Anthropology, and to medicine in general? Give examples.]]

> ***INTRODUCE: Project: Illness narrative (3-4 pages, based on an interview)***

> ***INTRODUCE: Project: Ethnomedicine/CAM/Drugs case study (4-5 page paper, based on 3-4 sources; may be based on original research, which counts as one source)***

<u>**Week 2 (8/30-9/1): Methods and Ethics**</u>
Singer and Baer chapter 2: What Medical Anthropologists Do?

Joralemon, Donald. 2010. Anthropology and Medical Ethics. IN *Exploring Medical Anthropology*, 3rd edition. Upper Saddle River, NJ: Prentice Hall. Pp. 104-119.

Scheper-Hughes, Nancy. 2006. Keeping an Eye on the Global Traffic in Human Organs. IN *Health and Healing in Comparative Perspective*, ed. E. Whitaker. Upper Saddle River, NJ: Prentice Hall. Pp. 563-568.

Kendall, Carl, et al. 2010. Ethnomedicine and Oral Rehydration Therapy. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY, NY. Pp. 437-444.

Sargent, Carol. 2009 Speaking to the National Healthcare Crisis. *Medical Anthropology Quarterly* 23(3):342-349.

[[Cite at least 4 total readings: 1-Discuss some of the key ethical questions medical anthropologists face, citing examples. 2.-Which methods sound useful to you for studying illness and disease? How might you choose different methods depending on what you want to know (your research questions)? Give examples.]]

<u>**Week 3 (9/6-8): Theory; Paleopathology**</u>
Singer and Baer chapter 1: Why Have a Medical Anthropology?

Armagelos, George. 2010. Health and Disease in Prehistoric Populations in Transition. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 50-60.

Langer, William L. 1964. The Black Death. *Scientific American* 210(2): 114-119.

Bower, Bruce. 2002. Care-Worn Fossils. *Science News* 162(21):328-330.

Brewelheide, Kari and Douglas Owsley. 2007. Written in Bone: Reading the Remains of the 17th Century. *AnthroNotes* 28(1):1-7.

[[How is medical anthropology relevant to and useful for understanding the past? Which subdisciplines in anthropology does it draw from and contribute to? Provide examples.]]

MEDICAL SYSTEMS IN CULTURAL CONTEXT
Week 4 (9/13-15): Evolutionary Medicine
Boyd Eaton, S. et al. 2010. Evolutionary Health Promotion. IN *Health and Healing in Comparative Perspective*, ed. E. Whitaker. Upper Saddle River, NJ: Prentice Hall. Pp.174-186.

Brown, Peter J. 2010. Cultural Adaptations to Endemic Malaria in Sardinia. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 70-83.

Moffat, Tina. 2010. The "Childhood Obesity Epidemic": Health crisis or social construction? *Medical Anthropology Quarterly* 24(1):1-21.

Optional/Grad Student: Brown, Peter J. and Melvin Konner. 2010. An Anthropological Perspective on Obesity. IN Above Pp. 412-423.

[[Cite at least 4 of the above pieces: Question: How is an evolutionary framework useful for understanding health issues, both in the past and present? Provide examples.]]

Week 5 (9/20-22): Anthropology and Public Health
Nichter, Mark. 2008. Chapter 1: Introduction (1-21—optional: read the endnotes as they interest you); Chapter 3: Why is Research on Local Illness Categories Important? (69-83—same on footnotes). IN *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tuscon, AZ: University of Arizona Press.

Schoenberg, Nancy E. et al. 2009. Situating Stress: Lessons from Lay Discourses on Diabetes. IN *Anthropology and Public Health: Bridging Differences in Culture and Society*, 2nd edition, eds. Robert A. Hahn and Marcia C. Inhorn.. NY, NY: Oxford University Press. Pp.94-113.

Kalafonos, Ippolytos Andreas. 2010 "All I eat is ARVs": The Paradox of HIV Treatment Interventions in Central Mozambique. *Medical Anthropology Quarterly* 24(3):363-380.

Farmer, Paul. 2010. Social Inequalities and Emerging Infectious Diseases. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 84-92.

[[Cite at least three of the above pieces: Questions: What is public health? How is anthropology important to it? Provide examples.]]

Week 6 (9/27-29): Exam; Biomedical Contexts
EXAM 9/27
Berlin, Elois Ann and William C. Fowkes, Jr. 2010. A Teaching Framework for Cross-Cultural Health Care. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY. Pp. 277-283.

Taylor, Janelle S. 2010. Confronting "Culture" in Medicine's "Culture of no Culture" IN Above. Pp. 284-289.

Kleinman, Arthur and Peter Benson. 2010. Anthropology in the Clinic. IN Above. Pp. 290-296.

Kleinman, Arthur M. Medicine's Symbolic Reality. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. pp. 85-90.

Guest Speaker: Dr. Howard Seeman, gastroenterology and internal medicine (undergraduate anthropology major!)

[[Cite at least three: How is the biomedical clinic an example of an ethnomedicine? Does it have its own 'culture'? Examples?]]

Week 7 (10/4-6): Healers, Healing, and Belief; Cultural Construction of Ill Health
Singer and Baer chapter 4: Ethnomedicine

Singer and Baer chapter 5: Plural Medical Systems

Evans-Pritchard, E.E. 2010 [1937]. The Notion of Witchcraft Explains Unfortunate Events. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. Pp. 18-25

Levi-Strauss, Claude. 2010 [1963] The Sorcerer and His Magic. IN *Understanding and Applying Medical Anthropology*, 2nd edition, Peter J. Brown and Ron Barrett, eds. McGraw-Hill: NY,NY Pp. 124-132.

Strathern, Andrew and Pamela J. Stewart. 2010. Chapter 6: Medical Pluralism. IN *Curing and Healing: Medical Anthropology in global perspective*, 2nd ed. Durham, NC: Carolina Academic Press. Pp. 97-114.

Grad Students/Optional for others: Knox, Justin R. 2010. Exploring the Potential for a Culturally-Relevant HIV Intervention Project: A Swazi Example. *Anthropology and Medicine* 17(4):87-98.

[[Refer to at least 4 total readings: What is medical pluralism? How are healers and healing practices different cross-culturally? Why is culture important in health and healing? Give examples.]]

ILLNESS NARRATIVE PAPERS DUE 10/4

Week 8 (10/11-13): Biomedicine and "Alternative Medicine" in Western Contexts

MUST READ BY TUES!! Snyderman, Ralph and Andrew T. Weil. 2002. Integrative Medicine: Bringing Medicine Back to Its Roots. *Archives of Internal Medicine* 162: 395-397.

FOR THURS: Agdal, Rita. 2005. Diverse and Changing Perceptions of the Body: Communicating Illness, Health, and Risk in an Age of Medical Pluralism. *The Journal of Alternative and Complementary Medicine* 11(supplement 1): 67-75.

Freedman, David H. 2011. The Triumph of New-Age Medicine. *The Atlantic Monthly* July-August: 90-100.

Shea, Jeanne L. 2006. Applying Evidence-Based Medicine to Traditional Chinese Medicine: Debate and Strategy. *The Journal of Alternative and Complementary Medicine* 12(3):255-263.

Stevens, Laura et al. 2007. Promising Implications for Integrative Medicine for Back Pain: A Profile of a Korean Hospital. *The Journal of Alternative and Complementary Medicine* 13(5):481-484.

[[Refer to at least 4 readings: What is Complementary and Alternative Medicine? What are some specific examples? What are the debates surrounding them in the U.S.? How successful are these? What do you think is their future for healthcare in the U.S.? What do they tell us about the culture of Western biomedicine?]]

10/11 – SPEAKER: Dr. John Kim

NOTE: October 14 is the last day to drop with a W.

Week 9 (10/18-20): Mental Health
Killingsworth, Ben, et al. 2010. A Care-Full Diagnosis: Three Vietnamese Australian Woman and Their Accounts of Becoming "Mentally Ill." *Medical Anthropology Quarterly* 24(1):108-123.

McKinney, Kelly A. and Brian G. Greenfield. 2010. Self-compliance at "Prozac campus'. *Anthropology and Medicine* 17(2):173-185.

Peglidou, Athena. 2010. Therapeutic Itineraries of 'Depressed' Women in Greece: Power Relationships and Agency in Therapeutic Pluralism. *Anthropology and Medicine* 17(1):41-57.

Grad student/Optional for others: Good, Byron J. and Mary-Jo DelVecchio Good. 2010. *Amuk* in Java: Madness and Violence in Indonesian Politics. IN *A Reader in Medical Anthropology*, eds. Byron J. Good et al. Malden, MA: Wiley-Blackwell. pp.473-480.

[[To what extent are mental illnesses culture bound syndromes? In other words, how are mental illnesses highly culturally sensitive? Take depression as an example, from the readings. Are Western categories of mental illness universally relevant? Provide examples from at least 3 of the readings.]]

SPEAKER: Karen Sifton or Roger Hornsby

PSYCHOTROPIC DRUGS IN CULTURAL AND GLOBAL PERSPECTIVE
Week 10 (10/25-27):
Goode, Eric. Chapter 2: Drugs: A Pharmacological Perspective. IN *Drugs in American Society*, 7th edition. McGraw-Hill Higher Education: NY, NY. pp. 29-57.

Weil, Andrew and Winifred Rosen. 2004. Chapters 2-4 IN *From Chocolate to Morphine: Everything you need to know about mind-altering drugs*. Houghton Mifflin Co.: Boston, MA. Pp. 10-29.

MacRae, Edward. 2004. The Ritual Use of Ayahuasca by Three Brazilian Religions. IN *Drug Use and Cultural Contexts 'Beyond the West.'* Free Association Books: London, UK. Pp. 27-45.

Grad Student: Optional for others: Heath, Dwight B. 2004. Camba (Bolivia) Drinking Patterns: Changes in Alcohol Use, Anthropology and Research Perspectives. IN *Drug Use and Cultural Contexts 'Beyond the West.'* Free Association Books: London, UK. Pp. 119-136.

[[What is a 'drug'? Are mood and behavior-altering drugs good or bad for people? The answer is probably "it depends." But on what? Provide examples from at least 3 readings, including Goode and MacRae.]]

Week 11 (11/1-3): Drug Wars
Singer, Merrill 2008. Chapter 2: Global Drug Capitalism IN *Drugs and Development*. Waveland Press. Pp. 19-36. [Optional: Also read chapter 3: The Impacts of Drugs on Development]

Chien et al. 2000. The Drug War in Perspective. IN *Dying for Growth: Global Inequality and the health of the poor*. Common Courage Press: Monroe, ME. Pp. 293-327.

Report of the Global Commission on Drug Policy. 2011, June. *War on Drugs*.Downloaded from www.globalcommissionondrugs.org

Grad Students/Optional for others: Gezon, Lisa L. (2010) "Leaf of Paradise or Aid to Terrorism?: Cultural Constructions of a Drug Called Khat" In E. P. Durrenberger and S. Erem, eds. *Paradigms for Anthropology: An Ethnographic Reader*. Denver. Paradigm Publishers. Pp. 172-188.

[[What is the war on drugs? What are its foreign policy aspects? Identify how it targets the different parts of the commodity chain: producers, traders/traffickers/consumers. Has the war on drugs been successful? Why or why not? Cite at least the first three.]]

GLOBAL PERSPECTIVES ON HEALTH
Week 12 (11/8-10): Global Health, Inequality, and Structural Violence
Singer and Baer chapter 6: Health Disparity, Health Inequality

Farmer, Paul. 2005. Chapter 5: Health, Healing, and Social Justice. IN *Pathologies of Power: Health, human rights, and the new war on the poor*. Berkeley, CA: University of CA Press. Pp. 139-159.

O'Neil, Edward, Jr. 2009 Poverty, Structural Violence, and Racism in a World Out of Balance. *Race/Ethnicity: Multidisciplinary Global Perspectives* 3(1): 115-138.

[[Refer to all three: What is 'structural violence'? What are some causes of it? Consequences for health? What are some significant ways that access to health and healthcare are limited by such factors as race, class, and region/nation? What can be done about this inequality? Or, how and why should healthcare workers be cognizant of structural violence—what good can it do to be aware of this?]]

Week 13 (11/15-17): Environment and Health
Singer and Baer ch. 7: Health and the Environment

Collins, Timothy W. et al. 2010. Understanding environmental health inequalities through comparative intracategorical analysis: Racial/ethnic disparities in cancer risks from air toxics in El Paso County, Texas. Health and Place 17:335-344.

Cassady, Joslyn. 2007. A Tundra. Of Sickness: The Uneasy Relationship between Toxic Waste, TEK, and Cultural Survival. *Arctic Anthropology* 44(1):87-97.

Johnston, Barbara and Daniel Jorgensen. 1994. Mineral Development, Enviornmetnal degradation, and Human Rights: The Ok Tedi Mine, Papua New Guinea. IN *Who Pays the Price?: The Sociocultural Context of Environmental Crisis*. Washington, D.C.: Island Press. Pp. 86-98.

Wiley, Andrea S. and John S. Allen. 2009. EpilogueThe Relevance of Medical Anthropology. IN *Medical Anthropology: A Biocultural Approach*. New York, NY: Oxford University Press. Pp. 392-397

Singer and Baer Source Material for Students Pp. 209-212.

11/17: Work on papers/research on your own. I will be at the American Anthropological Association meetings.

[[Bring in at least 3 of the first four readings: How does environmental quality affect health? What ailments in particular can be linked to poor environmental quality? Do all people suffer equally from environmental degradation? If not, which suffer more? Why?]]

Week 14 (11/29-12/1): Making the World a Healthier Place

Boonmongkon, Pimpawun et al. 2004. Mot Luuk problems in northeast Thailand: why women's own health concerns matter as much as disease rates. *Social Science and Medicine* 53(1095-1112).

Oginga, Allan. 2008. BasicNeeds in Kenya Country Research Thematic Study Report. Rural Poverty, Livelihoods, and Mental Health. Basic Needs. Pp. 1-30.
http://www.basicneeds.org/html/Publications_BasicNeeds_Research.htm

Kolling, Marie et al. 2010. "For someone who's rich, it's not a problem" *Globalization and Health* 6(8):1-9.

NOTE: Reflective Essays due on 11/29 at 10:45. Late essays due by 12/1.

[[What factors are needed for achieving better health around the world? Is the availability of healthcare alone enough to solve health problems? Think about: How and why are cultural and social understandings important when addressing global health issues? How and why are political and economic factors important? Provide examples. Refer to all three.]]

Final Papers Due 12/1 in class.

Final Exam: Tuesday, Dec. 6, 11 am-1 pm (Exam will be comprehensive, but will focus on material since the last exam, but will also cover material from earlier exams)

Grading:
20%   Paper
10%   Class lecture
20%   Reflective essays

20% Exam I
20% Final Exam
10% Attendance and participation in discussion leadership roles.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Hint: to calculate your final score, take any given score, multiply it by the amount it is worth (for example if you got an 80 on Exam I, you multiply 80 x .25 for a total of 20 points towards your final score). Add these amounts up.

CLASS POLICIES AND ASSIGNMENTS
Attendance Policy:

Attending class is probably the most valuable way you could use your time as a student. Even reading over others' notes does not make up for being in class and participating in (even if it only means actively listening to) class discussions and lectures. If you have to miss a class, first get the notes from someone in the class. Then, come see me with any questions you have. Be sure to get contact information from someone else in the class, since *you are responsible for all material and announcements from the classes you miss.*

I expect you to be on time for class and not to leave until the class is over, unless you have asked for permission or unless you are experiencing an emergency.

As a rule, I make no distinction between excused and unexcused absences, unless you make a compelling case to me about it. Please email me and have documentation prepared to give me in class (make a photocopy if you need it for other classes). No matter what documentation you present, I reserve the right to limit your excused absences to 4 total. **You are allowed one free absence**. After that, any absence will result in a lowering of your overall grade by 1 percentage point. In other words, if your overall class average is 82 and you have three absences, your final score for the class will be 80. As you can see, this can make the difference between getting a B and a C in the class. IMPORTANT: It is your responsibility to let me know at the end of the class period if you arrive late, or else you will be marked absent. 3 late arrivals will count as an unexcused absence. Any exceptions will be considered on a case by case basis. Attendance grade: This will be based almost entirely on attendance, with some consideration for general participation.

Participation:

Participation in class comes when one is actively engaged in the material, either resulting in verbal contributions to class (questions, comments) or through active listening (visible to me in things like body language and eye contact). Participation outside class comes in the form of seeking help when you need it and attending study sessions. Your participation is highly valued and may come into consideration when assessing a marginal grade.

Honesty and Honor:
Cheating and plagiarism (using someone's ideas without giving them credit for it) is illegal and will be handled within the full extent of the law. It is your responsibility to learn what constitutes cheating. Please see the student handbook for the UWG Honor Code: http://www.westga.edu/documents/studentHandbook-2004.pdf page 49). For more information on plagiarism, see http://www.westga.edu/~engdept/Plagiarism/

Special Needs:
Please do not hesitate to let me know if you have any special needs, even if they are not officially recognized by the school. Feel free to speak with me about any issues that prevent you

from performing your schoolwork, no matter how trivial they may seem to you. I encourage all students to come to my office hours for whatever reason. My goal is to help you succeed.

Exams:

Exams will focus on notes and will draw on readings mainly to the extent that they were brought up in class discussion and lecture. For your exams, you must take good notes and study them regularly. Remember that this is an upper-level class: you are expected to be creative and resourceful in taking notes, even when the important points may be embedded within extemporaneous discussions. Not everything you need to know will be on a PowerPoint!! PowerPoints are meant to be guides only and do not replace your own judicious note-taking and attentiveness in class.

Assignments:

REFLECTIVE ESSAYS

For each week there is a question set that resembles an essay question. The question set encourages you to tie the readings together and play around with the big ideas being communicated. The **primary purpose** of these is to help **you** synthesize and analyze the ideas, and to prepare for class discussions/presentations of the material. You will review these when it comes time for exams.

SUBMISSION: Tend to be due on Thursdays at 10:45 a.m. Each of these answers should be between 325-350 words long (about one page double spaced). You may be penalized for writing either more or less. Please submit on CourseDen by cutting and pasting into the response box. You MUST break your answer down into paragraphs, and leave a full line/space between paragraphs. Put authors' names in CAPS.

Required: Write your answers out in Word first, save them, then cut and paste into the box. This way you won't lose them due to computer glitches.

GRADING: Grading criteria will differ according to the week. Within a given week, I will treat all students alike with regards to grading criteria. I will most often refer to one of three possible sets of criteria: 1. Have you done it: Whether or not you submitted it at all; 2. Minimal criteria: did you submit the correct length and number of authors, with some but minimal attention to quality of response; 3. Rigorous criteria: occasionally I will grade these as essay questions with more rigorous grading standards. If the criteria for a given week differ significantly from the above, I will make an announcement.

Lateness: until Sunday of the week it is due to turn it in late for 50% credit. After Sunday at midnight, you will receive no credit for it.

PAPER

A paper of 10-12 pages is required where the student elaborates on an area of interest within medical anthropology. This paper may or may not include original research. It is expected at minimum to provide an insightful literature review and identify potential future directions of research and inquiry. The paper should include at least 10 academic sources, many of which are written by anthropologists.

CLASS LECTURE

At some point in the semester, the student is expected to present their findings for the paper in the form of a class lecture. Topic and date will be decided in the beginning of class. Student is expected to turn in full lecture notes and PowerPoint. The material may not exceed one class period for full credit.

Course Update Request (Add, Delete, Modify)

Originator

Anthropology Department	College of Social Sciences	Gezon, Lisa
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item ▾ (See Procedure)

Course Details

ANTH	7885	Special Topics
Prefix	Number	Course Title

Individual topics in anthropology.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

There has been a demand for anthropology courses at the 7000 level, particularly from the Psychology Department. The syllabus will be determined by the individual professor. A sample syllabus has been uploaded.

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? ? - (See Policy)
Present or Projected Annual Enrollment: 5

Comments

College Approvals

Lisa Gezon   [APPROVED 2012-11-09]
Chair, Course Department

Heather Mbaye   [APPROVED 2012-12-04]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121109-...   3/5/2013

Special Topics Anthropology of Gender – ANTH 7885
University of West Georgia
<u>Instructor</u>: Dr. Lisa Gezon (lgezon@westga.edu)
(lgezon@westga.edu)

(Note: the syllabus is merely a guide and is subject to change at any point.
Changes will be announced in class and/or on CourseDen. It is your responsibility to find out about the changes and to
<u>*read your CourseDen messages regularly*</u>*—meaning several times a week. Any changes to the syllabus announced on*
CourseDen are binding.)

Course Description:
This course examines various theories of gender development and the definitions of men and women cross-culturally. We will examine the cultural construction of gendered identities and lived realities, considering cultural definitions of what it means to be "male" and "female", third genders, gender and health, and the effects of gender constructions on status within a political economy. We will examine the history of feminist theory in anthropology, as well as anthropological approaches to current gender and sexuality debates.

Learning Outcomes:
1. Students will identify achievements in anthropology, such as the concepts of culture, race, and gender (LO2), and use them as the basis for critical thinking (LO1).
2. Students will apply the perspectives and methods of the anthropology to "real world" circumstances by analyzing and evaluating cultural issues in a cross-cultural perspective (LO4) and by conducting original research (LO5).
3. Students will demonstrate an appreciation for global and multicultural perspectives on societies and civilizations LO3).

Relationship to Program and Institutional Goals:
1. It provides students with basic disciplinary knowledge.
2. It fosters the development of effectiveness in communication, critical and independent thinking, and problem solving.
3. It imparts broad knowledge and fosters critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy, and life-long learning.

Required Texts:
*Brettell, Caroline B. and Carolyn F. Sargent. 2009. *Gender in Cross-Cultural Perspective*, 5th edition. Prentice Hall. Selected readings on reserve through the library and/or on CourseDen.
*2 recent ethnographies in the anthropology of gender, to be determined each time the course is taught.

<u>Required Readings and Assignments:</u> (may be altered over the course of the quarter)
The readings must be done <u>before class</u> on the day for which they are assigned.

In addition to doing the assigned class readings and attending bi-weekly lectures, ANTH 7885 students will participate in a seminar one hour per week discussing the readings and bringing in additional relevant readings to be determined in consultation with the professor—including the 2 recent ethnographies. They will write 1-2 page commentaries on the readings weekly and take two take-home exams. They will participate in in-class literature circles. Students will write a 15-20 page paper on a topic of their choice within the realm of the anthropology of gender. They will present this in lecture form during one class period of the semester.

Lecture Materials:

Week 1 (8/12,17-19): What is Gender?: Cultural Representations

8/17: Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Chapter 3, pp. 52-83.

8/19: Selections from Rothblum, Esther and Sondra Solovay, eds. 2009. The Fat Studies Reader. New York, NY: New York University Press.

-"Part-Time Fatso" S. Bear Bergman. P. 139-142.

-Preface to Part V: p. 297

-"Not Jane Fonda: Aerobics for Fat Women Only." Jenny Ellison.

-Abu-Rabia, Aref. 2006. The Veil and Muslim Women in France: Religious and Political Aspects. *Anthropology of the Middle East*, Vol. 1, No. 2, Winter 2006: 89–107

Week 2 (8/24-26): What is Gender?: Biocultural Perspectives

-Intro to I (BS-1);

-Zuk (BS-7);

-Ehrenberg (BS-16)

-Peach (BS-21)

-Scheper-Hughes (BS-33);

LITERATURE CIRCLES 8/26

[8/26 – paper topics due in class]

Week 3 (8/31-9/2): Gender Theory in Anthropology

-Moore, Henrietta. 1999. *Anthropological Theory Today* (H. Moore, ed.) Malden, MA: Polity Press. Pp. 151-159

-Moore, Henrietta. 1988. *Feminism and Anthropology*. Minneapolis: U of MN Press. Pp. 186-198

-Butler, Judith. 1990. *Gender Trouble*. New York: Routledge. Pp. 1-16.

-Lamphere, Louise. Feminist Anthropology: The Legacy of Elsie Clews Parsons. IN Behar, Ruth and Deborah A. Gordon, eds. *Women Writing Culture*. Berkeley: U of California Press. Pp. 85-103.

Week 4 (9/7-9/9): Gender and Prehistory; Status, Labor and Domestic-Public Dichotomy

9/9: Introduction to Section II (BS-51), Conkey (BS-56); Adovasio et al. (BS-65)

9/11: -Introduction to Sections III and IV (BS-85, 137)

-Lamphere (BS-90)

-Guenter and Freidel (BS-76)

Week 5 (9/14-16): Status, Labor and Domestic-Public Dichotomy, cont.

-Sacks, Karen. 1974. Engels Revisited: Women, the Organization of Production, and Provate Property. IN *Women, Culture, and Society*. M.Z. Rosaldo and L. Lamphere, eds. Stanford, CA: Stanford U Press. Pp. 207-222;

-Prior (BS-377)

-Rasmussen (BS-162)

-Weismantel (BS-123)

Week 6 (9/21-23): Labor and Family Systems

-Estioko-Griffin and Griffin (BS-143)

-Hewlett (BS-39)

-Hicks-Bartlett (BS-362)

-Clark, Gracia. 2010. *African Market Women: Seven Life Stories from Ghana*. Chapter 5, Auntie Afriyie. Bloomington, IN: Indiana University Press. Pp. 129-155

-Lewin, Ellen. 1993. Lesbian and Gay Kinship: Kath Weston's Families We Choose and Contemporary Anthropology. Signs 18(4): 974-979.
LITERATURE CIRCLES 9/23

Week 7 (9/28-30): Human Rights and Gender
TBA

Week 8 (10/5-7): Third Wave Feminism: Race, Class, Gender
10/5: **Midterm Exam**
10/7:
-Zavella, Patricia. 2006 [1996]. Feminist Insider Dilemmas: Constructing Ethnic Identity with Chicana Informants" IN Lewin, Ellen, ed. 2006. *Feminist Anthropology: A Reader*. Malden, MA: Blackwell Publishing. Pp. 186-202.
-Selections from Anzaldua, Gloria, ed. 1990. *Making Face, Making Soul: Creative and Critical Perspectives by Women of Color*. San Francisco: Aunt Lute Foundation Books.
    -Anzaldúa, Gloria. Haciento Caras, Una Entrada: An Introduction. xv-xxvii.
    -Cervantes, Lorna Dee. Poem for the Young White Man Who Asked Me How I,...
    -hooks, bell. Talking Back. 207-211.

**No commentary due 10/7

Week 9 (10/12): Third Wave Feminism: Race, Class, Gender, Cont.
-Selections from Anzaldua, Gloria E. and Keating, Analouise. 2002. *This Bridge We Call Home*. New York: Routledge.
    -Preface, Pp. 1-5
    -Lara, Irene. Healing Sueños for Academia. Pp. 433-438.
    -Keating, AnaLouise. Forging El Mundo Zurdo: Changing Ourselves,
    Changing the World. Pp. 519-530.
-Selections from Smith, Barbara, ed. 2000 [1983]. Home Girls: A Black Feminist Anthology.
    -Smith, Barbara. Preface to Second Edition. xiii-xvii
    -Redd, Spring. Something Latino Was Up With Us. 52-56.
    -Smith, Barbara. Home. 64-69.
    -Rushin, Kate. The Tired Poem:... 247-251.
    -Walker, Alice. Only Justice Can Stop a Curse. 339-342.
-Lorde, Audre. 1984. The Master's Tools Will Never Dismantle the Master's House. IN *Sister Outsider*. Freedom, CA: The Crossing Press. Pp. 110-113.

LITERATURE CIRCLES 10/12
**Include readings from 10/7 in this commentary for 10/12

Week 10 (10/19-21): Third Wave Feminism: Race, Class, Gender, Cont.
-McIntosh, Peggy. 1990. White Privilege: Unpacking the Invisible Knapsack. *Independent School* 42(2):31-36.
-Brodkin, Karen. 2006 [1989]. Toward a Unified Theory of Class, Race, and Gender. IN Lewin, Ellen, ed. 2006. *Feminist Anthropology: A Reader*. Malden, MA: Blackwell Publishing. Pp. 129-146.
--Ebron, Paulla. 2006 [2001]. Contingent Stories of Anthropology, Race, and Feminism. IN Lewin, Ellen, ed. 2006. *Feminist Anthropology: A Reader*. Malden, MA: Blackwell Publishing. Pp. 203-215.

-Hernández, Graciela. 1995. Multiple Subjectivities and Strategic Positionality: Zora Neale Hurston's Experiemental Ethnographies. IN Behar, Ruth and Deborah A. Gordon, eds. *Women Writing Culture*. Berkeley: U of California Press. Pp. 148-165.
[10/19 – Annotated Bibliographies due in class]
LITERATURE CIRCLES 10/21

Week 11 (10/26-28): Cultural Meanings: Identity and Sexuality
-Introduction to Section V (BS-191);
-Introduction to Section VI (BS-249)
-Gilmore (BS-196)
-Abu-Lughod (BS-255)
-Reddy and Nanda (BS-275)
-Herdt (BS-211)

Week 12 (11/2-4): Cultural Meanings: Labor and Sex Work
-Constable (BS-545)
-Padilla, Mark B. 2007. Tourism and Tigueraje: The Structures of Love and Silence among Dominican Male Sex Workers. IN Mark B. Padilla, Jennifer S. Hirsch, Miguel Munoz-Laboy, Robert E. Sember, and Richard G. Parker, eds. *Love and Globalization: Transformations of Intimacy in the Contemporary World*. Nashville, TN: Vanderbilt University Press. Pp. 38-69.
-Sandy, Larissa. 2007. Just Choices: Representations of Choice and Coercion in Sex Work in Cambodia. *The Australian Journal of Anthropology* 18(2): 194-206.

LITERATURE CIRCLES 11/4

Week 13 (11/9-11): Love and Romance
- Holland, Dorothy C. 2002[1992]. How Cultural Systems become Desire: A Case Study of American Romance. In N.P.McGee and .L. Stone (Eds.), *Readings in Gender and Culture in America* (pp. 346-370). Upper Saddle River, NJ: Prentice Hall.
-Valenzuela, Angela. 1999. "Checkin' Up on My Guy": Chicanas, Social Capital, and the Culture of Romance. *Frontiers: A Journal of Women's Studies* 20(1):60-79.
-Smith, Daniel Jordan. 2006. Love and the Risk of HIV: Courtship, Marriage, and Infidelity in Southeastern Nigeria. IN Hirsch, Jennifer, S. and Wardlow, Holly, eds. *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Ann Arbor, MI: University of Michigan Press. Pp. 135-153.

LITERATURE CIRCLES 11-11

Week 14 (11/16-18): Tying It All Together: Health and the Body
-Introduction to Section X (BS-449)
-Davis-Floyd (BS-455)
-Ragoné (BS-482)
-Urla and Swedlund (BS-282)
- Gruenbaum (BS-491)
- Olekina, Ledama. (2006) FGM: Maasai Women Speakout. In E. Angeloni, (Ed.), *Annual Editions in Anthropology, 28th ed.* (pp. 139-141) Debuque, IA: McGraw-Hill.

*11/16 – Papers due in class--*There will be no extensions*
**Commentaries for 11/18 due 11/21.*

<u>Week 15 (11/23-Thanksgiving Break-11/30): Gender and Aging</u>
-Stone and James (BS-308)
-Lamb (BS-237)
-Cattell, Maria G. 2009. Global Perspectives on Widowhood and Aging. IN J. Sokolovsky, (Ed.), *The Cultural Context of Aging*. Westport, CN: Praeger. Pp. 155-172.
-Thomas, William. 2009. Eldertopia: A Vision for Old Age in a New World. IN J. Sokolovsky, (Ed.), *The Cultural Context of Aging*. Westport, CN: Praeger. Pp. 533-535.
LITERATURE CIRCLES 11-30

Final Exam: Tuesday, Dec. 7, 2-4 pm

<u>Graded Work:</u>
Participation/attendance at lectures 5%
Journal/Reflective Commentaries/Literature Circle Roles: 20%
Paper: 25% (5% Annotated Bibliography; 20% Final Paper)
Seminar participation 10%
Midterm Exam: 20%
Final Exam: 20%

Participation: It is VERY important that you do the readings each day before class. Your active participation (showing that you've done the reading) is critical. <u>I will often ask individuals specific questions about the reading.</u> If you do not feel talkative on a given day, or you feel the conversation is being dominated, you can show your attentiveness with your body language—making eye contact also helps. If you are talkative, please allow others the opportunity to contribute also. I will do what I can to give everyone a chance to participate. Remember that your interest in (or boredom with) the material is contagious! Other factors that figure into your participation grade are whether or not you seek help and evidence of having done the readings in general class discussions.

Journals/Reflective Responses/Literature Circle Comments
        Each week, generally due the Thursday of the week, you will post to CourseDen an informal reflective response to the readings. The weeks that we have literature circles, you should include notes on your role for that period—for example the questions you pose and the thoughts you plan to share. Your reflection may be longer than just that, if desired. The total should be approximately 300-500 words, or about 1-2 pages double spaced. Please note that I will evaluate these based on whether or not they are done thoroughly and on time. A thorough entry will make an attempt at considering how the readings fit together in addition to commenting on particular pieces. Please upload Word documents.
        Most entries that meet minimal requirements will receive between 80 and 90. Those that reveal particularly thoughtful work will receive a higher score. I may or may not provide comments on these entries. Their purpose is primarily for you as students—to make sure you keep up with the reading and integrate it into your own thinking through reflection. I will drop the lowest score.
        Late entries will be accepted up to a week after the deadline, for 50% credit. If you are absent, you must have the assignment submitted by the time you next attend class.

Literature Circles
You will form groups of approximately 6 members, each of whom will take a particular role in contributing to a discussion of the readings assigned for that day/week. I will assign roles early in the semester. Please come to class prepared with a set of questions and/or comments you would like to share, as pertaining to your role.

You should also include these as part of your reflective response that you turn in on CourseDen (see above). See the Handout entitled Literature Circle Roles for a full description.

Term Paper (10-12 pages, typed, double-spaced, 12 point font):
Option 1: Literature Review

For this assignment, you must cite at least 12 high quality scholarly works (either books or articles or chapters in books) that were <u>not</u> assigned in class and that deal with a common theme related to gender. At least FIVE of them must be written by anthropologists (clue: try narrowing your search to HRAF and anthropological journals/books). You may <u>also</u> include works read for class and other non-anthropological sources. Note: You will inevitably need to order some by interlibrary loan, so start EARLY!

<u>Examples of topics</u>: (any of those listed below). Think about exploring gender cross-culturally in a particular area of social and cultural life—politics, religion (i.e. women as shaman, healers, or other kinds of religious leaders), marriage, sexuality, sexual orientation, work-agricultural or industrial, family, kinship, economics—how do women make ends meet?, economic development, etc. Also think about topics such as prostitution, *maquiladoras* (i.e. Nike factories abroad), globalization, sex industry, sex tourism, violence against women, women and education, women in political positions, Female Genital Modification, motherhood, birth practices, reproductive techologies (IVF, for example), transgender issues and queer theory, masculinities, fatherhood, body image, eating disorders, gender in advertizing, gender and human rights, rites of passage, gender and HIV/AIDS, gender socialization in children, gender and education, gender status/equality, "third" genders (i.e. Native American "berdache"), Islam and gender (i.e. the veil), homosexuality as an identity, love and romance, family dynamics (including homosexual families), gender ideologies (ideas about how gendered individuals "should" act). Look at your text and syllabus for ideas.

--The goal is to compare and contrast the perspectives and/or the cultural practices in the pieces. You must identify a common theme for organizing your paper and state it in the introduction. If you are analyzing a controversial topic (like FGM or reproductive rights), you must establish a thesis, or a main argument. The goal is to discuss comparatively how scholars have addressed the issues at hand.
--You must identify the major arguments and/or evidence in each piece you cite.
--Use critical thinking skills in evaluating the pieces. Are the arguments sound and consistent?
--Break the paper down into labeled sections, showing how you have organized your thoughts.

<u>Deadlines:</u>
8/26 – <u>Paper Topic Statement Due</u>: A sentence describing the topic of your research and why you chose it. *Provide a first and a second choice*—I want to avoid duplication. If you do not turn one in, your first paper grade will be reduced.
10/19 – Annotated Bibliography due in class: Please include at least the number of sources required, and try for additional ones. Write a paragraph summarizing the piece and state how you find it useful to your own work.

11/16 – <u>Paper Due (including a Works Cited page)</u>. Please also include your annotated bibliography. Your Works Cited page will be different, and not annotated. The quality of your bibliography (i.e. number of sources, how well you discuss them in the text) will be an important part of this grade.

Option 2: Original Research
The requirements for this are similar to that for Option 1, but it includes a significant portion of original research. This option is designed especially for students who are interested in presenting papers at conferences. For this assignment, you are only required to have FOUR outside sources (tho I encourage you to

have more). You are encouraged to consider sources that include a cross-cultural perspective on the issue. You will choose a topic that you can study locally. Think, for example, of issues related to gendered identity, meanings, behavior, lived realities.

Ideas: food and body image, use of technology, work experiences, marriage or ideals of marriage, perceptions of appropriate gendered and sexual behavior (i.e. IS gender binary? How do men and women act? How are they SUPPOSED to act? How do boys and girls act and what causes that?), gender/sexual identity, homosexuality, sports, the meaning of friends, class and ethnicity intersections, generational differences, managing work and family commitments, love and romance, subsistence abuse, health, course of study, reaction to current events, deviant gender/sexuality, subcultures and the negotiation of gender, stress management, experiences of adolescence, gender symbolism, consumption (i.e. cars and gender)….

Methods: If you choose this option, *you must discuss it with me within the first 2 weeks of class* and we will come up with a plan, based on your ideas. You will be expected to do interviews as well as observe.

Deadlines:
8/26 – Idea for research, including a methodology and a time-line for when/how you will get it done.
10/19 – Annotated Bibliography due (see above for description). ALSO: turn in a status report on your research.
11/16 – Paper Due (see above)

Academic Honesty:
The Faculty Handbook states in section 207 that "The West Georgia student pledges not to lie, cheat or steal in the pursuit of his or her studies and is encouraged to report those who do." Students caught cheating or plagiarizing will be dealt with to the fullest extent of the law.
Extra credit opportunities, if offered, will be announced.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
● Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

POLS	5406	British Politics
Prefix	Number	Course Title

This course analyzes the politics of the United Kingdom, investigating the Norman roots of British politics. It focuses on the evolution and functioning of the current political system and the institutional structure of Britain. We discuss who has the power and how it is used. The course also addresses the interplay between a unitary state structure and regionalism in Scotland, Wales, Northern Ireland and England as well as cultural and political identity in those regions.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate n EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-... 3/5/2013

British Politics
Dr. Heather A. D. Mbaye
Summer 2011

This course explores the political systems of the United Kingdom. It explores basic issues of political arrangements, political parties, and the challenges faced by each nation.

The course draws comparisons concerning the interaction of political institutions, conflicts, actors, and processes across regions in Britain, as well as within the UK as a whole. Topics include issues such as how governments are formed, what the role of political parties is, and how policy is made, among others. The course utilizes a variety of teaching techniques, including lectures, small group work, and oral presentations by students.

Outcomes and Goals:
Students will demonstrate on examinations and in a critical thinking term project:
- in-depth summarization of politics in the United Kingdom of Great Britain and Northern Ireland
- a synthesis of knowledge of a topic in British politics (through your research project)
- the application of the basic concepts, historical development, and policy making processes in Britain and Northern Ireland
- assessment of policy and institutional options in British Government

Grading:
A total of 600 points will be available.
-Four exams worth 100 points each will consist of a short answer section (short, three to four sentence IDs) and essay questions. These are writing to communicate activities.
-A journal (including daily 250 word entries) will be worth 200 points.

You must be **on time** to class events.

Required texts:
None.

Module 1 is due before we leave on June 9.
Module 2 is due before we leave on June 9.
Your journal is due on the plane ride home.
Module 3 is due when we return, by June 30, but feel free to do it early.
Module 4 is due when we return, by June 30, but feel free to do it early.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
◉ Add ◯ Modify ◯ Delete

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

Senate Action Item　　　·　(See Procedure)

Course Details

POLS	5407	European Environmental Policy
Prefix	Number	Course Title

This course is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States).

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate n EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info
◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye　[APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer　[APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish　[APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson　[REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...　3/5/2013

Dr. Heather Mbaye
POLS 5407

European Environmental Policy

Dr. Heather A. D. Mbaye

hmbaye@westga.edu - *for emergencies! Please contact me via the course mail tool by looking up the professor contact. Don't paste my email into class mail – it won't work.*
678-839-5170

Course Description

This course provides an overview of European Environmental Policy (EEP). It explores the historical development of the EEP, analyzes the principle actors involved and inquires into the modes of governance applied. Implementation problems and the EU's role in international environmental policy-making are also discussed. As it includes concrete empirical cases of environmental policy-making in the EU, the course allows students to study EEP in practice. Throughout the modules, emphasis is put on thoroughly analyzing the EEP rather than only describing it. Therefore we draw on theories of European integration, e.g. the neo-functionalist and the multi-level-governance approach. Moreover, we take issue with the legitimacy of the EEP and evaluate its effectiveness.

Course Objectives

At the end of the course, students should be able to:

- describe and understand the historical origins and development of the EEP
- identify the actors and processes of environmental governance in the EU
- have in-depth understanding of at least one concrete case of environmental policy-making in the EU
- understand the external dimension of the EU's environmental policy
- explain and evaluate the "new modes of governance" applied in the EEP
- assess the overall effectiveness of the EEP

Course Outline

Module 1: Introduction and Historical Overview: The Establishment of Environmental Policy on the European Level
Module 2: Environmental Governance: Actors, Institutions, and Processes
Module 3: Making EU Environmental Policy in Practice: Three Case Studies
Module 4: The External Dimension: The EU's Environmental Foreign Policy
Module 5: The Implementation Challenge
Module 6: European-Level Environmental Governance: Assessing the Results

Readings

This class will mainly assign readings that are available online.

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25% of your final grade)**
  - You are required to participate at least once per module session in the online discussion.
  - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
  - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
  - Online-discussions are not about exchanging personal opinions about the state of the world in general and the European environmental policy in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
  - Note that your grade will depend on the analytical quality of your posts and not on quantity.

- **Written Essays (45% of your final grade)**
  - You will have to write a total of *three* essays (15% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
  - The papers will be 1500-2000 words.
  - Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references and submit your .
  - Include all relevant information (author, topic, date) in the header.
  - Only online-submission via GeorgiaView is accepted. Do not directly email the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
  - Save and upload your essays as PDF files.
  - Essays will not be accepted when submitted after the due date.

- **Term Paper (30% of your final grade)**
  - You will have to write a term paper and provide a literature review with it. The literature review is worth 10% of your final grade and the paper is worth 30% of your final grade.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module before the end of the period below. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines. Do not post late discussions or late essays. The discussions will be closed when the date and time below is reached.

Note that the course is on USA Eastern Time and all assignments are due at noon EDT. A June 11, noon deadline, for example, allows Munich students to submit their papers/online-contributions until June 11, 6pm Munich time.

Module	Date
Module 1	Online discussion: June 4 - June 11, noon EDT Deadline essay submission: June 11, noon EDT
Module 2	Online discussion: June 11 - June 15, noon EDT Deadline essay submission: June 15, noon EDT
Module 3	Online discussion: June 15 - June 21, noon EDT Deadline essay submission: June 21, noon EDT
Module 4	Online discussion: June 21 - June 28, noon EDT Deadline essay submission: June 28, noon EDT
Module 5	Online discussion: June 28 - July 5, noon EDT Deadline essay submission: July 5, noon EDT
Module 6	Online discussion: July 5 - July 12, noon EDT Deadline essay submission: July 12, noon EDT

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
- ● Add
- ○ Modify
- ○ Delete

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

Senate Action Item · (See Procedure)

Course Details

POLS	5408	EU Science & Technology Policy
Prefix	Number	Course Title

This class will examine Science and Technology Policy, with particular attention to the European Union and (for comparison) the United States. The course begins with an overview of technological innovation, and of the current state of science and policymaking in the EU and the US. The class then examines how governments can encourage scientific and technological innovation, and concludes by asking whether government and society can (or should) try to limit or control technological innovation.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

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

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

EU Science and Technology Policy
POLS 5408

Instructors:
Dr. Heather A. D. Mbaye
University of West Georgia
678.839.4988
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AIM: heathermbaye

OVERVIEW:

This class will examine Science and Technology Policy, with particular attention to the European Union. Since this is an online course, students will be expected to both work their way through the online modules associated with the reading assignments, and to participate in the discussion board (available at: http://eu.view.usg.edu/) just as they would participate in a seminar discussion. Students will be evaluated based on both the quality and quantity of their discussion board activity. Assignments will consist of written papers, which will require that students both apply the modules, class readings and discussions, and use sources beyond the required readings in the course.

REQUIRED TEXTS:

None. There are links and PDFs within the modules.

Course Objectives

At the end of the course, students should be able to:
- describe and explain the historical origins and development of EUSTP
- identify the actors and processes of EUSTP governance in the EU
- demonstrate, on assignments, quizzes, or exams, understanding of the external dimension of the EU's science and tech policy
- give an assessment, in a written assignment or on exams, whether the EUSTP is effective in science and technology governance

GRADES:

Grades will be determined based on student performance on weekly discussion boards, and on three 1400-2000 word papers. The discussion boards will work like university seminar classes, but will not require that students be online at any particular point during the week. The instructors and students will raise and respond to issues that come out of the weeks' readings. Satisfactory participation will require that students post at least five several comments per week, drawing on the information in the modules and the texts. The paper assignments will give students the opportunity to research and develop arguments that come up on the discussion board. Specific topics will need to be cleared by an instructor, and students are encouraged to find evidence supporting positions that they have taken in the class discussion. The grading will be weighted as follows:

Each paper: 100 points (300 points)
Discussion boards in Modules 2-6 40 points each (200 points)
Literature review (100 points)
Term paper (200 points)

Late assignments will not be accepted.

Module 1: Introductory Week: Getting to know the course interface, participants, and background information
Module 2: History of Tech Policy: Background information and history of EU policy in the area.
Module 3: The Legal Framework of EU Science and Tech Policy: Treaties and legal framework of policy.
Module 4: Actors
Module 5: RTD for 21st Century Policy
Module 6: The Future Trends

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
● Add ○ Modify ○ Delete

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

Senate Action Item ▾ (See Procedure)

Course Details

POLS	5405	Politics in the European Union
Prefix	Number	Course Title

This course is a graduate introduction to the history, political institutions, and policy of the European Union. In the past half-century, the EU has grown from a set of weak and poorly defined institutions with a limited policy domain and an emphasis on national sovereignty into an extensive political system with increasingly strong supranational actors influencing all aspects of political and economic life.

Course Catalog Description

3	0	3	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
None

Corequisites

Rationale
In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate n EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info
● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

Politics in the European Union
Online Course - Dr. Heather A. D. Mbaye

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities. It has clearly become important for American students to know and understand the EU. The course incorporates historical, political, sociological, and economic considerations in studying the EU in order to appreciate the magnitude of what is being attempted.

Outcomes and Goals:
On quizzes and on exams, students will demonstrate knowledge of:
- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policy-making processes;
- current EU policies and issues; and
- EU-USA relations.

Grading:
A total of 1300 points will be available.
- For each of the six modules, students are expected to read the chapters, listen to or read the lectures and complete two timed quiz worth 50 points. (12x50=600). Students will not have time to refer back to lectures, but will need to answer the quiz questions from memory.
- After Module 3 and before Module 4, students will complete a midterm exam worth 200 points.
- After Module 8, students will complete a final exam worth 200 points. Students will not have time to refer back to lectures, but will need to answer the exam questions from memory.
- Also after module 8, graduate students will complete a term paper and annotated bibliography, worth 200 and 100 points, respectively.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED!

Module List:
For each module, you should:
- ☐ Do the assigned reading
- ☐ Complete the Quiz
- ☐ Complete the lecture
- ☐ Complete the quiz

These tasks should be completed in the order they are posted in each module. Modules must be completed in order; each has a start date and an end date. Modules must be completed by the end date; however, they may also be completed early, should you choose to do so. The course begins the first week of September and ends mid-November.

Begin	Module	End
September 1, noon	One	September 15, noon
September 15, noon	Two	September 29, noon
September 29, noon	Three	October 6, noon
October 6, noon	**MIDTERM EXAM**	**October 13, noon**
October 13, noon	Four	October 20, noon
October 20, noon	Five	October 27, noon
October 27, noon	Six	November 3, noon

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
- ● Add
- ○ Modify
- ○ Delete

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

Senate Action Item ▾ (See Procedure)

Course Details

POLS	5411	Federalism and Multilevel Governance in the EU
Prefix	Number	Course Title

Federalism and Multilevel Governance in the EU. Students taking this course will learn about the different types of federalism in a comparative US-Europe context. In examining the relationship between various levels of government in the EU, the multi-level character of the Union will emerge. The complex relationship between levels of government will be examined.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

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

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Robert Schaefer **[APPROVED 2013-01-29]**
Chair, Course Department

Heather Mbaye **[APPROVED 2013-02-15]**
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish **[APPROVED 2013-02-28]**
Chair, Graduate Programs Committee

Final Approval

Jon Anderson **[REQUIRED]**
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

Federalism and Multilevel Governance

POLS 5411

Course Overview

This course begins on October 17th and ends on Decemeber 8th. The aim of this course is to expose students to the rapid political developments in the European Union. Students who have at least taken the introduction to the EU course or its substitute are eligible to enroll in this course. The course will address in depth elements and principles that constitute federal political systems. The course is specifically designed for the European Union Studies Certificate and hence it emphasizes the steady and continuous European integration in the context of a possible European federal political system similar to the United States. For the course to achieve its objectives, a comparative approach will be applied. This comparison will be made between the U.S. federal system (taken as a basis) and the developing European Union federal system.

Comparisons will be made at all possible levels. First, there will be a basic analysis and a historical review of federal systems. This will include theories of federalism, con-federalism, and theories of integration. Second, there will be a comparison between the U.S. and the EU. The comparison will include institutions, policy approaches/policy practices, party system differentiation, interest groups, public opinion, mass media, and citizen identity. Third, there will be a comparison of the U.S. and EU future federal changes. Finally, a general question will be asked. Is the EU a federal system, and if it is, how similar is it to the United States federal system? Furthermore, if it is not, what are the suggestions for becoming one.

The course is divided in three major sections, which include seven modules. Below are outlined the basic themes of the course. (Note that the course will not follow the normal sixteen week semester length. This is done to accommodate students in both Georgia and Germany scholastic calendars). After the completion of the first four modules, students will take a midterm exam that will cover all the readings of the course up to that point. At the end of the course, a final exam will be given. The final exam will be comprehensive.

Course Objectives
At the end of this course students should be able to understand and explain:

- Advantages, disadvantages, and necessity of Federal systems
- The types of societies that been successful in forming federations
- The necessary components of functional federal systems
- The experiences of people and groups with federal system institutions

Course Requirements

Exams

There will be two major exams: midterm and final. The midterm will weigh 15 percent of the total grade and the final 25 percent. Total=40%.

Quizzes

There will be five quizzes: Each quiz will account for 4 percent of the final grade. Total=20%.

Term Paper

Each graduate student will be required to write a term paper, the topic of whch will be chosen in concert with her or his professor.

The final component of the final grade is on-line participation in discussion boards; it comprises 15 percent of your grade.

Course Grade

Summary of the final grade

- Midterm exam 15%
- Final exam 25%
- Quizzes 20%
- Cyber participation 15%
- Term paper 20%

General Policies

Online Environment

The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments on time. You should check for instructor announcements weekly and check email and discussion boards daily.

Incomplete Policy

An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation, such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

<u>Academic Misconduct</u>

All material taken from any source-books, articles, newspapers, other student papers, class lectures and so on must be properly cited, and all sources identified. Plagiarism is prohibited. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. The university's honor policy is strictly enforced.

<u>Americans with Disabilities Act (ADA) Statement</u>:

The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact your special services representative on campus.

Readings and Assignments

Week 1: I. Basics and Framework

Explaining Federalism
Introduction: Defining in general terms what is a unitary system, and a con federal system.

- History (since Kant, Federalist Papers,...)
- Definitions and major terminology
- Different connotations meanings (decentralization/multilevel government e.g. in Germany versus centralization in Anglo-Saxon countries)
- Continuum of Federalism
- History of federal states / federal systems
- Examples of ancient federalism (e.g. Greek or Roman)
- Development of U.S. federalism -e.g. Carl J. Friedrich 1968:Trends of Federalism -
  -
    - Mercantilism (1790-1860)
    - Dual Federalism (1860-1933) (U.S.)
    - Co-operative federalism / New Deal (1933-1960) (U.S.)
    - Centralized federalism (1964-1980s) (U.S.)
    - New federalism (1980-1985) (U.S.)
    - Representative federalism (1985-1995) (U.S.)
- Quiz 1

Week 2: History of Federal States and Systems

- European examples
  -
    - Germany
    - Switzerland
    - Belgium

- Spain or Italy (very brief) history of European integration/development of EU federalism since 1945.
- Founding of European Communities in the 50s ECSC
- Crisis of the 60s
- "creeping" integration in the 70s
- Acceleration of integration process since 1985 (SEA, Maastricht, Amsterdam, Nice) - link to most important documents and treaties
- Consequences: continuous widening, deepening and strengthening of federal elements in the EU world

- Quiz 2

Week 3: Theories of European Integration

- Federalism as an (EU-) integration theory (Friedrich, Pinder)
- Intergovernmentalism (Hoffmann, Moravcsik)
- Neo-Functionalism (Mitrany, Haas, Lindberg)
- Multi-level Governance (Hooghe and Marks)
- Flexibility approaches (core-Europe, two-tier, concentric circles, geometry variable, Europe a la carte)
- Table with different integration theories and their main messages
- Quiz 3

Week 4: Polity - Political System and Institutions

- Polity - Political System / Institutions
- U.S.: description and functions (plus tables and figures) of
  - legislative
  - executive
  - judiciary
- EU: description and functions (plus tables and figures) of
  - legislative
  - executive
  - judiciary
  - the state governments
- Comparison: differences and similarities with the help of case studies
  - e.g. representation of people and member states
  - summarizing table
- Midterm Exam

Week 5: Policy - Division of competencies

U.S.: who/which political level is responsible for what policies

EU: who/which political level is responsible for what policies.

- The Subsidiarity principle.

Comparison: differences and similarities / case studies

- o Communtiy Policies
  - ▪ Agriculture
  - ▪ Health policy
  - ▪ Environmental policy
- o Foreign and Security Policy
- o An area of Freedom, Security and Justice
  - ▪ justice and home affairs, e.g. police
  - ▪ immigration policy
- o Summarizing table

Case Study: Foreign Policy

Quiz 4

Week 6: Politics
Politics -The role of parties, interest groups, public opinion, and mass media, in the federal systems of both U.S. and EU

- U.S.
- EU
- Comparison: differences and similarities
- Quiz 5

Week 7: Perspectives of U.S. and EU developments

- U.S.
  - •
    - o International role
    - o Development of U.S. federalism / case study: presidential elections 2000
- EU and world politics (future role of the EU)
- Constitutional debate: inter governmentalism vs. federalism (future role of the member states)
- Centralization vs. devolution (future role of the regions)
- Conclusion
- Final Exam

PLEASE NOTE: THE EXACT DATES FOR THE QUIZZES AND THE EXAMS WILL BE IN CALENDER

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action

● Add   ○ Modify   ○ Delete

Modifications

☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments

Senate Action Item   ·   (See Procedure)

Course Details

POLS	5412	Democracy and the EU
Prefix	Number	Course Title

This course analyzes the concepts of democracy and the process of democratization around the world. First, we will discuss the range of definitions of democracy, and some of the difficulties associated with the concept and it measures. Second, we will examine how key regime characteristics lead to different modes of democratic transitions, and we will identify the key determinants of democratic consolidation. Finally, we study the process of democratic erosion and breakdown.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Robert Schaefer   [APPROVED 2013-01-29]

Chair, Course Department

Heather Mbaye   [APPROVED 2013-02-15]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

Democracy and the European Union
POLS 5412

Course Description and Objectives
This course analyzes the concept of democracy and its implications on the development of the European Union (EU). First, we will discuss the range of definitions of democracy and some of the difficulties associated with the concept and its measures. Second, we will examine how key regime characteristics affect democratic practices within and between EU members. Third, we will explore how European integration affected democratic consolidation. Fourth, we will asses the quality of democracy in the EU and identify the key challenges European integration poses to democracy. Finally, we will synthesize the key insights from the literature to arrive at a nuanced understanding of how democracy affects European integration, and how European integration affects democracy in each member state. At the end of the course, students will be able identify the conceptual dimensions of democracy and its empirical indicators, summarize the key findings and conclusions about the impact of democracy on the EU, evaluate the quality of democracy in the EU, and explain how regime characteristics and international factors affect democracy within and across the EU.

Class Login Web Site
EUSP: http://www.eustudiesprogram.org/login.htm
All login information is at this website.

REQUIRED TEXT and Readings:
Lord, Christopher, and Erika Harris. 2006. Democracy in the New Europe. New York: Palgrave Macmillan. ISBN: 978-1-4039-1303-6.
This book is not available at your local bookstore, so please order it online as soon as you can. Moreover, there will be a number of additional readings to supplement the text. Those readings will be available in PDF format in each module.
Course Requirements:
This course requires that all work be done by the student using the Internet. Therefore, you must familiarize yourself with your online account in WebCT. All written assignments will be submitted only in Microsoft Word format, and must follow the guidelines posted at the beginning of each module.

This course is divided into five modules. Below is a detailed description of the course requirements.

Discussions: You cannot contribute and learn if you do not read all the materials and comment on the readings. Therefore, an important component of the course is to read carefully and comment on the discussion board. Discussions conclude at the end of each module, by 5 p.m. Eastern Standard Time, and no extensions will be granted. Below is the grading rubric for the discussions.

Discussions are worth 50 points each.

Quizzes: The quizzes will be completed online under the WebCT assessment tool. Students will be able to take a module quiz anytime during the second week of the module. To complete the quizzes, students will login and be given a time limit to complete all of the questions. Therefore, it is very important that students complete all readings before taking the quizzes. Quizzes conclude at the end of each module, by 5 p.m. Eastern Standard Time, and no extensions will be granted. Any student not taking the quiz in the specified period will receive a zero. These assessments will be in multiple choice and short essay format, and will test for basic knowledge of topics covered in the book and readings.

Quizzes are worth 50 points each.

Writing Assignment and Final Exam: I will post specific guidelines and instructions on WebCT early in the semester for the writing assignment and final exam. Moreover, late submissions will not be accepted for any assignment .

Graduate students will have to write a term paper and include with it an annotated bibliography. These assignments will be worth 200 and 100 points, respectively.

The final exam will be worth 200 points.

Additional information about the discussions, quizzes, writing assignment, and final exam, will be discussed as the semester progresses.

COMMUNICATING with your professor:
Discussion board: There is a discussion board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website.

Modules and readings

What is democracy?
Dahl, Robert A. 1971. Polyarchy: Participation and Opposition. New Haven: Yale University Press, pp. 1-16.
Beetham, David. 1999. Democracy and Human Rights. London: Polity Press, pp. 1-29.
What is not democracy?
Schmitter, Philippe, and Terry Lynn Karl. 1991. "What Democracy Is . . . and Is Not." Journal of Democracy 2(3): 75-89.

Levitsky, Stephen, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism."
Journal of Democracy 13(2): 51-65.
Elklit, Jørgen, and Palle Svensson. 1997. "What Makes Elections Free and Fair?" Journal of
Democracy 8(3): 32-46.
Discussion 1
Quiz 1 Due 2/11/2011

Varieties of Democracy Within and Beyond the State
Lord and Harris, Chapters 2-4
Discussion 2
Quiz 2 Due 2/25/2011

Promoting Democracy in the New Europe
Lord and Harris, Chapter 5
Kubicek, Paul J. 2011. "Political Conditionality and the EU's Cultivation of Democracy in
Turkey." Democratization.
Kubicek, Paul J. 2005. "Turkish Accession to the European Union: Challenges &
Opportunities." World Affairs 168(2): 67-78.
Discussion 3
Quiz 3 Due 3/11/2011

Assessing Democracy in the New Europe
Lord and Harris, Chapter 6
Schmidt, Vivien A. 2006. Democracy in Europe: The EU and National Polities. Oxford:
Oxford University Press, pp. 219-266.
Quiz 4 Due 3/25/2011

Challenges to Democracy in the New Europe
Lord and Harris, Chapters 7-8
Writing Assignment Due 4/8/2011

Final Exam Due 4/15/2011

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action

○ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   ·   (See Procedure)

Course Details

POLS	5413	Social Policy in Europe
Prefix	Number	Course Title

This course examines the history of social policy in the European Union, and the course focuses on the current social policy arrangements in Europe and in the European Union. We will examine gender policy, education, child care, elder care, and other policies in the context of improving social conditions in the domestic policy arena.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]

Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]

Chair, Course Department

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

European Social Policy (Spring 2012)
Online Course
Dr. Heather A. D. Mbaye

European Social Policy is designed as a capstone experience in the European Union certificate program. It is taught from a primarily political science perspective. The course describes the context of policy making, EU social welfare model(s), and policies from education and training to family leave and elder care. The course contains ten modules, and the due dates of the modules roughly correspond to the Spring calendar at the University of West Georgia.

Outcomes and Goals:
On quizzes, in the term paper, in graded class discussions, and in written homework, students will demonstrate:

- the ability to map out the major components of EU social policy
- advanced analysis of a topic to be chosen in concert with the Professor
- mastery of the reading material through the written summaries and class discussions due weekly

Contacting your Professor
Dr. Heather A. D. Mbaye,
Director EU Studies Program
678-839-5170
hmbaye@westga.edu (FOR EMERGENCIES!)
Discussion board: There is a board called "ask your instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Here's a sample of what NOT to do: A quiz link for module 2 is broken for some reason, and you can't log in. The quiz is due at midnight. It's now 7pm, and it's Sunday. You send me a message telling me the problem. You check again at 8pm and 9pm, and there is still a problem, but I haven't responded because it's evening on a Sunday. You send five or six more increasingly panicked an accusatory emails, and then, realizing you have to go to work at 8am, the quiz is due at noon, and it's now after midnight, you decide to take the module 3 quiz instead, and fail miserably. You then send me one final freaked out email saying "I DIDN't know what to DO and I took the wrong QUIZ because the right one wasn't WORKING and it's OMG SO NOT MY FAULT this class FAILS and you SUCK for not being online at midnight on a SUNDAY!" I log in on Monday morning, open your first email, send you a response, and then realize you've done something totally irrational, and you've been rude and crazy in the process.

This sort of behavior is totally inappropriate. If you wouldn't talk to someone face to face, or react face to face like that, DO NOT DO IT IN AN EMAIL or on the discussion boards. Rest assured that if there is ever a technical problem – and there will be, because you're taking

the class on a computer – I will fix it and you will not lose points. So CALM DOWN.

Here's another sample of what not to do: i am n yr class n i cant find my syll can u email me 1
I am your professor. You need to use correct grammar, capitalization, spelling, and respect when you email me. Don't make it hard to read or interpret your message. If it's not worth your time to compose properly, it's not worth our time to answer.

Grading:
A total of 1000 points will be available.
- For each of the six modules, students are expected to complete a timed quiz on the reading materials. (6x75=450).
-Each module will be associated with a discussion board. Participation is mandatory and will be graded. Each discussion is worth 25 points. (6x25=150).
-Two writing assignments will be due, the first with module 3 and the second with module 6. Each of these will be worth 200 points. They are critical assignments and must not be taken lightly. (2x200)

LATE ASSIGNMENTS ARE NOT ACCEPTED!

Required texts:
All required reading can be found in the modules.

Module List:
For each module, you should:
- complete the reading
- review the lecture material in the module
- complete the quiz
- ·articipate in the week's discussion

These should be completed in this order.

Modules must be completed in order. Each has a due date; you may begin at any time but your modules must be completed on the end date. That means the quiz, discussion, and paper must all be in on that date and at that time.

Begin Date	Due Date	Module
February 1	February 15, noon	Module 1: Developing European Social Policy
February 15	February 29, noon	Module 2: Toward a European Social Model: One Model or Many?
February 29	March 14, noon	Module 3: Education, Training, and Jobs (+paper)
March 14	March 28, noon	Module 4: Working Conditions
March 28	April 11, noon	Module 5: Social Policy and Gender
April 11	April 25, noon	Module 6: Assessing EU Social Policy

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action

● Add   ○ Modify   ○ Delete

Modifications

☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item   ▾   (See Procedure)

Course Details

POLS	5414	History of European Integration
Prefix	Number	Course Title

This course examines the different integrational pushes in Europe, including the EU. We will compare various regional organizations and examine the reasons that the EU has survived, grown, and prospered when several other alternatives did not.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]

Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]

Chair, Course Department

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

History of Integration
Dr. Heather A. D. Mbaye
Director, University System of Georgia EU Studies Program

hmbaye@westga.edu; 678-839-4988
AIM: heathermbaye

Course Information
This course focuses on the history of Integration in Europe, including pre-1945 attempts at continental integration and post-1945 non-EU attempts, and on the European Union up to enlargement. Student assignments include summaries of lecture material, essays, quizzes, and discussion boards.

Course Objectives
At the end of the course, students should be able to:
- describe and understand the early historical origins of the EU
- describe and explain the stagnation of the 1970s and the rebirth of the EU in the 1980s
- identify historically significant events in the EU
- apply historiographical methods in understanding the EU's political development

Contacting your Professor
Dr. Heather A. D. Mbaye, Director
EU Studies Program
678-839-4988
hmbaye@westga.edu (FOR EMERGENCIES!)
AIM: heathermbaye (any time I'm online for class related issues and questions – please do not message me at midnight 'just to chat' or to 'say hello'.)
Discussion board: There is a board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Required Textbooks
Textbooks may be purchased online through amazon.com, barnesnoble.com, borders.com, or any other online bookseller.
The required course text is Dinan, Desmond 2006. *Origins and Evolution of the European Union.* Oxford: Oxford University Press. Graduate Students will find additional readings in each module.

Grading:
For each module, you will complete a discussion board (20 points) and a quiz (30 points)
300 points total
Two response papers worth 100 points each

A final paper and a literature review will be worth 200 points and 100 points, respectively.

Course modules and schedule

all times are current time in Georgia, USA **Name**	**Start Date**	**End date**	**Reading Assignment**
Module 1: Pre-1945 Integration Attempts	2/1/2011, noon	2/8/2011, noon	Dinan, Part I (Ch. 1)
Module 2: Post War Context	2/8/2011, noon	2/15/2011, noon	Dinan, Part II/III (Ch. 2-4)
Paper 1	2/15/2011, noon	2/22/2011, noon	
Module 3: The Early Years	2/22/2011, noon	3/1/2011, noon	Dinan, Part III (Ch. 5-7)
Module 4: The Lost Decade and the Rebirth of the EU	3/1/2011, noon	3/15/2011, noon	Dinan, Part IV (Ch. 8-10)
Paper 2	3/15/2011, noon	3/29/2011, noon	
Module 5: End of the Cold War and Enlargement	3/29/2011, noon	4/12/2011, noon	Dinan, Part IV (Ch. 11-13)
Module 6: Historiography of the EU	4/12/2011, noon	4/26/2011, noon	Dinan, Part V (Ch. 14)
Final Paper Literature review	4/26/2011, noon	5/3/2011, noon	

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action

⦿ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   · (See Procedure)

Course Details

POLS	5507	US-EU Relations
Prefix	Number	Course Title

This course examines political institutions in the European Union and the United States and how the factors of culture, ideology, history, structure, and political leadership shape action in key policy arenas. The course is focused on the history of the relationship between the EU and the US and on current issues in the transatlantic relationship.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info

⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

EU-US Relations Course Syllabus
Graduate Version

Professor: Dr. X
Office: TBD
Office Hours: TBD
Contact Information:
    Email: xxxxxx@westga.edu
    Phone: 678-839-xxxx

Course Description

The present course is concerned with recent developments in the relations between the European Union and the United States. It mainly focuses on the transatlantic "crisis" that occurred after the terrorist attacks of 11 September 2001 and especially with regard to the 2003 U.S. intervention in Iraq. Overarching points of reference include the causes of disintegration, the nature of the crisis, as well as possible outcomes and the future of the Atlantic order. The latter is conceived of as a pluralistic security community, that is, a particular social structure based on interests, institutions, norms, and collective identities. This definition allows approaching the issue from several distinct theoretical perspectives, namely realism, (neo-) liberalism, and constructivism, each shedding its own bit of light on the configuration of material and ideational factors driving EU-US relations. Accordingly, it proceeds in analyzing aspects such as power and security, economy, international law, as well as norms and values. Finally, we attend to the revitalization of transatlantic relations under the Obama presidency assessing the degree of continuity and change with regard to the critical period before.

Course Objectives

At the end of the course, students should be able to:
- Describe the foundations of EU-US relations and their historical background
- Compare different moments of crisis in the Atlantic order and identify the respective driving forces
- Understand and explain the crisis over Iraq from different theoretical perspectives
- Describe the evolution and current state of affairs in transatlantic economic relations and their role in preventing conflict
- Assess the degree of divergence in European and American conceptions of international law and sovereignty
- Identify conflicts over norms and values that impede a closer cooperation between the United States and Europe
- Describe policy shifts under President Obama and the resulting reconfiguration of transatlantic relations.

Course Outline

- Module 1: Introduction – Critical junctures of EU-US relations
- Module 2: Power
- Module 3: Economy
- Module 4: Law
- Module 5: Values
- Module 6: Recent developments in EU-US relations

Readings

This class will mainly draw on the following textbooks:
    Anderson, Jeffrey/Ikenberry, John/Risse, Thomas (eds.) 2008: *The End of the West? Crises and Changes in the Atlantic Order*, Cornell University Press, New York. (ISBN: 9780801474002)
    Dorman, Andrew and Joyce Kaufman (eds.) 2010: *The Future of Transatlantic Relations: Perceptions, Policy and Practice*, Stanford University Press, Palo Alto (ISBN: 9780804771979)

Lundestad, Geir 2005: *The United States and Western Europe since 1945: From Empire by Invitation to Transatlantic Drift*, Oxford University Press, Oxford. (ISBN: 9780199283972)

Also, you will have to read additional scholarly articles, access specified web sites as well as documents and search for further information when necessary.

Except for the textbooks, all required readings will be provided in form of PDF-files on GeorgiaView (the class's online-platform).

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (15 % of your final grade)**
  - You are required to participate at least twice per module session in the online-discussion.
    - You must post an initial post for the week. These posts should be two to three paragraphs and specifically address the prompt for the week as it relates to the course materials.
    - You must post a response to a classmate's post. This should engage the post in the context of the prompt for the week and the class materials.
  - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
  - Online-discussions are not about exchanging personal opinions about the state of the world in general and EU-US relations in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
  - Note that your grade will depend on the analytical quality of your posts and not on quantity.
  - In module 5 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.
- **Written Essays (85% of your final grade)**
  - You will have to write a total of *five* essays (17% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
  - **Files must use the following file naming protocol**: first initial, last name, underscore, home university code, module number. Example: Jane Smith from the University of West Georgia for Module 1 would submit the essay with the following name: jsmith_uwg1.docx. **Files submitted using improper name protocols will assigned a grade of zero.**
  - The papers will be 1,000 – 1,300 words in length (including references), double-spaced, Times New Roman and in size 12 font.
  - Papers have to be based on academic literature. Also use literature beyond the required course readings. Be sure to cite all references.
  - Include the following information in the header: Your name, the question number, and the module for the course. Example: John Smith, Question 2, Module 2
  - Files must be in Microsoft Word format (.docx or .doc)
  - Only online-submission via GeorgiaView is accepted, no direct emails to the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
  - Essays will not be accepted when submitted after the due date.

Course Grade Scale:

Letter Grade Totals:

90 and up%	A

80 - 89%	B
70 - 79%	C
60 - 69%	D
59 and under	F

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time (USA). A October 21 deadline, for example, allows Munich students to submit their papers/online-contributions until October 22, 6 a.m.

Module	Date
Module 1	Online discussion: October 15 - October 21 Deadline essay submission: October 21
Module 2	Online discussion: October 22 - October 28 Deadline essay submission: October 28
Module 3	Online discussion: October 29 - November 4 Deadline essay submission: November 4
Module 4	Online discussion: November 5 - November 11 Deadline essay submission: November 11
Module 5	Online discussion: November 12 - November 18 Deadline essay submission: November 18
Module 6	Online discussion: November 19 - November 25 Deadline essay submission: November 25

Class Participation and Attendance:

As an online course there is no physical attendance in the course. Student activity in the online classroom is required and student participation will be tracked and monitored in the course. Students are required to participate in the online discussion boards as noted in the grading section above.

Extra Credit:

There will be _NO_ extra credit given in this course.

Acts of the Gods and Other Bad Things

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience _truly exceptional_ life events may be made if the circumstances warrant.

Add, Drop, Withdrawal, and Other Deadlines

Students are advised that this course is taught in a program that works with various campuses. This means that the deadlines at your home university or college apply. All home deadlines must be met for purposes of adding, dropping, and withdrawing from the course. All other home university deadlines also apply. The course schedule may vary significantly from your home university schedule.

Technology Requirements

Students are expected to have reviewed the minimum technology requirements found on the EU Studies Program web site. By remaining enrolled in the course past the seventh day of

the start of the semester, students agree that they have access to appropriate computing technology to complete the course.

Accommodation for Students with Special Needs
Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. (see "ADA Statement" below)

Privacy rights and email contact
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

Decorum:
This is an online course, but students are still required to maintain appropriate standards of personal decorum at all times. This includes in the discussion boards, via email, during chat sessions, and in any activity related to the course. Any and all actions in the online class environment are considered related to the course.
At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required at all times.
Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code. Certain actions in the course will require that the instructor report the actions to the appropriate campus authorities for investigation and further action.

Student Engagement:
The University of West Georgia requires that instructors evaluate student engagement in the early weeks of a course. Students who fail to engage in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from and unrelated to the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

Academic Honesty:
All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on **any** assignment will receive an F **in the course** (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for _any and all_ violations of the University of West Georgia Honor Code regardless of the value of the individual assignment**. If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

Modifications to this Syllabus:
The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be

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communicated via email within the online classroom. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

Government Compliance Statements:

ADA Statement:
"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:
No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement:
University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

5

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

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

Senate Action Item   · (See Procedure)

Course Details

POLS	5508	European Economic and Monetary Union
Prefix	Number	Course Title

This course addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole. It examines the emergence of the Euro and focuses on recent economic trends and problems in the Euro-zone.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

European Monetary Union
Summer 2011
5508

Contact information for Dr. H. Mbaye:
Generally, please contact me via the course mail tool or post on "ASK YOUR PROFESSOR" on the discussion boards. For emergencies, email hmbaye@westga.edu or siegmund@lmu.de.

Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process an elaborate structure of institutions developed to manage the EU's expanding range of activities. In 1999, eleven of the then fifteen member countries launched the European Monetary Union (EMU).Circulation of a common currency (euro) started in 2002. Since Estonia joined the Eurozone in 2011, the euro is now the single currency in seventeen states.

Course Description
This course focuses on the EMU. It explores the evolution of monetary integration of Western European countries from its post-World War II origins to the present day, analyzing the changes in roles and objectives of Member States. It also examines the political and economic impact and challenges facing the EMU as it completes the final stages of the Single Market. Comparisons will be made with the US and other countries in the world. Lastly, it examines the prospective enlargement of the EMU and the subsequent political and economic tasks and challenges facing the Union in light of enlargement and the global financial crisis.

Course Objectives
At the end of the course, students will be able to demonstrate knowledge of the following:
• The historical origins and development of EMU
• The rationale behind EMU (Political Union vs. Currency Union)
• The basic economic principles and economic impact of EMU
• The political impact of EMU
• The institutional framework of the EU with respect to EMU
• The future of EMU in economic and political perspective

Class Requirements/Assessments
A total of 1100 points is possible. In each module, students will be required to do readings of PDF files, review lecture material, participate in discussion, and complete a quiz.

Discussions: You are required to participate at least one time per module or discussion session. Since most discussions are in asynchronous mode, you may participate at any time during that week. You will be graded on the quality of your participation. Each discussion is worth 25 points (total 150 points).

Quizzes. Each module is associated with a quiz worth 25 points. You will be required to complete these on time. (150 points)

Essays. Three 1500-2000 word essays will be required. One will be due with Module 3, Module 5, and Module 6. Assignments will not be accepted when submitted after the due date. Each paper is worth 200 points. Be sure to cite all references. (600 points)
(FYI: These papers are twice as long as undergraduate papers.)

Exam. The final exam will be a multiple-choice question exam. It will cover information presented in the modules and will include 50 multiple-choice questions. Completion of the quizzes included in each module should help you prepare for this part of the exam. The final exam is worth 200 points).

Literature Review. Graduate students will complete a literature review worth 200 points.

Remember that all work must be submitted on GeorgiaView. Students occasionally send us back up copies for their online work by email, and this not necessary or desirable. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission. Learn the features of the assignment drop box.

Course Layout and Student Responsibilities
Because this is an online class, it is imperative that you adhere to the course schedule available in this syllabus. Every week you will be assigned a module on which to work. You should access that module online and read all related objectives, lecture notes, and required readings. After completion of your readings, you should also select one of the assignments (if applicable that week) and complete it before beginning the next module. In addition, you should make it a point to participate weekly in online discussion sessions and complete any quizzes. (For more information, read Class Assessments above.)

Lastly, be sure you refer to your syllabus's calendar below, read your instructor's announcements, and refer to instructor emails.

Course Schedule of Modules and Assignments
For all modules, read objectives, lecture notes, and required readings. If you open the learning module, and go right down the left-hand column of links, you will complete every item in the module. There is no need to go outside the module to find a quiz or assignment via the assignment tab or assessment tab.

Start	End	Module number	Name
June 6	June 13, 1:00pm EDT	Module 1	Why monetary union?
June 13	June 20, 1:00pm EDT	Module 2	History of EMU
June 20	June 27, 1:00pm EDT	Module 3	Strategies to Attain EMU
June 27	July 4**, 1:00pm EDT	Module 4	Economics of EMU: Basics
July 4	July 11, 1:00pm EDT	Module 5	Economics of EMU: Currencies
July 11	July 18, 1:00pm EDT	Module 6	Challenges facing EMU
July 18	July 25, 1:00pmEDT	Final Exam	Final Exam

**American Independence Day. American Students will be given a 24 hour extension on their assignments if needed.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action
○ Add ○ Modify ○ Delete

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

Senate Action Item ▾ (See Procedure)

Course Details

POLS	5509	EU Law & Legal Systems
Prefix	Number	Course Title

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course examines the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

European Law and Legal Systems
Heather A.D. Mbaye, Director
University System of Georgia EU Studies Program

Course Information
This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course also examines the body of European law, both static and dynamic. This law includes the treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

Course Objectives for EU Law
At the end of the course, students should be able to:
- describe and understand the legal system of the EU
- describe and explain the development of the EU legal system
- have in-depth understanding of two concrete cases of legal adjudication in the EU
- understand where EU law fits in to the international legal system
- place EU law in legal context with national law in the EU
- apply the IRAC method of case brief writing

Contacting your Professors
Dr. Heather A.D. Mbaye, Director
EU Studies Program
678-839-5170
hmbaye@westga.edu (FOR EMERGENCIES)
AIM: heathermbaye (any time I'm online for class related issues or questions)

Discussion board: There is a board called "ask your instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Required Textbooks
All required reading for this course will be online. Please note that you will need to do some of your own research, and will need access to a library. Wikipedia and other online sources won't be sufficient.

Class Requirements/Assessments

1200 total points are available. Grading is on a traditional 10 point scale, by percentage.
There are four class modules and two case law modules. For the class modules (1-4), you will, during the time assigned to each module: (total of 200 points)

- Do the assigned reading;
- Review the lecture materials online;
- Complete the *timed* quiz (worth 30 points)
- Join in the discussion (worth 20 points)

For modules 1 and 3, there is an additional written assignment worth 100 points. Please find these in the assignment tab. (total of 200 points)
Each of the case law modules are worth 200 points each; while the assignment is explained in the module, you will need to access the assignment tab to submit the case law assignments. (400 points)
The final project on EU law in current events is worth 200 points.
Law literature review: 200 points

Course modules

1. EU Law: Evolution and Institutional Setup
2. Legal Instruments, Competence, Policymaking, and the Court
3. Doctrines of International Law
4. AFSJ and External Affairs
5. Free Movement: Case Laws
6. Competition: Case Laws
7. Final Project and law literature review

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Mbaye, Heather
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   · (See Procedure)

Course Details

POLS	5510	Foreign Policy & the EU
Prefix	Number	Course Title

The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The early part of the course focuses on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

Course Catalog Description

3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

In order to better serve graduate students in many programs, including the MPA program and a forthcoming graduate certificate in EU Studies program, the department of Political Science is offering to cross list many of its 4000 level classes with 5000 level classes. This expands our graduate offerings without expanding our faculty.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Heather Mbaye   [APPROVED 2013-02-15]
Coordinator, COSS Executive Committee

Robert Schaefer   [APPROVED 2013-01-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130129-...   3/5/2013

European Union Foreign Policy

Graduate Version

Instructor: Gregory C. Dixon   Office: UWG, Pafford Building 125
Email: gdixon@westga.edu   Office Hours: M 11am – 4pm, W 11am – 2pm, 3:30 – 5:30
Course Web Page: www.westga.edu/~gdixon   Office Phone: (678) 839-4992

COURSE DESCRIPTION:

This is a graduate reading course on the foreign policy of the European Union. This course explores the challenges to crafting foreign policy in the context of a regional organization. The course explores the institutional and practical challenges facing the European Union as it attempts to pursue a more integrated and coherent common foreign policy in the context of a constantly shifting process of regionalization. This course will explore the institutional framework of the EU foreign policy apparatus as well as the interactions between the EU and its member states' foreign policy institutions. We will explore this in the context of several key issue areas in which the EU exercises (or attempts to exercise a common foreign policy.

REQUIRED TEXTS:

- Bindi, Federiga (ed) *The Foreign Policy of the European Union: Assessing Europe's Role in the World* (ISBN: 978-0815701408)
- Keukeleire, Stephan and Jennifer MacNaughtan *The Foreign Policy of the European Union* (ISBN: 978-1403947222)
- Laidi, Zaki (Ed.) *EU Foreign Policy in a Globalized World: Normative power and social preferences* (ISBN: 978-0415599511)
- Smith, Karen *European Union Foreign Policy in a Changing World* (ISBN: 978-0745640181)
- Additional readings will be provided via the online classroom in PDF format

LEARNING OUTCOMES:

- Survey the institutional design of the EU as regional governance
- Survey the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

GRADING:

		Letter Grades	
Commentary Papers (3)	250 points each	90 and up%	A
Bulletin Board Participation		80 - 89%	B
Initial Posts (5)	25 points each	70 - 79%	C
Responses (5)	25 points each	60 - 69%	D
		59 and under	F
Total points possible:	**1000**		

NATURE OF THE COMMENTARY PAPERS:

Students are required to submit three commentary papers for this course. For each of the five modules there are a series of five commentary questions. Student must answer TWO of these questions (two questions from the same module) in each commentary paper. The answer to EACH question should be 1200 - 1500 words in length (about 4 - 5 pages). Answers are required to demonstrate a thorough understanding of the subject matter in each module as well as critical thinking related to the application of these concepts. Students are required to use the assigned materials of the course in these answers as appropriate in order to demonstrate their knowledge of the concepts. All commentary papers must be properly cited as academic essays. Further detail, including the grading rubric, is provided in the "Course Supplement" found in the online classroom.

BULLETIN BOARD PARTICIPATION:

This class is delivered on-line, but student participation and interaction is required. A series of bulletin boards for the course has been created in the online classroom. There are five bulletin boards, one for each module

of the course. Each discussion board has a prompt to spur discussion of the related materials for the week. The Course Supplement posted on WebCT contains a list of these prompts as well. These discussion questions are to serve as the basis for *weekly* posts by the students in the course regarding the course readings. All students are required to participate in bulletin board discussions. All students are expected to post comments at least twice per week on the bulletin boards in order to get full credit for this section of the grade. Students are required to post an initial post for the week that directly answers the question posed in the prompt. Students must also respond to the posts of other students in the course. For each module there is one "initial post" grade (out of 25 points) and one "response" grade (out of 25 points.) Students should have one initial post and three responses per module. The initial post will be due by the Thursday of the first week of each module. The first response is due by the Sunday of the first week. The remaining two posts must be submitted by the end of the module. Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the prompt for the week. Discussion posts are considered submitted work and are subject to all of the standards of academic integrity regarding original work, proper citation, and appropriate conduct. Failure to adhere to these standards will be sanctioned by the professor as he sees fit, up to and including an F in the course and reporting inappropriate conduct to the relevant authorities within the EU Studies Program and at the student's home university.

MISSED COMMENTARY PAPERS:
The commentary papers are spread throughout the course. These are take-home assignments and the due dates are posted at the start of the course. The assignments are due at 11:59pm on the Sunday of the second week of the module. Late assignments will be accepted until the Tuesday following the due date at 11:59pm with a penalty of one letter grade (25 points) per day late. For example, a paper submitted late on Tuesday will have 50 points deducted. No late submissions will be accepted after the Tuesday deadline.

COURSE SCHEDULE
Every two weeks you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion as outlined above. For three modules, write and submit a commentary paper as outlined above.
While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during the times indicated below for each module. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Module	Date
Module 1	Online discussion: February 4 - February 17 Deadline essay submission: February 17
Module 2	Online discussion: February 18 - March 3 Deadline essay submission: March 3
Module 3	Online discussion: March 4 - March 17 Deadline essay submission: March 17
Module 4	Online discussion: March 18 - March 31 Deadline essay submission: March 31
Module 5	Online discussion: April 1 - April 14 Deadline essay submission: April 14

CLASS PARTICIPATION AND ATTENDANCE:
As an online course there is no physical attendance in the course. Student activity in the online classroom is required and student participation will be tracked and monitored in the course. Students are required to participate in the online discussion boards as noted in the grading section above.

EXTRA CREDIT:
There will be NO extra credit assigned in this course.

INCOMPLETE GRADES:
Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ACTS OF THE GODS AND OTHER BAD THINGS:
On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience *truly exceptional* life events may be made if the circumstances warrant.

ADD, DROP, WITHDRAWAL, AND OTHER DEADLINES:
Students are advised that this course is taught in a program that works with various campuses. This means that the deadlines at your home university or college apply. All home deadlines must be met for purposes of adding, dropping, and withdrawing from the course. All other home university deadlines also apply. The course schedule may vary significantly from your home university schedule.

TECHNOLOGY REQUIREMENTS:
Students are expected to have reviewed the minimum technology requirements found on the EU Studies Program web site. By remaining enrolled in the course past the seventh day of the start of the semester, students agree that they have access to appropriate computing technology to complete the course.

ACCOMMODATION FOR STUDENTS WITH SPECIAL NEEDS:
Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. (see "ADA Statement" below)

PRIVACY RIGHTS AND EMAIL CONTACT:
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

DECORUM:
This is an online course, but students are still required to maintain appropriate standards of personal decorum at all times. This includes in the discussion boards, via email, during chat sessions, and in any activity related to the course. Any and all actions in the online class environment are considered related to the course.
At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required at all times.
Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code. Certain actions in the course will require that the instructor report the actions to the appropriate campus authorities for investigation and further action.

STUDENT ENGAGEMENT:
The University of West Georgia requires that instructors evaluate student engagement in the early weeks of a course. Students who fail to engage in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from and unrelated to the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on **_any_** assignment will receive an F **_in the course_** (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for _any and all_ violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:
"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:
No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement:
University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be communicated via email within the online classroom. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course past the Wed of the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms and that the final say in any and all interpretations of the terms and conditions lies with the professor.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action
- ◉ Add   ○ Modify   ○ Delete

Modifications
☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

PSYC	7810a	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
The current course number, 7810, is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department. Thus we have added a letter to a sequence of the courses to allow a number of offerings.

Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments
Syllabi vary with course topic.

College Approvals

Donadrian Rice   [APPROVED 2012-12-14]
Chair, Course Department

Heather Mbaye   [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

Restorative Circles bring together the three parties in conflict:

1. Those who have acted/reacted
2. Those directly impacted
3. Community members indirectly impacted

Within an intentional, systemic context, all parties dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants and guided by a community member. The process ends when actions have been found that are mutually beneficial. Restorative Circles are facilitated in 3 stages:

1. Pre-circle
2. Circle
3. Action plan

These stages are designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate results. As a circle forms it invites <u>shared power, mutual understanding, self-responsibility, and effective action</u>. Establishing self-sustaining restorative practices within a community is a key to the successful use of restorative circles.

Learning Objectives: Student will learn about the social-historical context of Restorative Circles, with emphasis on Restorative Circles' relationship to the larger body of restorative practices and to nonviolent communication. By the end of the semester students will be able to clearly describe the system of Restorative Circles and its potential, and facilitate a restorative circle. Students will also begin to explore avenues for Restorative Circles system-building within the local community and begin to connect to community resources.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Maione, Kareen R.
Department	College	Originator

Action

○ **Add** ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   · (See Procedure)

Course Details

PSYC	7810b	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale

This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

syllabi vary with course topic.

College Approvals

Heather Mbaye   [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice   [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/5/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

Restorative Circles bring together the three parties in conflict:

1. Those who have acted/reacted
2. Those directly impacted
3. Community members indirectly impacted

Within an intentional, systemic context, all parties dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants and guided by a community member. The process ends when actions have been found that are mutually beneficial. Restorative Circles are facilitated in 3 stages:

1. Pre-circle
2. Circle
3. Action plan

These stages are designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate results. As a circle forms it invites shared power, mutual understanding, self-responsibility, and effective action. Establishing self-sustaining restorative practices within a community is a key to the successful use of restorative circles.

Learning Objectives: Student will learn about the social-historical context of Restorative Circles, with emphasis on Restorative Circles' relationship to the larger body of restorative practices and to nonviolent communication. By the end of the semester students will be able to clearly describe the system of Restorative Circles and its potential, and facilitate a restorative circle. Students will also begin to explore avenues for Restorative Circles system-building within the local community and begin to connect to community resources.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Maione, Kareen R.
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

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

Senate Action Item · (See Procedure)

Course Details

PSYC	7810c	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites

Rationale
This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments
Syllabi vary with each course.

College Approvals

Heather Mbaye [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/5/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

Restorative Circles bring together the three parties in conflict:

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Learning Objectives: Student will learn about the social-historical context of Restorative Circles, with emphasis on Restorative Circles' relationship to the larger body of restorative practices and to nonviolent communication. By the end of the semester students will be able to clearly describe the system of Restorative Circles and its potential, and facilitate a restorative circle. Students will also begin to explore avenues for Restorative Circles system-building within the local community and begin to connect to community resources.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments [Senate Action Item ▾] (See Procedure)

Course Details

PSYC	7810d	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department

Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments
Syllabi vary with course content.

College Approvals

Heather Mbaye   [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice   [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/5/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

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Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

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

Senate Action Item ___ (See Procedure)

Course Details

PSYC	7810e	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

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

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

Present or Projected Annual Enrollment: 15

Comments
Syllabi varies course content.

College Approvals

Heather Mbaye [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-... 3/5/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

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Learning Objectives: Student will learn about the social-historical context of Restorative Circles, with emphasis on Restorative Circles' relationship to the larger body of restorative practices and to nonviolent communication. By the end of the semester students will be able to clearly describe the system of Restorative Circles and its potential, and facilitate a restorative circle. Students will also begin to explore avenues for Restorative Circles system-building within the local community and begin to connect to community resources.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action   ● Add   ○ Modify   ○ Delete

Modifications   ☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   [Senate Action Item]   (See Procedure)

Course Details

PSYC	7810f	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale

This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Syllabi varies with course content

College Approvals

Heather Mbaye   [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice   [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/5/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

Course Description: A Restorative Circle is a community systemic process for supporting those in conflict. Students will conduct Restorative Circle practice to build skills in Restorative Circle facilitation according to the Dominic Barter model. This process focuses on system building after facilitation.

Restorative Circles bring together the three parties in conflict:

1. Those who have acted/reacted
2. Those directly impacted
3. Community members indirectly impacted

Within an intentional, systemic context, all parties dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants and guided by a community member. The process ends when actions have been found that are mutually beneficial. Restorative Circles are facilitated in 3 stages:

1. Pre-circle
2. Circle
3. Action plan

These stages are designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate results. As a circle forms it invites shared power, mutual understanding, self-responsibility, and effective action. Establishing self-sustaining restorative practices within a community is a key to the successful use of restorative circles.

Learning Objectives: Student will learn about the social-historical context of Restorative Circles, with emphasis on Restorative Circles' relationship to the larger body of restorative practices and to nonviolent communication. By the end of the semester students will be able to clearly describe the system of Restorative Circles and its potential, and facilitate a restorative circle. Students will also begin to explore avenues for Restorative Circles system-building within the local community and begin to connect to community resources.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action
● Add   ○ Modify   ○ Delete

Modifications
☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

PSYC	7810f	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

Planning Info
● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments
Syllabi varies with course content

College Approvals

Heather Mbaye [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/6/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

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Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R.
Department	College	Originator

Action
● Add ○ Modify ○ Delete

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

Senate Action Item ▪ (See Procedure)

Course Details

PSYC	7810g	Tutorial
Prefix	Number	Course Title

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

Course Catalog Description

1-4	0	1-4	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
This course number is used for a number of special topics courses. Banner can not handle the same course number with separate sections, causing extra paperwork for Department and Registrar. Solution follows example of Music Department.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▪ (See Policy)
Present or Projected Annual Enrollment: 15

Comments

College Approvals

Heather Mbaye [APPROVED 2013-01-29]
Coordinator, COSS Executive Committee

Donadrian Rice [APPROVED 2012-12-14]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121213-...   3/6/2013

Restorative Circles

PSYC 7810-10

Wednesday 10-noon

218 Melson Hall

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Program View Request (Read-Only)

Originator
College of Education
College

Clinical and Professional Studies
Department

Bucholz, Jessica
Originator

Action
○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details
Senate Action Item

Program Selection
College of Education
College

Master of Arts in Teaching (MAT)
Program

Master of Arts in Teaching (MAT)
Program Name

On Campus
Program Location

Graduate
Degree Level

Master of Arts in Teaching with a Major in Teacher Education
Degree Name

Fall   2013
Effective Semester/Year

Modification Details
Adding a special education track to the existing MAT program.

(Max 4000 characters)

Rationale
The Georgia Board of Regents (BOR) has defined Master of Education (M.Ed.) degree programs as advanced programs. Thus all M.Ed. programs offering initial certification must be reconfigured into a Master of Arts in Teaching (MAT) degree program which the BOR defines as a program that leads to initial

(Max 4000 characters)

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? YES (See Policy)
Present or Projected Annual Enrollment: 50

Comments

(Max 4000 characters)

College Approvals

Frank Butts   [APPROVED 2013-02-14]
Chair, Course Department

Rebecca Stanard   [APPROVED 2013-02-14]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=130208-... 3/6/2013

Program Sheet
Master of Arts in Teaching – Special Education-General Curriculum (1/2013)

Name_____ Student ID_____

Also see Program Notes.

Courses	Credits	Transfer/ Substitute	Semester Planned	Semester Taken	Grade
Professional Education Foundation	**15**				
1. SPED 6706 Special Education in the Regular Classroom	3				
2. SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
3. SPED 6715 Characteristics (General Curriculum)	3				
4. MEDT 6401 Instructional Technology	3				
5. SPED 7721 Assessment in Special Education	3				
Pedagogical Content Courses	**12**				
6. SPED 6766 Basic Curriculum & Methods (General Curric.)	3	■			
7. SPED 6761 Classroom Behavior Management	3				
8. SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3	■			
9. SPED 7722 Collaboration in Special Education	3				
Internship	**6**				
10. SPED 6792 Practicum I: Special Education	3	■			
11. SPED 6793 Practicum II: Special Education	3	■			
Total Professional Education Courses	**33**				
Courses recommended by advisor if needed for required Concentration*		■			
		■			
		■			
		■			
		■			
		■			

Students must pass or exempt the GACE Basic Skills exam and the GACE content exam in Special Education-General Curriculum. An undergraduate GPA of 2.7 is required for unconditional admission; however, in special cases, a GPA of 2.5 or higher will be accepted under provisional admission. A graduate admissions test such as the GRE is not required for admission. If a student has between a 2.0 and a 2.49 GPA, he/she can be admitted through a Provisional Degree program whereby he/she will be allowed to enroll for nine hours of graduate work at UWG. If he/she completes the graduate work at a 3.0 or higher GPA, he/she then can be eligible for admission to the MAT if all other requirements are met.

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

DATE	Sat, Dec 8, 2012	Sat, April 27, 2013	Sat., July 27, 2013
Accounting & Finance	Rong Guo Mark Wills Christine Haynes Joseph Abrokwa	Sharon Seay Michael Yu Ron Best Michael Hopper	Linxiao Liu Kathy Moffeit Charles Hodges Bruce Bird
Economics	David Boldt Mary Kassis Heather Richardson Kim Holder Hilde Patron Adrian Austin	David Boldt Chris Geller Salvador Lopez Michael Sinkey James Murphy Bashu Dutt Joey Smith	David Boldt Adrian Austin Bashu Dutt Kim Holder James Murphy Michael Sinkey
Management	Mary-Kathryn Zachary Thomas Gainey Brad Prince Erich Bergiel Jeannie Pridmore Leanne DeFoor	Faramarz Parsa Joan Deng John Upson Susana Velez-Castrillon Michael Borsodi	Kimberly Green Jeff Rooks Samatha Dukes Monica Smith
Marketing & Real Estate	Cheryl Brown Minna Rollins David Nickell Mimi Rickad	Minna Rollins David Nickell Jack Wei Susan Hall	David Nickell Minna Rollins Susan Hall Sandy Thompson

Program View Request (Read-Only)

Originator

College of Education	Leadership and Instruction	Butts, Frank
College	Department	Originator

Action
○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Senate Action Item

Program Selection

College of Education	Master of Education with a Major in Secondary Education
College	Program

Master of Education with a Major in Secondary Education
Program Name

On Campus — Program Location

Graduate — Degree Level

Master of Education
Degree Name

Summer — 2013
Effective Semester/Year

Modification Details

This request is to modify the existing Master of Education with a Major in Secondary Education by removing two concentration options: Economics Concentration and Political Science Concentration.

(Max 4000 characters)

Rationale

This action is the result of consistently low or no enrollment in these concentrations. Both are supported by the respective Deans.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 1

Comments

(Max 4000 characters)

College Approvals

Rebecca Stanard [APPROVED 2012-10-22]
Associate Dean, College of Education

Frank Butts [APPROVED 2012-10-18]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=121018-... 3/6/2013

Program View Request (Read-Only)

Originator

College of Science and Mathematics	Geosciences Department	Seong, Jeong
College	Department	Originator

Action
○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications
☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Modification Details

Senate Action Item

Program Selection

College of Science and Mathematics	Post-Baccalaureate Certificate in Geographic Information Systems
College	Program

Post-Baccalaureate Certificate in Geographic Information Systems	On Campus	Graduate
Program Name	Program Location	Degree Level

Post Baccalaureate Certificate	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

Change the program from face-to-face to 100% online.

(Max 4000 characters)

Rationale

The Department of Geosciences proposes changing the geographic information systems certificate program (GISCP) to be delivered from face-to-face to 100% online method because of the following reasons:
(1) The GISCP has been offered mainly targeting field professionals who need

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? ? (See Policy)
Present or Projected Annual Enrollment: 15

Comments

(Max 4000 characters)

College Approvals

Scott Gordon [APPROVED 2012-11-26]
Coordinator, COSM Curriculum Committee

Curtis L. Hollabaugh [APPROVED 2012-10-29]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

Biology Department	College of Science and Mathematics	Kenyon, William
Department	College	Originator

Action: ● Add ○ Modify ○ Delete

Modifications: ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

BIOL	5728	Bacterial Pathogenesis
Prefix	Number	Course Title

Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and and the study of infectious disease. The course includes detailed discussions of factors involved in the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

Course Catalog Description

3		3	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Permission of Instructor

Corequisites

Rationale

Bacterial Pathogenesis has been taught for several semesters as a special topics course in biology at both the undergraduate and graduate levels (BIOL 4985/6985 Special Topics in Biology). The course has proven to be very popular among M.S. students in biology planning careers in medicine or fields in the biomedical sciences. The course is a forerunner of what students typically encounter in medical school microbiology courses. The number of medically-related, graduate-level biology courses offered each semester is currently limited. This forces some of our M.S. students interested in the medical field to take other courses in order to complete the course requirements for the M.S. degree (10 courses for non-thesis track students and 7 courses for thesis-track students). For that reason, Bacterial Pathogenesis is a critical course for many of our graduate students interested in medicine and the clinical sciences. Furthermore, the addition of Bacterial Pathogenesis (BIOL 4728/5728) will create a series of graduate-level courses in medical/clinical microbiology to also include Essentials of Immunology (BIOL 5727), Medical Virology (BIOL 5729), and Emerging Pathogens (BIOL 5730). As a requirement of the course, graduate students enrolled in BIOL 5728 must complete an oral PowerPoint presentation based on an article from the Morbidity and Mortality Weekly Report (MMWR) published by the Centers for Disease Control and Prevention (CDC). Graduate students will also draw relevant background information from other sources such as review articles and book chapters and incorporate that information into their MMWR presentation. An online, virtual laboratory component is planned which will familiarize students with laboratory techniques routinely used to isolate, culture, and identify bacterial pathogens from clinical specimens.

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 6

Comments

College Approvals

Henry Zot [APPROVED 2013-02-08]
Chair, Course Department

Scott Gordon [APPROVED 2013-02-25]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=121008-... 3/6/2013

Bacterial Pathogenesis (BIOL 5728)
Lecture and Laboratory Syllabus

COURSE DESCRIPTION

Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and and the study of infectious disease. The course includes detailed discussions of factors involved in the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

RECOMMENDED PREREQUISITES

- Microbiology (BIOL 3310)
- Cell and Molecular Biology (BIOL 3134)
- Organic Chemistry I (CHEM 2411 and CHEM 2411L)

INSTRUCTOR

Dr. William J. Kenyon
Associate Professor
Department of Biology
University of West Georgia
Carrollton, GA 30118

CONTACT INFORMATION

Office: Room 223 Biology Building
Phone: 678-839-4033 (9-4033)
Email: wkenyon@westga.edu

OFFICE HOURS

To be determined

LECTURE TEXTBOOK

Text Title: ***Microbiology with Diseases by Taxonomy***
Edition: 3rd edition (2011)
Authors: Robert W. Bauman
Publishers: Benjamin Cummings Publishing Company
ISSBN-13:   978-0-321-64043-7
ISSBN-10:   0-321-64043-8
Website: Purchasing access to the masteringmicrobiology.com website is recommended.

LEARNING OBJECTIVES

- To recognize how this course fits into the overall study of infectious diseases
- To define the microbial, host, and environmental factors which contribute to disease
- To survey the host immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of diverse bacterial pathogens
- To learn how to analyze and critique scientific research and resulting data
- To practice and improve scientific writing and presentation skills
- To apply knowledge gained from the lecture in a virtual laboratory setting

READING ASSIGNMENTS

- Reading the material in the textbook is critical for success in the course.
- The reading schedule is included in this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following each lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

ATTENDANCE POLICIES

- Attendance is mandatory.
- Roll will be taken regularly at the beginning of lecture.
- If you miss a lecture, you must provide the instructor with a valid, written excuse.
- If planning to miss more than one class period, you must give the instructor prior notice.
- You should arrive promptly before each lecture begins.
- Tardiness is disruptive and will not be tolerated.
- If attendance and/or tardiness continue to be a problem, you will be reported to the university as "not engaged" in the course.

CLASSROOM BEHAVIOR

- Talking among students is expected to immediately stop once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be reported as "not engaged" in the course.
- However, you are strongly encouraged to ask questions during lecture.

EXAMS AND GRADING

Lecture Exams
- There will be 4 exams throughout the semester (Exam 4 is the Final Exam).
- Use the large scantron form #229633 for each exam.
- There will be approximately 50 questions per exam.
- Each exam is worth 100 points.
- Question formats include multiple choice, true or false, matching, etc.
- If a student is absent on the day of an exam, the exam cannot be made up unless the student provides the instructor with a valid, written excuse within one week.

MMWR Presentations
- Students are required to give one 20 minute PowerPoint presentation based on an article from the Morbidity and Mortality Weekly Report (MMWR) published by the Centers for Disease Control and Prevention (CDC).
- Each MMWR presentation is worth 100 points.

Final Grades
- There are 500 total points possible for the course:
  - 400 points from lecture exams
  - 100 points from MMWR presentations
- Final course letter grades will be based on the following grading scale:
  - **A = 92.0-100%, B = 82.0-91.9%, C = 72.0-81.9%, D = 62.0-71.9%, F = below 62.0%**

Missed Exams
- If you miss an exam, you must immediately contact the instructor to reschedule.
- Missed exams must be made up within a period of one week.
- You must have a written excuse (*e.g.*, from a physician) to make up an exam.
- No make up exams will be allowed during the last week of the course.
- Do not miss the final!
- It is your responsibility to regularly check your CourseDen grades and Email.

STUDYING ADVICE

1) Read the material in the textbook before coming to class.
2) Attend every lecture and be on time for the beginning of class.
3) Study the lecture slides (lecture slides will be posted on CourseDen).
4) Take detailed notes during lecture.
5) Ask questions during lecture.
6) After class, review the text and organize your notes.
7) Use the study aids at the end of each chapter and on the textbook website.
8) Discuss the material with classmates.
9) Spend several hours per week studying for this course.
10) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating will not be tolerated in any form.
- During exams, please keep your eyes on your exam.
- Do not let others look at your exam.
- Cheating automatically results in receiving zero points for that exam.
- Please refer to the UWG Student Handbook for university-wide policies on cheating.

REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

Bacterial Pathogenesis Lecture Schedule

Dates To Be Determined	Lecture and Exam Schedule	Reading Assignments
	Introduction and Syllabus	
	Symbiosis and Normal Microbiota	Chapter 14
	Portals of Entry and Adhesion	Chapter 14
	Portals of Entry and Adhesion	Chapter 14
	Virulence Factors	Chapter 14
	Virulence Factors	Chapter 14
	Stages of Disease & Reservoirs	Chapter 14
	Stages of Disease & Reservoirs	Chapter 14
	Modes of Transmission	Chapter 14
	Modes of Transmission	Chapter 14
	Epidemiology	Chapter 14
	Epidemiology	Chapter 14
	Nosocomial Infections	Chapter 14
	Exam 1	*Chapter 14*
	Innate Immunity: First Line Defenses	Chapter 15
	Innate Immunity: Second Line Defenses	Chapter 15
	Innate Immunity: Second Line Defenses	Chapter 15
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Adaptive Immunity: Third Line Defenses	Chapter 16
	Exam 2	*Chapters 15 and 16*
	Staphylococcus	Chapter 19
	Streptococcus	Chapter 19
	Streptococcus and *Enterococcus*	Chapter 19
	Bacillus and Clostridium	Chapter 19
	Listeria, Mycoplasma, and *Corynebacterium*	Chapter 19
	Mycobacterium	Chapter 19
	Propionibacterium, Nocardia, and *Actinomyces*	Chapter 19
	MMWR Presentations and Papers	
	Exam 3	*Chapter 19*
	Neisseria	Chapter 20
	The Family Enterobacteriaceae	Chapter 20
	Pasteurella and *Haemophilus*	Chapter 20
	Bartonella, Brucella, Bordetella, Burkholderia, and *Pseudomonas*	Chapter 20
	Francisella, Legionella, Coxiella, Bacteroides, and *Provetella*	Chapter 20
	Rickettsias and Chlamydias	Chapter 21
	Spriochetes and Vibrios	Chapter 21
	MMWR Presentations and Papers	
	Exam 4 (Final Exam)	*Chapters 20 and 21*

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department	College of Arts and Humanities	Newton, David W.
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☑ Prerequisites ☑ Description ☑ Title ☑ Credit ☑ See Comments | Senate Action Item | (See Procedure)

Course Details

ENGL	5295	Young Adult Literature
Prefix	Number	Course Title

An advanced examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups including teachers, school administrators, and parents involved in designing and implementing a literature curriculum.

Course Catalog Description

3	0	3	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
The department currently offers ENGL 4295 (Young Adult Literature), but there is no equivalent 5000-level section of the course that graduate students can take. The College of Education has requested that the department create a 5000-level section so that graduate students enrolled in the Language Arts M.A.T. program can take it as part of the required content area courses. Graduate students in the M.A. English program who are interested in teaching will also be able to take this course.

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

Is this a SACS substantive change? ?   ·   (See Policy)

Present or Projected Annual Enrollment: 6

Comments

College Approvals

Randy J. Hendricks   [APPROVED 2013-01-25]
Dean, College of Arts and Humanities

David W. Newton   [APPROVED 2012-11-09]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

English 5295 (Young Adult Literature)

Rationale: The department currently offers ENGL 4295 (Young Adult Literature), but there is no equivalent 5000-level section of the course that graduate students can take. The College of Education has requested that the department create a 5000-level section so that graduate students enrolled in the Language Arts M.A.T. program can take it as part of the required content area courses. Graduate students in the M.A. English program who are interested in teaching will also be able to take this course. ENGL 4295 is the only 4000-level course without a 5000-level version.

Enrollment: All 5000-level ENGL courses are capped at 3 seats and run concurrently with the 4000-level section which is capped at 22.

Resources: Since we already offer ENGL 4295 every year, no additional resources are required. We already have tenure-track faculty trained in this area to teach the course.

Course Description: An advanced examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups including teachers, school administrators, and parents involved in designing and implementing a literature curriculum

Learning Outcomes

- Develop an advanced understanding of basic reading processes.
- Demonstrate an advanced knowledge of classic and Young Adult texts customarily taught in grades 7-12, reading, reviewing, and critiquing such literature in a collaborative manner with peers and instructor.
- Demonstrate an advanced understanding of students' abilities to learn from reading and the language arts and the ways in which novice readers process textual information.
- Demonstrate how to provide support to students in comprehension at every stage of that process both through specific reading skills and through a scaffold of accessible textual, contextual, and illustrative material for novice readers.
- Demonstrate an advanced understanding of higher-order literacy, including how to build language development, strategies to advance analytical and concept development, and ways to teach both efferent and aesthetic reading.
- Demonstrate an advanced understanding of the development of moral reasoning skills through literature.
- Select instructional strategies and methods and develop lesson plans that demonstrate mastery in teaching reading-learning strategies in a literature environment, to bridge classic literature with Young Adult texts.
- Define the rights and responsibilities of teachers, parents, students, and other groups with respect to literature curriculum content and establish proficiency in writing rationales for texts that may be challenged.
- Demonstrate an advanced awareness of ways to create a multicultural and gender-balanced curriculum.
- Demonstrate advanced proficiency incorporating technological innovations in the teaching of reading/literature.
- Advance personal-professional development and self-examination.
- Demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material.

- Demonstrate advanced command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.
- Demonstrate advanced facility with discipline-specific computer technologies related to the study of language such as listservs, word processing, and internet research.

Relationship of course goals to graduate program goals

- This course supports learning outcomes for the M.A. in English which are as follows:

  Graduate students will demonstrate advanced mastery of content within the discipline by answering comprehensive questions about specific writers, genres, texts, and literary periods that they have studied.

  Graduate students will demonstrate that they have achieved refined skills in professional and scholarly writing presuming a command of pertinent critical assumptions, methodologies, and practices.

  Graduate students will demonstrate an advanced facility in relating the facts and ideas of the discipline to cognate fields and exploring their correspondence, particularly within the context of western intellectual history.

  Graduate students will demonstrate an advanced awareness of contemporary issues in the study of literature, including those which emanate from an understanding of the differences among cultural value systems.

- This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates and provides students with the literary, historical, and critical contexts related to texts on the department's required reading list.

- This course fulfills requirements for the M.A.T. degree in Language Arts.

- Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination which is required for the M.A. and M.A.T. degrees.

- Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations (such as the advanced GRE subject examination in English), and further prepares them for careers in teaching and advanced graduate-level study.

Grading Criteria: Exams, response papers, analytical papers, research paper (minimum of 12 pages), oral presentations, book review and/or annotated bibliography (including at least 10 secondary sources). **Note:** Approved department polices stipulate that specific grading criteria for graduate students in 5000-level courses must include an annotated bibliography and/or a book review.

Primary References and Texts: See sample syllabus (attached)
Note: Approved department policies stipulate that specific grading criteria for graduate students in 5000-level courses must include secondary reading assignments.

ENGL 4295: Young Adult Literature (Syllabus)
Semester
Day/Time
Location

Section Subtitle: Is This Why Johnny Can't Read?: Teaching Young Adult Literature as a Political Act

Dr. A. Insenga
Office number: TLC 2245
Office hours:
Office phone: 678-839-4864
Website: http://www.westga.edu/~ainsenga/
E-mail: ainsenga@westga.edu

Catalog Description: An advanced examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups including teachers, school administrators, and parents involved in designing and implementing a literature curriculum

Specific Section Description: In their editorial from *The Washington Post* entitled "Why Johnny Won't Read," Mark Bauerlein and Sandra Stotsky lament sharp declines in reading by adolescents, males in particular. While they concede that the current K-12 curriculum is a large part of the problem for a reduction in lifelong learning by way of advancing literacy, they identify the preponderance of Young Adult literature (YALit) taught in reading and English classes in the secondary environment as the chief culprit, not only defining texts of this genre as "easy-to-read, short novels about teenagers and problems such as drug addiction, teenage pregnancy, alcoholism, domestic violence, divorced parents and bullying" but claiming that, in the classroom, "Older literary fare has also been replaced by something called 'culturally relevant' literature—texts that appeal to students' ethnic group identification on the assumption that sharing the leading character's ethnicity will motivate [students] to read." Such arguments point to an acute misunderstanding of the genre's history as a scholarly field and of adolescent readers' needs, especially since deployment of texts written expressly for adolescents works to solve problems that the "traditional-canon-only" curricula can create. The authors of the article also misconstrue the amount of YALit actually taught, since classics still dominate syllabi in grades seven through twelve, and teachers often end up explaining the plotlines of texts instead of teaching critical thinking skills that collegiate courses require. Even when considered alongside the vetted scholarship of educators and theorists in the field of YALit and in a climate of increasing aliteracy amongst young people, Bauerlein's and Stotsky's contentions mark the teaching and reading of YALit as political acts. In this course, YALit students will begin their work by investigating the long and varied history of the genre, from primers to problem novels and beyond. We will actively read primary texts, demonstrating our collegiate analytical abilities and discussing ways that each text reaches a targeted demographic. We will explore books explicitly written for teenagers alongside canonical texts in order to discuss the "bridging to the classics" technique used by practitioners in the field, and we will read and reflect upon multi-modal and serial texts now dominating media speculations about books that kids read. Finally, we will discuss curricular planning and Language Arts Common Core Georgia Performance Standards for secondary students and practice content dissemination in two short presentations.

Learning Outcomes

Develop an advanced understanding of basic reading processes.

Demonstrate an advanced knowledge of classic and Young Adult texts customarily taught in grades 7-12, reading, reviewing, and critiquing such literature in a collaborative manner with peers and instructor.

Demonstrate an advanced understanding of students' abilities to learn from reading and the language arts and the ways in which novice readers process textual information.

Demonstrate how to provide support to students in comprehension at every stage of that process both through specific reading skills and through a scaffold of accessible textual, contextual, and illustrative material for novice readers.

Demonstrate an advanced understanding of higher-order literacy, including how to build language development, strategies to advance analytical and concept development, and ways to teach both efferent and aesthetic reading.

Demonstrate an advanced understanding of the development of moral reasoning skills through literature.

Select instructional strategies and methods and develop lesson plans that demonstrate mastery in teaching reading-learning strategies in a literature environment, to bridge classic literature with Young Adult texts.

Define the rights and responsibilities of teachers, parents, students, and other groups with respect to literature curriculum content and establish proficiency in writing rationales for texts that may be challenged.

Demonstrate an advanced awareness of ways to create a multicultural and gender-balanced curriculum.

Demonstrate advanced proficiency incorporating technological innovations in the teaching of reading/literature.

Advance personal-professional development and self-examination.

Demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material.

Demonstrate advanced command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.

Demonstrate advanced facility with discipline-specific computer technologies related to the study of language such as listservs, word processing, and internet research.

Relationship of Course Goals to Graduate Program Goals

This course supports learning outcomes for the M.A. in English which are as follows:

Graduate students will demonstrate advanced mastery of content within the discipline by answering comprehensive questions about specific writers, genres, texts, and literary periods that they have studied.

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Graduate students will demonstrate an advanced facility in relating the facts and ideas of the discipline to cognate fields and exploring their correspondence, particularly within the context of western intellectual history.

Graduate students will demonstrate an advanced awareness of contemporary issues in the study of literature, including those which emanate from an understanding of the differences among cultural value systems.

This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates and provides students with the literary, historical, and critical contexts related to texts on the department's required reading list.

This course fulfills requirements for the M.A.T. degree in Language Arts.

Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination which is required for the M.A. and M.A.T. degrees.

Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations (such as the advanced GRE subject examination in English), and further prepares them for careers in teaching and advanced graduate-level study.

Required Texts:
The Absolutely True Diary of a Part-Time Indian, by Sherman Alexie
Feed, by M.T. Anderson
Speak, by Laurie Halse Anderson
Using Young Adult Literature in the English Classroom, by Bushman and Parks-Haas, 4th edition
The Chocolate War, by Robert Cormier
My Own True Name, by Pat Mora
1984, by George Orwell.
Catcher in the Rye, by J.D. Salinger
The Wolves of Mercy Falls Trilogy, boxed set, by Maggie Stiefvater*
Additional readings can be found on the course reading page online.

*Students may purchase each of the three novels in Stiefvater's trilogy separately or in a boxed set. Whichever option students choose, all three novels are required texts for the course. In addition to this information regarding Stiefvater's books, you should also check the daily, detailed syllabus below to see that you are asked to read each of these three novels on your own, with a culminating due near the end of the semester when we will begin our discussion of serial Young Adult literature.

Assessment:
Daily Driving Questions (2 questions per class period)—10%
Two, short group teaching presentations—10%**
Mid-term and final examinations—20 and 25%
Final, 15-18 page project and Annotated Bibliography (8 sources)—30%
Active participation—5%

In addition to the assignments above, graduate students will be assigned to a single group in which they will complete the two Learning Lessons assignments. See me in the office for suggested resources and examples of the Annotated Bibliography assignment, especially if you have never created one.

Major Assignments

Daily Driving Questions/Learning Lessons
Beginning **XXXX**, students will participate in daily assignments, of which there are two types. The first type, called Daily Driving Questions (DDQ's), requires that students craft two complex questions related to our assigned primary or secondary readings. Each question *should not* induce discussion of pure plot or rely on summary of our readings but should, instead, *drive* us towards some sort of analytical discussion. Appropriate questions could lead us to analyze a character or concept in a new way (e.g. "How does the relationship between Archie and Obie or Archie and Emile evidence homoerotic tension in *The Chocolate War*? Or "How does Salinger's reference to *David Copperfield* on the first page of *The Catcher in the Rye* set up a literary dialog with other bildungsroman texts that came before it?). Other questions could relate to our secondary materials (e.g. "Why do some believe that teaching classics is of the utmost importance for a "proper" education?" or "Should we save the classics for college, or should we introduce them during high school? Why or why not? "). You might also ask questions that would lead us to discuss ways to teach close reading skills or literary elements like metaphor, motif, theme, symbolism, allegory, etc.

The *very best* DDQ's will reflect your close reading and complex thinking about primary and secondary materials and will not simply rehash ideas but ask us to flesh out, expand upon, or even refute them. The very best DDQ's will not ask for simple yes or no answers but be open-ended to allow for reflection and discussion. The very best DDQ's will evidence that you have read the material but, more importantly, that you have begun to think about ways in which the material fits in with secondary ideas, our course objectives, or even ongoing scholarly conversations.

On days when you complete DDQ's, be prepared to provide answers to your own and to others' questions during our class discussion. I will collect the questions at the end of each class period, and I can accept no late questions. Students can expect to engage in this daily assignment most often and will receive daily grades (√+ [95]; √ [75], or √- [55]) for each pair of questions they turn in at the end of class. There are twenty DDQ's in all. At the end of the semester, I will drop the two lowest grades you earned on DDQ's.

The second type of daily assignment, called Learning Lessons, will be completed twice over the course of the semester with at least four days for group preparation allowed before presentation. For each of these assignments, assigned or self-selected groups will collaborate to use specifically-designated English and Language Arts (ELA) Common Core Georgia Performance Standards and professor directions to craft a detailed, procedural Lesson Plan for one full class period.

During each of the two class days devoted to Learning Lessons this semester, half of the groups will teach one activity from their Lesson Plan during a 17-20 minute block of time. Thus, if a group teaches on the first Learning Lessons day, it will not teach again this semester but will spectate (and vice versa). Regardless of whether or not students teach an activity from their procedural Lesson Plan, all groups will turn in a Lesson Plan on both days. So: you will turn in two for a grade and teach once for commentary.

Please note that members in groups will not necessarily receive the same grade, so working together to divide work so that each contributes a fair share during the creation and teaching of the activity is imperative. Like DDQ's, Learning Lessons materials will be collected at the end of the periods in which they are due, and, since they are collaborated upon and then completed

during class, no late or make up work is possible. Each Learning Lesson will be evaluated (√+ [95]; √ [75], or √- [55]) and counts as a daily grade.

Mid-Term and Final Examinations
Each in-class, seventy-five-minute exam will have an objective and subjective portion. The objective portion will be made up of quotation identifications that require student analysis and short answer questions. The subjective portion of each test will be comprised of either one long essay or two questions that require two or three paragraphs for each answer, depending on class vote. Students may utilize their annotated texts for the subjective portion of each examination.

Final Project, Proposal, and Mandatory Peer Review
There are two types of Final Projects in our class: students will choose either a Pedagogy Project, described below, or they may choose to complete a typical scholarly paper containing an argument, scholarly research, and analysis, and written about a true YALit text not taught in class.

The Pedagogy Project, **the option strongly suggested for all English Education majors and MAT students,** is one that requires students to choose a true YALit text not studied in class and to justify its use in a specific classroom setting via narrative before crafting two days of detailed, procedural Lesson Plans that include reference to and hypothetical fulfillment of ELA Common Core Georgia Performance Standards. The paper is written in two parts: Part One—the Justification, and Part Two—the two days of Lesson Plans.

During the eleventh week of the semester, students will turn in a three-page Project Proposal that introduces their text and a rationale for choosing it, presents a working thesis, and, most importantly, offers up a preliminary Works Cited that evidences serious, scholarly research. While the general plan and source list may well change after completion of the proposal, students cannot change their text. Students must receive professor approval on their proposal before proceeding.

Coruse Policies
Grading Scale: All English courses 2000-level and above use a departmental grading scale. Please familiarize yourself with it, as it is the scale I will use to grade all Major Assignments. To view this rubric, please click on the link entitled "Grading Rubric (upper division)," located on the class resource page.

Website/Paperless Policy: Many of your past professors may have used Course Den for getting information to you. However, I primarily use my website (www.westga.edu/~ainsenga) and often e-mail the class with my thoughts, suggestions, or announcements. Most information for this course—this document, exams, short required texts, announcements, or resources—is hyperlinked on the website. Please check the site regularly for updates. You will be responsible for printing out all assigned documents from my website or those sent to you via e-mail for class.

"My UWG" and Professionalism Policy: As of fall 2006, all e-mail correspondence between professors and students must occur via university e-mail. Please send all communication to me via your "My UWG" account. Further, all students should assume a professional disposition when e-mailing or communicating about or in class and/or when speaking to fellow students, guest speakers, and/or professor about the course, scheduling conferences, or the English Education program. Students should check university e-mail daily to avoid missing important class or programmatic messages. Checking university e-mail regularly also prevents mailboxes from filling up. If university mailboxes fill up, messages do not get queued; rather, they do not get delivered at all. Therefore, students risk not receiving important information if they do not check e-mail in a timely fashion. E-mailing is an essential part of effective and professional

communication for this class, for the English Education program, for the university at large, and for the teaching profession you seek to enter.

Attendance and Disruptive Student Policies: Our class meets twice per week. Students who miss more than four class periods—two weeks of class—cannot pass the course. Please also be aware that no distinction exists between excused and unexcused absences. Finally, please avoid repeated tardiness in a class where we seek to hone professionalism. Students will be dismissed from any class meeting in which they exhibit behavior that disrespects or disrupts the learning environment of others. Such behavior includes—but is not limited to—repeatedly arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.

Required Format: Each major assignment, including the DDQ's, must be word-processed and delivered in hard copy. When formatting and citing, use MLA documentation. If you need a refresher on MLA format, please see the MLA Documentation link on the class resource page or feel free to talk with me in conference.

Students with Special Needs: Any student who has a special need should inform me during the first week of class. We will then set up a conference to discuss the specifics of the official paperwork you have received from the appropriate department.

Late Work/Make Up Work**:
As a general rule, late work is not accepted except under the direst of circumstances, and those who miss class cannot make up work missed or turn in any work that was due on the evening of their absence. However, if you feel you have an extenuating circumstance, you should see me in conference during office hours or during a scheduled conference to discuss your problem. At that time, I will determine whether or not an assignment can be turned in late and what deduction, if any, will apply.

**I fully realize that, occasionally, "life happens" and that some problems beyond your control crop up once in a while. Never hesitate to discuss problems with assignments or attendance with me if you feel that your circumstance is dire. With honest and swift communication, many issues can be resolved to your advantage!

THE DAILY SYLLABUS

August 20
Student, Professor, and Course Introduction
For next class: Reread this document, record questions and/or concerns, and read Bushman and Haas, chapters 1 and 11

August 22
From Primers to Problem Novels and Beyond: The History of Young Adult Literature
For next class: Read *The Catcher in the Rye*, chapters 1-8
Remember that DDQ's commence next class period; review the requirements of this daily assignment along with examples in the "Detailed Description of Major Assignments" section of this document. Check out, too, the class resource page for exemplars

August 27
DDQ 1
Discuss *The Catcher in the Rye*
For next class: Read Bushman and Haas, chapter 2 and *The Catcher in the Rye*, chapters 9-13

August 29
DDQ 2
Discuss *The Catcher in the Rye*
For next class: Finish *The Catcher in the Rye* and read Bushman and Haas, chapter 3
September 3: No Classes or Office Hours—Labor Day Holiday

September 5
DDQ 3
Discuss *The Catcher in the Rye*
For next class: Read *The Chocolate War*, chapters 1-14

September 10
DDQ 4
Discuss *The Chocolate War*
For next class: Read *The Chocolate War*, chapters 15-19 and Bushman and Haas, chapter 6
September 12
DDQ 5
Discuss *The Chocolate War*
For next class: Finish *The Chocolate War*

September 17
DDQ 6
Discuss *The Chocolate War*
Learning Lessons One assigned; groups formed or assigned, depending on class vote
For next class: Read the following poems in *My Own True Name*: "Mango Juice," "Ode to Pizza," "For Georgia O'Keefe," "1910," and "Fences" and examine the "SOAPSTone" method, which is linked on your class resource page

September 19
DDQ 7
Discuss Mora poetry
For next class: Read the following poems in *My Own True Name*: "Immigrants" and "Lost Inmigrantes," "Two Worlds," "Sugar," and "Now and Then, America"

September 24
DDQ 8
Discuss Mora poetry
Mid-term Part II Vote
For next class: Use your group's assignment sheet to create your Learning Lessons One assignment, which is due for presentation during our next class period—remember, on the days when we have a Learning Lessons daily assignment due, you do not have to complete DDQ's . Check out the exemplars of Lesson Plans suitable for this assignment on the class resource page.

September 26
Learning Lessons One (four groups teach, all groups turn in a detailed, procedural Lesson Plan)
For next class: Read Bushman and Haas, chapter 3 and *The Absolutely True Diary of a Part-Time Indian*, pgs. 1-73

October 1
DDQ 9
Discuss *The Absolutely True Diary of a Part-Time Indian*
For next class: Read *The Absolutely True Diary of a Part-Time Indian*, pgs. 74-129 and chapter 8 in Bushman and Haas

October 3
DDQ 10
Discuss *The Absolutely True Diary of a Part-Time Indian*
For next class: Finish *The Absolutely True Diary of a Part-Time Indian*

October 8
DDQ 11
Discuss *The Absolutely True Diary of a Part-Time Indian*
Short review for Mid-term examination
For next class: Study for Mid-term examination

October 10
Mid-term examination
For next class: Read *1984,* book I and chapter 7 in Bushman and Haas

October 15
DDQ 12
Discuss *1984*
For next class: Read *1984*, chapters 1-8 in Book 2

October 17
DDQ 13
Discuss *1984*
Learning Lessons Two assigned
For next class: Finish *1984*

October 22
DDQ 14
Discuss *1984*
For next class: Read *Feed*, pgs. 3-40

October 24
DDQ 15
Discuss *Feed*
For next class: Use your group's assignment sheet and texts to create your Learning Lessons
Two assignment, which is due for presentation during our next class period
-Read Feed, pgs. 41-106

October 29
Learning Lessons Two (three groups teach)
For next class: Read *Feed*, pgs. 107-165

October 31
DDQ 16
Discuss *Feed* and Final Project proposal
For next class: Finish *Feed* and read chapter 10 in Bushman and Haas

November 5
DDQ 17
Discuss *Feed* and Final Project proposal
For next class: Read Speak, pgs. 3-top of 65 and complete Final Project proposal

November 7
DDQ 18
Turn in Final Project Proposal
Discuss *Speak*
For next class: Read *Speak*, pgs. 65-159

November 12
DDQ 19
Discuss *Speak*
For next class: Finish *Speak*

November 14
DDQ 20
Discuss *Speak*
Introduction to Stiefvater trilogy
For next class: Make certain that you have read all three books from *The Wolves of Mercy Falls* series: *Shiver*, *Linger*, and *Forever*. This reading should have been an ongoing activity this semester, but you still have time—almost two weeks—to complete this assignment!

November 26
DDQ 21
The Serial YA Novel: Big Bucks, Big Jest, Big Payoff?
Discuss Stiefvater trilogy
For next class: If, for some reason, you have not completed the Stiefvater trilogy, please do so; aside from this task, you should be working on your Final Project

November 28
Course Evaluations
Discuss Stiefvater trilogy
-Final examination review: students will schedule this time with the professor
-Final examination: 2 p.m. on December 3
-Final Project due: 4:3

Course Update Request (Add, Delete, Modify)

Originator

Economics	Richards College of Business	Boldt, David J.
Department	College	Originator

Action
● Add ○ Modify ○ Delete

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

Senate Action Item · (See Procedure)

Course Details

ECON	6470	Ethical Foundations of Capitalism
Prefix	Number	Course Title

This course is designed to explore the moral, ethical, and economic foundations of the modern business environment. Topics include the role of the individual, business, and government in society. Students in the course are exposed to the writings of economic, ethical, and political thinkers such as Smith, Hobbes, Locke, Marx, Keynes, Rand, Hayek, and Friedman.

Course Catalog Description

3		3	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
This course has proved to be very popular when offered as a special topics course. Plans are to offer this course once a year as an elective in the MBA program.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO · (See Policy)
Present or Projected Annual Enrollment: 25

Comments

College Approvals

Faye McIntyre [APPROVED 2013-02-18]
Dean, RCOB

David J. Boldt [APPROVED 2013-02-11]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Sunil Hazari [APPROVED 2013-02-18]
RCOB Graduate Program Committee Chair

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130211-... 3/6/2013

ECON 6470
Ethical Foundations of Capitalism

William (Joey) Smith
Richards College of Business, Room 1303
678-839-4779
http://www.westga.edu/~wjsmith

Office Hours: TBD

Tentative Course Schedule: The instructor reserves the right to change the syllabus and assigned readings in consultation with the students; however this outline and list of readings represents a good example of the scope of the readings that would be required from class participants.

Class Description: This course is designed to explore the moral, ethical, and economic foundations of the modern business environment.   Topics include the role of the individual, business, and government in society. Students in the course are exposed to the writings of economic, ethical, and political thinkers such as Smith, Hobbes, Locke, Marx, Keynes, Rand, Hayek, and Friedman.

Learning Goals

1)   Ability to compare and contrast different ethical theories

2)   Recognize the importance of ethical decision making in business

3)   Ability to apply ethical theory in practical and business settings

4)   Communicate at a professional level in oral presentations and in writing

Course Outline

PART I: INTRODUCTIONS AND OVERVIEW

- What is morality and ethics
- Adam Smith, *Theory of Moral Sentiment, ch1, Part 1 and 4.*
- Yaron Brook, http://www.youtube.com/watch?v=CYU8KZz91OA
- http://plato.stanford.edu/entries/morality-definition/
- http://plato.stanford.edu/entries/ethics-virtue/
- Measures of capitalism: *Economic Freedom of the World Report 2009* available at http://www.freetheworld.com/2009/reports/world/EFW2009_ch1.pdf
- Eric Foner, Freedom, Capitalism and Morality. http://www.youtube.com/watch?v=X1Ga7YC11uM&feature=fvsre1
- Milton Friedman interview. http://www.youtube.com/watch?v=RWsx1X8PV_A
- Ayn Rand, Atlas Shrugged, Part I Chs.1-2

PART II: FOUNDATIONS OF CAPITALISM

Section 1: Classical Economics

- Adam Smith. *The Wealth of Nations*. Book I, Chs. 1-3; Book IV, Ch. 2.
- Levine, David. *Wealth and Freedom.* Ch. 3-4: "Capitalism" and "The Self-Regulating Market."
- Heilbroner, Robert. *The Worldly Philosophers*. Chs. 1-2, "The Economic Revolution" and "The
- Wonderful World of Adam Smith." Optional: http://www.youtube.com/watch?v=3sg36QvF7Hs
- (Heilbroner interview).
- Ayn Rand, Atlas Shrugged, Part I Ch.3-4

Section 2: Government (The Big "G")

- Hobbes, Leviathan, Chs. 11 and 13
- Locke, Of Civil Government, Chs. 2 and 9
- Ayn Rand, *The Virtue of Selfishness, Ch. 14*
- Ayn Rand, Atlas Shrugged, Part I Chs.5-6

Section 3: Economic Views of the Government and Capitalism

- Brook Yaron, President of the Ayn Rand Foundation, Presentation:

In parts:
P1. http://www.youtube.com/watch?v=aoU_64zEiRE
P2. http://www.youtube.com/watch?v=YCx_mRC92bk&feature=related
P3. http://www.youtube.com/watch?v=-veryOu60uY&feature=related
P4. http://www.youtube.com/watch?v=1xwKTT6FKIM&feature=related
P5. http://www.youtube.com/watch?v=zmpkMTIX4k8&feature=related
P6. http://www.youtube.com/watch?v=-veryOu60uY&feature=related
P7. http://www.youtube.com/watch?v=to4d8WD-Ons&feature=related
P8. http://www.youtube.com/watch?v=tWPVEJmygas&feature=related
P9. http://www.youtube.com/watch?v=BIJ0Ex8-5-0&feature=related
P10. http://www.youtube.com/watch?v=_8ITFYLInhQ&feature=related
P11. http://www.youtube.com/watch?v=_Jn7SJGBAmw&feature=related

- Ayn Rand, Atlas Shrugged, Part I Chs.7-8

Section 4: The Critics of and Defenders of Capitalism and of the Purely Free Market

- Karl Marx and Friedrich Engels. *The Communist Manifesto.* (Chs. 1, 2, and 4)
- Polanyi, Karl. *The Great Transformation.* pp. 33-76 and 136-57.
- Noam Chomsky: http://www.youtube.com/watch?v=HFxYyXGMfZM&NR=1
  http://www.youtube.com/watch?v=fOIM1_xOSro&feature=related
- F. A. Hayek , *The Road to Serfdom (selections from)*
- David Henderson, *the Joy of Freedom*, Chs. 1, 8
- Jagdish Bhagwati, *Why the Critics of Free Trade and Globalization are Mistaken*
    - *http://www.tagesspiegel.de/zeitung/Sonderthemen;art893,2613355*
    - *http://www.law.upenn.edu/cf/newsroom/videoaudio/whyRecentCritiquesOfFr*

- Ayn Rand, Atlas Shrugged, Part I Ch.9-10

Section 5 MidTerm
Ayn Rand, Atlas Shrugged, Part II Chs.1-3

PART III: CAPITALISM AND DEVELOPMENT

Section 1: Development

- Przeworski and Limongi. 1997. "Modernization: Theories and Facts." *World Politics*. 49 (2): 155-183.
- Boix, Carles. 2003. Democracy and Redistribution. "Introduction" and Ch. 3 "Historical Evidence" pp. 1-18, 110-129.
- Income convergence (Barrow, Solow)
- PBS *Commanding Heights: The Battle for the World Economy: Episode One: The Battle of Ideas*
- Paul Krugman – Income Inequality and the Middle Class http://www.youtube.com/watch?v=5kwA-CwFK5A&feature=related
- Ayn Rand, Atlas Shrugged, Part II Ch.4-6

Section 2: Economic Voting

- Michal Lewis-Beck and Mary Stegmaier. 2000. "The Economic Determinants of Electoral Outcomes." *Annual Review of Political Science*. Vol. 3, pp. 183-219.
- G. Bingham Powell and Guy Whitten. 1993. "A Cross-national Analysis of Economic Voting." *American Journal of Political Science.* Vol. 37, No. 2 (May): 391-414.
- Voting with your feet http://www.youtube.com/watch?v=YewL0BoL1Lk
- The Tiebout Hypothesis and Public Goods
- Ayn Rand, Atlas Shrugged, Part II Ch.7-8

PART IV: THE WELFARE STATE

Section 1: Distribution and Inequality

- Smeeding, Timothy. "Poor People in Rich Nations: The US in Comparative Perspective." Jan. 2006.
- Cassidy, John. 2006. "Relatively Deprived: How Poor is Poor?" *The New Yorker*, April 3.
- Ayn Rand, Atlas Shrugged, Part III Ch.1-3

Supplementary Readings and Discussion Papers:

- Atkinson, Anthony, Rainwater, Lee, and Timothy Smeeding. 1995. *Income Distribution in OECD Countries: Evidence from the Luxembourg Income Study.* Paris: Organization for Economic Cooperation and Development.
- Bradley, David, Evelyne Huber, Stephanie Moller, Francois Nielson, and John Stephens. 2003. "Distribution and Redistribution in Postindustrial Democracies." *World Politics*. Vol. 55, No. 2 (January): 193-228.
- Marshall, T.H. 1950. *Citizenship and Social Class.* Cambridge University Press.

Section 2: Labor, Leisure & Welfare

- Alesina, Glaeser, and Sacerdote. 2005. "Work and Leisure in the US and Europe: Why So Different?" NBER Working Paper, #11278.
- Esping-Andersen. 1990. *The Three Worlds of Welfare Capitalism*. Ch. 2, "Decommodification in Social Policy" and ch.3, "Welfare State as System of Stratification."
- Ayn Rand, Atlas Shrugged, Part III Ch.4-6

Section 3: "Can Capitalism Survive?"

- Keynes, J.M. 1937. "General Theory of Employment." *Quarterly Journal of Economics*. (February).
- Lekachman, Robert. 1966. *The Age of Keynes*. Ch. 3, "The Road to The General Theory" (skim) and Ch. 4, "The General Theory."
- Schumpeter, Joseph A. 1942. *Capitalism, Socialism and Democracy*. Part II: Can Capitalism Survive? Prologue (pp. 61-2), Ch. 7, "The Process of Creative Destruction," Ch. 12, "Crumbling Walls;" Part III: Can Socialism Work? Ch. 16, "The Socialist Blueprint."
- Paul Krugman – Income Inequality and the Middle Class http://www.youtube.com/watch?v=5kwA-CwFK5A&feature=related
- Ayn Rand, Atlas Shrugged, Part II Ch.7-8

Section 4: Bringing it all together for the final

- Ayn Rand, Atlas Shrugged, Part III Ch.9-10

Grading

Presentations (3-4 per person):	40
Response and Discussion:	10
Paper:	20
Exams (2):	30
	100 points

Academic Integrity: Academic dishonesty as described by the Honor Code (which you can find at http://www.westga.edu/undergrad/1762.htm) will not be tolerated. Any such actions will result in a score of zero on the associated assignment(s) and/or dismissal from the course with a grade of F. The following actions will be considered violations of the honor code in this course:
Examples of academic dishonesty include, but are not limited to the following: -Talking to classmates during tests. -Looking at other students' exams. -Texting or emailing during tests. -Plagiarism -Working in groups for assignments intended for the individual.

Affirmative Action: University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Americans with Disabilities Act: If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/counseling/index_8884.php

Equal Opportunity: No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Disclaimer: The instructor reserves the right to change this syllabus at any time during the semester. Any changes will be announced in class and by email. The ***Preliminary*** Class Schedule outlined is PRELIMINARY; however, every effort will be made to adhere to the schedule. Any changes will be announced and emailed to the class.

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

NURS	9008	Educational Theory and Philosophical Foundations of Educatio
Prefix	Number	Course Title

This course provides a broad foundation for the study of adult education based on philosophical constructs that have influenced the practice of adult education in the past and present. This course will explore philosophical perspectives that have influenced adult education and those that continue to develop the current practice of andragogy.

Course Catalog Description

3	0	3	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the EdD in Nursing Program.

Corequisites

Rationale
This is a required course in the new Ed in Nursing Education program.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▾ (See Policy)
Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course name, prefix, and number: Educational Theory and Philosophical Foundations of Education, NURS 9008

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the doctoral program

Catalog description:
This course provides a broad foundation for the study of adult education based on philosophical constructs that have influenced the practice of adult education in the past and present. This course will explore philosophical perspectives that have influenced adult education and those that continue to develop the current practice of andragogy.

Learning outcomes:
1. Communicate the major philosophical orientations and evolution of adult education.
2. Assess various philosophical components of adult education that include andragogy, behaviorism, feminism, humanistic, and transformational learning.
3. Evaluate contemporary philosophical issues, movement, strategies, and adult education teaching and learning practices.
4. Develop a personalized philosophy of adult education
5. Complete a philosophical audit of factors affecting adult teaching and learning in an organization that provides education to adults.

Sample textbooks:
Merriam, S. B., & Brockett, R. G. (2011). *The profession and practice of adult education: An introduction.* San Francisco, CA: Jossey-Bass. ISBN: 9781118045282.

Merriam, S. B., & Grace, A. P. (2011). *The Jossey-Bass reader on contemporary issues in adult education.* San Francisco, CA: Jossey-Bass. ISBN: 9780470873564.

Rubenson, K. (2011). *Adult learning and education.* Oxford, UK: Elsevier. ISBN: 9780123814890.

Taylor, E. W., & Cranton, P. (2012). *The handbook of transformative learning: Theory, research, and practice.* San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-59072-0.

Topics for class sessions:
Philosophical Orientations and Challenges
Postmodernism and Adult education
Analytic Philosophy of Adult Education
Liberal Adult Education
Behaviorist Adult Education
Humanistic Adult Education
The Influence of Feminist Theory
Transformational Learning Theory
Lifelong Learning

Generic assignments/methods of evaluation:
Weekly Discussions and or Chats-10%
Organizational Philosophy audit-20%
Collaborative Essay – Current and Emerging Philosophical Challenges in Adult Education-35%
Personal Adult Education Philosophy-10%
Integration of Course Concepts-25%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 11/12/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments
- Senate Action Item ‐ (See Procedure)

Course Details

NURS	9009	Curriculum: Theory and Practice,
Prefix	Number	Course Title

This course provides an in-depth examination of historical and contemporary discourses necessary to understand curriculum. implementation of curriculum will be based on analysis, interpretation, evaluation, and synthesis of current data. Students will prepare goals, processes, and outcomes for curriculum and course design.

Course Catalog Description

3	0	3	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 9001, NURS 9004, NURS 9005

Corequisites

Rationale

This is a required course in the new Ed in Nursing Education program.

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

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

| **Laurie Ware** [APPROVED 2013-01-23] |
| Associate Dean of Nursing |

| **Kathryn M. Grams** [APPROVED 2013-01-24] |
| Dean, School of Nursing |

Cross Listing Approvals

| N/A |
| Chair, Cross Listed Department |

| N/A |
| Associate Dean, Cross Listed College |

Other Approvals

Final Approval

| **Jon Anderson** [REQUIRED] |
| Final Approver |

Course name, prefix, and number: Curriculum: Theory and Practice, NURS 9009

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of NURS 9001, NURS 9004, and NURS 9005

Catalog description:
This course provides an in-depth examination of historical and contemporary discourses necessary to understand curriculum. Implementation of curriculum will be based on analysis, interpretation, evaluation, and synthesis of current data. Students will prepare goals, processes, and outcomes for curriculum and course design.

Learning outcomes:
1. Analyze current evidence based research findings and other literature related to curriculum and instructional design issues in nursing education. (1,2,4)
2. Formulate knowledge and understanding of the development and continued growth of the field of curriculum studies and its interrelatedness with the larger political, social, economic, legal, and cultural context of nursing and society. (1,2,3)
3. Evaluate the curriculum, proposals, and instructional programs conducive to student growth and learning and develop plans of study within a quality caring environment. (1,2,3)
4. Synthesize a conceptual-theoretical-eclectic framework for guiding instruction, curriculum practice and decisions per professional standards. (1,2,4)
5. Practice curriculum development with interdisciplinary/interprofessional faculty mentors. (1,2,4)
6. Utilize technology resources to develop curriculum.(1)

Sample textbooks:
Bain, K. (2004). *What the Best College Teachers Do*. Harvard College. ISBN: 9780674013254.

Billings, D. M. & Halstead, J. (2011). *Teaching in Nursing-A Guide for Faculty*. (4th Ed.) Philadelphia: W.B. Saunders. ISBN: 9781455705511.

Fink, L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, California: Jossey-Bass. ISBN: 9780787960551.

Keating, S. (2010). *Curriculum Development and Evaluation in Nursing*. (2nd Ed.) ISBN: 9780826107220.

McCoy, J. L. & Anema, M. G. (2012). *Fast facts for curriculum development in nursing: How to develop & evaluate educational programs in a nutshell*. New York, NY: Springer Publishing Company. ISBN: 9780826109989.

Topics for class sessions:
Module 1- Curriculum Definitions and Theoretical Approaches Overview/Curriculum Theory
Module 2- Factors, Issues and Forces Influencing the Curriculum Process/Cognition and Instruction- Applications for Evaluation
Module 3- Curricular Design in Nursing/Curriculum and Cognition

Module 4- Planning Program, Curriculum, and Coursework Evaluation/ Curriculum Processes, Leadership, and Faculty Development through Service Learning
Module 5- Organizing for the Curriculum Process, Implementation, and Faculty/ Mission, Vision, and Value Statements
Module 6- Objectives/Outcomes, Competencies, Curriculum Plan, and Evaluation/ Faculty Development, Accreditation, and Funding

Generic assignments/methods of evaluation:
Participation (e-Discussions): 40%

Glosses, Critiques, and Response Papers: 20%

Simulation Project (Curriculum Development Project): 40%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

*No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 11/11/12.

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

● Add   ○ Modify   ○ Delete

Modifications

☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments | Senate Action Item   · | (See Procedure)

Course Details

NURS	9010	Nursing Research Seminar,
Prefix	Number	Course Title

The Nurse Educator Research Seminar is designed to provide a forum for interdisciplinary/interprofessional discussion related to the synthesis of scientific findings. This course will provide opportunities for students to evaluate and translate components of the research process to the selected dissertation topic.

Course Catalog Description

1-3 variable	0	1-3 variable c	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

EDUC 9002, NURS 9003, NURS 9007

Corequisites

Rationale

This is a required course in the new Ed in Nursing Education program.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware   [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130117-...   3/6/2013

Course name, prefix, and number: Nursing Research Seminar, NURS 9010

Credit hours and prerequisites: (1-3) variable credit with prerequisite of NURS 9002, NURS 9003, and NURS 9007

Catalog description:
The Nurse Educator Research Seminar is designed to provide a forum for interdisciplinary/interprofessional discussion related to the synthesis of scientific findings. This course will provide opportunities for students to evaluate and translate components of the research process to the selected dissertation topic.

Learning outcomes:
1. Formulate purpose of proposed research, explore the significance of the problem and generate specific aims of the research.
2. Identify and critically evaluate published research relevant to the chosen dissertation topic.
3. Design an appropriate methodology for the study with the incorporation of quality improvement and safety principles to improve educational and practice outcomes.
4. Explore a program of research in the context of lifelong, professional development.
5. Complete the application for IRB approval following the guidelines for protection of human subjects.

Sample textbooks:
American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: Author.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks: Sage Publications.

Strunk, W., & White, E. B. (current version). *The elements of style* (current ed.). New York, N. Y.: The Penguin Press.

Topics for class sessions:
- Topics will vary based on student interest and identified student learning needs:
- Overview of the requirements for completing the doctoral dissertation
- Developing programs of research and research trajectories
- Reading and discussion of papers from the scientific literature
- Ethical issues in the conduct of research and in the preparation of a written dissertation proposal
- Institutional Review Boards
- Role, responsibilities, and resources
- Application process and content
- Informed Consent: Components, process and documentation
- Development and submission of IRB proposal Funding sources and types
- National Institutes of Health
- Mission, Roadmap, Priorities
- Institutes and Centers
- Funding mechanisms
- CRISP: Identification of programs of research, research mentors, collaborators, and consultants

- NINR: Program areas, Strategic Plan

Generic assignments/methods of evaluation:
1. Attendance and participation-10%
2. Successful completion of associated exercises/assignments
  Article review/critique-15%
  Presentation of literature review-25%
  Matrix of ROL-25%
  IRB-25%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 1/15/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ● Add
- ○ Modify
- ○ Delete

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

Senate Action Item ▾ **(See Procedure)**

Course Details

NURS	9011	Ethics in Educational Leadership,
Prefix	Number	Course Title

This course is designed to provide the student the opportunity to analyze ethical theories and to apply these theories to nursing education. Ethical issues in health care, higher education, and nursing education provides the focus for the learner to explore the guiding principles of ethical decision making.

Course Catalog Description

3	0	3	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the EdD in Nursing Program.

Corequisites

Rationale

This is a required course in the new Ed in Nursing Education program.

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

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course name, prefix, and number: Ethics in Educational Leadership, NURS 9011

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the doctoral program

Catalog description:
This course is designed to provide the student the opportunity to analyze ethical theories and to apply these theories to nursing education. Ethical issues in health care, higher education, and nursing education provides the focus for the learner to explore the guiding principles of ethical decision making.

Learning outcomes:
1. Analyze processes of ethical reasoning and models of ethical decision making with applicability to health care, higher education, nursing education, and policy decisions.
2. Apply theories of nursing ethics to nursing education.
3. Identify personal value systems and ethical frameworks and the implications of such values systems and ethics frameworks for nursing and nursing education.
4. Compare and contrast theories, in relation to ethical issues, and dilemmas for health care, higher education, and nursing education.
5. Critique selected contemporary and postmodern ethical theories.

Sample textbooks:
Beauchamp, R.L. & Childress, J.F. (2009). *Principles of biomedical ethics 6th ed*. New York: Oxford University Press.

Beauchamp, R.L. Walters, L, Kahn, J.P. & Mastroiianni, A.C. (2008). *Contemporary issues in bioethics, 7th ed*. Belmont, CA: Wadworth, Cengage Learning.

Fry, S. (2010). *Case Studies in Nursing Ethics Fourth Edition*. New York: Jones & Bartlett.

Paul, R. and Elder, L. (2003). *Ethical reasoning*. Dillon Beach, CA: The Foundation for Critical Thinking.

Shapiro, J. P. and Stefkovich, J. A. (2010). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas, third edition*. Mahwah, NJ: Erlbaum Associates.

Turiel, E. (2008). *The Culture of Morality: Social Development, Context, and Conflict*. Cambridge, MA: Cambridge University Press.

Topics for class sessions:
Ethical reasoning and decision making
Ethical issues and professional responsibilities
Code of Ethics for Nurse Educators and Nurses
Ethical frameworks
Ethical issues and dilemmas

Generic assignments/methods of evaluation:
Case study group presentations-20%
Selected discussions/class participation-40%
Case studies-20%
Final Paper-20%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 10/11/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
● Add ○ Modify ○ Delete

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

Senate Action Item ▼ (See Procedure)

Course Details

NURS	9012	Nursing Education Practicum
Prefix	Number	Course Title

This course provides the student with opportunities to practice the roles, processes, and functions of an educator within a quality caring framework.

Course Catalog Description

0	6	3	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 9001, NURS 9002, NURS 9003, NURS 9004, NURS 9005

Corequisites

Rationale
This is a required course in the new Ed in Nursing Education program.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

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

Senate Action Item   ▾   (See Procedure)

Course Details

NURS	9013	Nursing Education Leadership for Diversity for the 21st century
Prefix	Number	Course Title

This course explores the application of leadership theories related to a culturally diverse society within the context of a quality caring curriculum.

Course Catalog Description

3	0	3	Summer - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the EdD in Nursing Program.

Corequisites

Rationale
This is a required course in the new Ed in Nursing Education program.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware   [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Nursing Education Leadership for Diversity for the 21st century, NURS 9013

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the doctoral program in Nursing Education

Catalog description:
This course explores the application of leadership theories related to a culturally diverse society within the context of a quality caring curriculum.

Learning outcomes:
1. Apply theories of leadership with a focus on transformational leadership and diversity to address issues of equity within the context of education and healthcare.
2. Develop a global and multicultural perspective of transformational leadership to prepare graduates for practice in a complex, dynamic, multicultural health care, and educational environment.
3. Devise leadership strategies for improved cross-cultural communication and appreciation for diversity within educational settings.
4. Identify social, economic, political, cultural and institutional factors that influence quality caring nursing education.

Sample textbooks:
Yukl, G. (2010). *Leadership in organizations*. (7th Ed.). New Jersey, Prentice Hall.

Gollnick, D. M., & Chinn, P. C. (2007). *Multicultural education in a pluralistic society*. (8th Ed.). Needham Heights, MA: Allyn & Bacon.

Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.

Topics for class sessions:
Diversity & Its Meaning
Educational and Nursing Leadership in a Pluralistic Society
Race, Culture, and Ethnicity in the Discourse
Gender Equity in Schools
Sexual Diversity of Faculty and Schools
The Socio-Construction of Disability in Education
Values and Ethics in Leadership Preparation
Developing Paradigms for Leadership - Futuristic Perspective

TEACHING-LEARNING STRATEGIES:
Readings
Discussion
Presentations
Seminar discussion
Papers

COURSE REQUIREMENTS AND EVALUATION:

Class and online participation-10%
Classroom and online discussions-10%
Learning activities-15%
Students' scholarly presentations-25%
Multimedia presentations-25%
Case studies-15%

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 11/12/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   · (See Procedure)

Course Details

NURS	9014	Directed Readings
Prefix	Number	Course Title

This course will provide a critical examination of detailed knowledge of methodology as it relates to the field of research in quality caring nursing education.

Course Catalog Description

3	0	3	Summer - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 9002, NURS 9003, NURS 9005, NURS 9007

Corequisites

NURS 9010

Rationale

This is a required course in the new Ed in Nursing Education program.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2013-01-23]

Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-01-24]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Final Approver

Course name, prefix, and number: Directed Readings, NURS 9014

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisites of NURS 9002, NURS 9003, NURS 9005, NURS 9007 and co-requisite of NURS 9010

Catalog description:
This course will provide a critical examination of detailed knowledge of methodology as it relates to the field of research in quality caring nursing education.

Learning outcomes:
1. Apply effective decision making in the selection of either a quantitative or qualitative research methodology.
2. Analyze various characteristics of effective research designs with a focus on data analysis procedures.
3. Evaluate quantitative and qualitative research reports based on accepted standards for scientific rigor.
4. Compose the methodology chapter of the dissertation.
5. Identify and evaluate essential components of the results and discussion chapters of the dissertation.

Sample textbooks (sample textbooks will be based upon methodology and previous quantitative, qualitative, and statistical analysis courses...other textbooks may also be included):

Munhall, P. (2010). Nursing research: A qualitative perspective. (5th Ed.). Publication date 11/10: Jones and Bartlett.

Creswell, John. (2007). Qualitative Inquiry and Research Design (2nd ed.), Thousand Oaks: Sage.

Strauss, Anselm, and Corbin, Juliet. (1998). Basics of Qualitative Research. Thousand Oaks: Sage.

Van Manen, Max. (1990). Researching Lived Experience. Albany: SUNY Press.

Polit, D.F. & Beck, C.T. (2012). Nursing Research: Generating and Assessing Evidence for Nursing Practice (9th ed). Philadelphia: Lippincott.

Trochim,W., & Donnelly, J. P. (2007). The research methods knowledge base (3rd ed.). Atomic Dog Publishing.

Munro, B. H. (2011). Statistical Methods for Health Care Research (4th ed). Lippincott, Philadelphia.

Generic assignments/methods of evaluation:
Participation (e-Discussions): 50%
Methodology Chapter: 50%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

*No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 11/12/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments Senate Action Item (See Procedure)

Course Details

NURS	9015	Dissertation
Prefix	Number	Course Title

This course is the research dissertation which demonstrates a mastery of study and contributes to the literature in nursing education.

Course Catalog Description

1-4 Variable (	0	1-4 Variable (	Fall - 2015	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Successful proposal defence, consent of dissertation chairperson, and admission to candidacy.

Corequisites

Rationale
This is a required course in the new Ed in Nursing Education program.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2013-01-23]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-01-24]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130117-...   3/6/2013

Course name, prefix, and number: Dissertation, NURS 9015

Credit hours and prerequisites: (1-4) variable credit and prerequisites of successful proposal defense, consent of dissertation chairperson, and admission to candidacy.

Catalog description:
This course is the research dissertation which demonstrates a mastery of study and contributes to the literature in nursing education.

Learning outcomes:
Upon completion of this course students will have written an approved doctoral dissertation of a study.

Sample textbooks:
American Psychological Association, *Publication Manual of the American Psychological Association*, Washington, DC: American Psychological Association, Sixth Edition

Cresswell, John, *Research Design, Qualitative, Quantitative and Mixed Method Approaches,* Sage Publications: Thousand Oaks, latest edition.

Topics for class sessions:
Standard Requirements of a Dissertation.
Parts of a Doctoral Dissertation, Front Matter, Text and End Matter
Introduction or Basis for the Study, or Orientation to the Problem
Problem Statement
Hypotheses or Questions
Review of the Literature, building a case for the need for the study
Study Design
Tables and Figures
Conclusions
Implications and Suggestions for Further Research
Appendices
Binding and Finishing

Generic assignments/methods of evaluation:

Assignment #1 Draft Review of Chapter One, Introduction and Review of the Literature:
Grade is based on how well the Introduction sets the scene for the investigation, the quality and comprehensiveness of literature review, inclusion and clarity of doctoral dissertation research linkage in building the case for the study. Student grade based on the implementation of suggestions provided by advisors to modify and/or expand chapter text. **[30 Points]**

Assignment #2 Chapter Two or Three, Design of the Study:
Student grade based on how well the draft manuscript comprises a discussion of the components of the design and methodology and the extent to which the student incorporates the suggestions of the advisors after the first draft. **[40 Points]**

Assignment #3 Chapter Three or Four, Analysis of the Data:
Student grade is based on how well tables, charts are constructed, titled and numbered, and are self-explanatory. Also discussion of tables in text is completed without having to read the tables. Student grade is also based on the extent to which the student incorporates the suggestions of the advisors after the first draft. **[40 Points]**

Assignment #4. Chapter Four, Summary and Conclusions:
Student grade based on how well summary is drawn out and conclusions are formulated and how the chapter is concluded and implications or recommendations and /or further research are written. Grade is also based on the extent to which student incorporates the suggestions and modifications of the advisors. **[30 Points]**

Assignment #5, End Matter of Dissertation:
Student grade based on consistency of referencing style, appendices and total formatting of end matter. **[30 Points]**

Assignment #6, Preliminary Pages:
Student grade based on how well student has followed directions in formatting the front matter section and all components are included in the front matter and text section paging is correct.
[30 Points]
(200 Total Points)

Grading System:
S = Satisfactory
U = Unsatisfactory

SON Graduate Program Committee: 1/15/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

(●) Add   ( ) Modify   ( ) Delete

Modifications

[ ] Prerequisites   [ ] Description   [ ] Title   [ ] Credit   [ ] See Comments | Senate Action Item   ·   (See Procedure)

Course Details

NURS	6101	Theoretical Foundations of Nursing Practice,
Prefix	Number	Course Title

An exploration and application of theories to health care delivery and to the role of the master?s prepared nurse in the context of caring science.

Course Catalog Description

3.0	0.0	3.0	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the graduate program.

Corequisites

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-02-21]

Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-02-21]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...   3/6/2013

Course name, prefix, and number: Theoretical Foundations of Nursing Practice, NURS 6101

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the graduate program

Catalog description: An exploration and application of theories to health care delivery and to the role of the master's prepared nurse in the context of caring science.

Learning outcomes:
1. Apply theories and evidence-based knowledge in leading the healthcare team to design, coordinate, and evaluate the delivery of care to diverse groups.
2. Evaluate strategies for theory construction as they relate to nursing theory development.
3. Analyze the relationships between theory, research, and evidence-based practice.
4. Integrate an evolving personal philosophy of nursing and health care into one's nursing practice.

Sample textbooks:
McEwen, M. & Wills, E.M. (2011) *Theoretical basis for nursing* (3rd ed.). New York: Lippincott.
Peterson, S. & Bredow, T. (2009).*Middle Range Theories Application to Nursing Research (2nd).* Philadelphia: Lippincott, Williams, & Wilkins.
APA manual (latest edition)

Topics for class sessions:
      1. Nursing theorists: past and present
      2. Critiquing theories of nursing
      3. Application of nursing theory to nursing practice and to the role of advanced practice nursing.
      4. Holistic health care and nursing theory
      5. Leadership theories

Generic assignments/methods of evaluation:

Online Discussion	25%
Presentation: Analysis & Evaluation of a Borrowed Theory	10%
Presentation: Analysis & Evaluation of a Grand Theory	10%
Presentation: Analysis & Evaluation of a Mid-Range Theory	10%
Written Philosophy of Nursing	10%
Aesthetic Presentation of Concept	10%
Written Concept Analysis	5%
Total:	*100%*

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add   ○ Modify   ○ Delete

Modifications
☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments | Senate Action Item ⌄ | (See Procedure)

Course Details

NURS	6102	Role of the Caring Healthcare Professional
Prefix	Number	Course Title

A course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

Course Catalog Description

3.0	0.0	3.0	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program.

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ⌄ (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kathryn M. Grams   [APPROVED 2013-02-22]
Dean, School of Nursing

Laurie Ware   [APPROVED 2013-02-21]
Associate Dean of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Role of the Caring Healthcare Professional, NURS 6102

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the doctoral program

Course Description: A course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

Learning Outcomes:

1. Explore the role of the healthcare professional in practice, education, and leadership.
2. Differentiate caring theoretical models as the essence of practice, education and leadership.
3. Examine the concept of caring as it relates to providing holistic care in a culturally diverse, inter-professional environment.
4. Practice a caring philosophy in the role of a professional to develop interprofessional teams, mentor others and improve the healthcare environment.

Sample Textbooks:
Duffy, J. R. (2009). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership.* New York, NY: Springer.

Topics for class sessions:
1. Implement a self-care plan through reflective practices and by considering therapeutic modalities.
2. Caring as the essence of quality healthcare practice.
3. Theoretical and evidence based frameworks for caring.
4. Quality caring, inter-professional and cultural competence.
5. Ethical decision making and caring.
6. The relationship between self-care and quality caring in the context of the role of the health care professional in education, practice and the healthcare environment.
7. Explore and differentiate the roles in practice, education and leadership.

Grading Scale:
A = 90-100
B = 80-89
C = 75-79
F = < 75

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
⦿ Add ◯ Modify ◯ Delete

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

Senate Action Item ▾ (See Procedure)

Course Details

NURS	6103	Health Promotion & Advanced Health Assessment
Prefix	Number	Course Title

A course designed to equip the master?s prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan and within diverse populations.

Course Catalog Description

2.0	3.0	3.0	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program.

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kathryn M. Grams [APPROVED 2013-02-21]
Dean, School of Nursing

Laurie Ware [APPROVED 2013-02-21]
Associate Dean of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course name, prefix, and number: Health Promotion & Advanced Health Assessment, NURS 6103

Credit hours and prerequisites: 3 hours (2-3-3) with prerequisite of admission to the graduate program.

Catalog description:

A course designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan and within diverse populations.

Learning outcomes:

1. Utilize information systems and technology to effectively perform, oversee, and communicate an age-appropriate comprehensive and episodic health history and physical exam.
2. Critically analyze physical assessment data to synthesize and to formulate a plan of care.
3. Assimilate and critically appraise evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.
4. Demonstrate the ability to assess and address health promotion needs of clients across the lifespan in a manner that reflects caring, a holistic view of self and others and respect for diverse cultures.

Sample textbooks:

Bickley, L.S., Szilagyi, P.G. (2009*). Bates' Guide to Physical Examination and History Taking,* (10th ed.). Philadelphia, PA: Lippincott. **ISBN:** 978-0-7817-8058-2

Topics for class sessions:

Viewing Instructional Videos
 Reference Reading
Accessing and Utilizing WebCT VISTA (Course Den)
Practicing and Logging Physical Assessment
Participating in Weekly Asynchronous Online Discussion of Case Studies
Creating an Online Specialty Assessment Tutorial
Creating an Specialty-Specific Exam
Creating, Demonstrating, and Submitting Video Head-to-Toe Physical Assessment Examinations

Generic assignments/methods of evaluation:

Assessment Log –10%
Weekly Case Study/ Specialty Assessment Discussion – 25%
Online Specialty Assessment Tutorial and Created Test – 25%
Video Physical Assessment – 40 %

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

NURS	6104	Scholarly Inquiry and Data Analysis in Nursing
Prefix	Number	Course Title

A course designed to prepare master?s prepared nurses with the skills and knowledge needed to use evidence-based findings to provide high quality nursing care, initiate change, and promote evidence-based practice in the context of caring science.

Course Catalog Description

3.0	0.0	3.0	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6101 and NURS 6102

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kathryn M. Grams   [APPROVED 2013-02-21]
Dean, School of Nursing

Laurie Ware   [APPROVED 2013-02-21]
Associate Dean of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...   3/6/2013

Course name, prefix, and number: Scholarly Inquiry and Data Analysis in Nursing, NURS 6104

Credit hours and prerequisites: 3 hours (3-0-3) NURS 6101 and NURS 6102

Catalog description: A course designed to prepare master's prepared nurses with the skills and knowledge needed to use evidence-based findings to provide high quality nursing care, initiate change, and promote evidence-based practice in the context of caring science.

Learning outcomes:
1. Synthesize and integrate theory, evidence, clinical judgment, research, and translational processes to improve practice, support policy changes and promote health outcomes that reflect caring and holism.
2. Support the ethical conduct of research and translational scholarship.
3. Articulate the evidence base for practice decisions.
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice.
5. Analyze and evaluate data to develop strategies to improve health outcomes.

Sample textbooks:
B.M. Melnyk & E. Fineout-Overholt (2011). Evidence-Based Practice in Nursing and Healthcare:
      A Guide to Best Practice (2nd ed). Philadelphia: Lippincott.
Polit, D.F. & Beck, C.T. (2012). *Nursing Research: Generating and Assessing Evidence for*
      Nursing Practice (9th ed). Philadelphia: Lippincott.

Topics for class sessions:
Evidence based practice in nursing and healthcare
Evidence-based nursing research and its relationship to the role of advanced practice nursing
Using new knowledge to improve practice
The mechanics of research: databases, information systems
Evidence-based nursing research process
Developing a proposal for scholarly investigation
Critical appraisal of evidence-based guidelines and systematic reviews of research

Generic assignments/methods of evaluation:

Discussion	30%
Search of the Literature	20%
Literature Review	40%
Citi Training	10%

Grading System:

A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

⦿ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

NURS	6105	Leadership for Quality, Safety, and Health Policy
Prefix	Number	Course Title

A course that addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on the political and economic forces that influence the development of health policy related to quality and safety outcomes.

Course Catalog Description

3.0	0.0	3.0	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the graduate program

Corequisites

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-02-21]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-02-21]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...   3/6/2013

Course name, prefix, and number: Leadership for Quality, Safety, and Health Policy, NURS 6105

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the graduate program

Catalog description: A course that addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on the political and economic forces that influence the development of health policy related to quality and safety outcomes.

Learning outcomes:
1. Design quality improvement strategies to evaluate care delivery models based on evidence-based practice.
2. Analyze and interpret research and system data to anticipate, predict and explain variation in practice.
3. Evaluate organizational, political, cultural and economic trends that impact cost, safety and quality of healthcare.
4. Apply principles and practices that promote a culture of quality and safety to improve patient outcomes.
5. Compare and contrast quality improvement models that promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.

Sample textbooks:

Nelson, E., Batalden, P., Godfrey, M. (2007). *Quality by design.* San Francisco, CA: Wiley and Sons.

Hall, H. R., & Roussel, L. A. (2014). *Evidence based practice: An integrative approach to research, administration and practice.* Burlington, MA: Jones & Bartlett Learning.

Topics for class sessions:
Critical appraisal of outcomes data and related evidence based practice
Impact of Healthcare Reform Act on quality and safety
Quality improvement strategies
Culture of safety in healthcare.

Generic assignments/methods of evaluation:
Online Discussion 30%
Written paper on the impact of healthcare reform on quality 20%
Presentation on quality and Just Culture 20%
Quality Improvement Project 15%

Critical Analysis of quality issue 15%
Total: 100%

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

◉ Add ◯ Modify ◯ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item　　　　-　(See Procedure)

Course Details

NURS	6106	Pathopharmacology I
Prefix	Number	Course Title

This is the first of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management.

Course Catalog Description

3.0	0.0	3.0	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the graduate program.

Corequisites

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

◉ Library Resources are Adequate

◯ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kathryn M. Grams	[APPROVED 2013-02-21]
Dean, School of Nursing	

Laurie Ware	[APPROVED 2013-02-21]
Associate Dean of Nursing	

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish	[APPROVED 2013-02-28]
Chair, Graduate Programs Committee	

Final Approval

Jon Anderson	[REQUIRED]
Final Approver	

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...　　3/6/2013

Course name, prefix, and number: Pathopharmacology I, NURS 6106

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the graduate program.

Catalog description: This is the first of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management.

Learning outcomes:

1. Analyze the etiology and pathophysiological alterations associated with common illnesses and conditions incorporating advanced concepts of pharmacotherapeutics and pharmacokinetics.
2. Examine relevant theories and evidence-based research as a basis for therapeutic interventions and pharmacotherapeutics to enhance nursing care.
3. Evaluate holistic influences associated with pathophysiological changes and pharmacotherapeutics.

Sample textbooks:

Martin, H. C. (2007). *Clinical decision making: Case studies in pharmacology.* Clifton Park, NY:Thomson Delmar Learning. *Pathophysiology: The Biological Basis for Disease in Adults and Children 6th Edition-McCance and online package*

Topics for class sessions:

Systems will include:
Renal/urological
Musculoskeletal
Reproductive
Endocrine
Integumentary

Generic assignments/methods of evaluation:
Module Pre-tests 30%
Module Exams   30%
Case Studies 30%
Class participation 10%

Grading System:
A = 90- 100%
B = 80 – 89%

C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 2/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
● Add   ○ Modify   ○ Delete

Modifications
☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments | Senate Action Item ▾ | (See Procedure)

Course Details

NURS	6114	Introduction to Health Systems Leadership
Prefix	Number	Course Title

A course designed to provide an introduction to health systems leadership issues, theories, and evidence-based interventions based upon caring science.

Course Catalog Description

3.0	0.0	3.0	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program.

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kathryn M. Grams   [APPROVED 2013-02-21]
Dean, School of Nursing

Laurie Ware   [APPROVED 2013-02-21]
Associate Dean of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...   3/6/2013

Course name, prefix, and number: Directed Readings, NURS 9014

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisites of NURS 9002, NURS 9003, NURS 9005, NURS 9007 and co-requisite of NURS 9010

Catalog description:
This course will provide a critical examination of detailed knowledge of methodology as it relates to the field of research in quality caring nursing education.

Learning outcomes:
1. Apply effective decision making in the selection of either a quantitative or qualitative research methodology.
2. Analyze various characteristics of effective research designs with a focus on data analysis procedures.
3. Evaluate quantitative and qualitative research reports based on accepted standards for scientific rigor.
4. Compose the methodology chapter of the dissertation.
5. Identify and evaluate essential components of the results and discussion chapters of the dissertation.

Sample textbooks (sample textbooks will be based upon methodology and previous quantitative, qualitative, and statistical analysis courses...other textbooks may also be included):

Munhall, P. (2010). Nursing research: A qualitative perspective. (5th Ed.). Publication date 11/10: Jones and Bartlett.

Creswell, John. (2007). Qualitative Inquiry and Research Design (2nd ed.), Thousand Oaks: Sage.

Strauss, Anselm, and Corbin, Juliet. (1998). Basics of Qualitative Research. Thousand Oaks: Sage.

Van Manen, Max. (1990). Researching Lived Experience. Albany: SUNY Press.

Polit, D.F. & Beck, C.T. (2012). Nursing Research: Generating and Assessing Evidence for Nursing Practice (9th ed). Philadelphia: Lippincott.

Trochim,W., & Donnelly, J. P. (2007). The research methods knowledge base (3rd ed.). Atomic Dog Publishing.

Munro, B. H. (2011). Statistical Methods for Health Care Research (4th ed). Lippincott, Philadelphia.

Generic assignments/methods of evaluation:
Participation (e-Discussions): 50%
Methodology Chapter: 50%

Grading System:
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

*No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

SON Graduate Program Committee: 11/12/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item ▾   (See Procedure)

Course Details

NURS	6115	The Business of Healthcare: Financial and Economic Evidence
Prefix	Number	Course Title

A course that covers principles of healthcare economics, third party reimbursement, costing, budgets, economic evaluation methods, and writing a business plan.

Course Catalog Description

3.0	0.0	3.0	Spring - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program.

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ▾ (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware [APPROVED 2013-02-21]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-02-21]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-02-28]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps.westga.edu/catalog/content/doc_info_view.php?doc_id=130220-...   3/6/2013

Course name, prefix, and number: The Business of Healthcare: Financial and Economic Evidence, NURS 6115

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisite of admission to the graduate program.

Catalog description: A course that covers principles of healthcare economics, third party reimbursement, costing, budgets, economic evaluation methods, and writing a business plan.

Learning outcomes:
1. Recognize how health care delivery systems are organized and financed.
2. Identify the economic, legal, and political factors that influence health care reimbursement.
3. Apply methods of economic evaluation and costing for decision-making.
4. Develop and defend a scenario-based business plan.
5. Evaluate attributes of healthcare payment systems and requirements for third party reimbursement.

Sample textbooks:

Finkler, S. A., Jones, C., & Kovner, C. T. (2013). *Financial management for nurse managers and executives* (3rd ed.). St Louis, MO: Elsevier Inc.

Topics for class sessions:
1. Organization of healthcare
2. Impact of health care reform on reimbursement
3. Healthcare reimbursement through third parties.
4. Development and defense of business plans

Generic assignments/methods of evaluation:
Online discussion
Written business plan
Presentation on healthcare cost and quality
Strategic planning/financial resource project
Critical analysis of three journal articles

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

Approved by SON Graduate Program Committee: 2/18/13

Addendum V

Time Limits to Complete a Graduate Degree
(Draft revision for February 28, 2013, GPC)

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Existing Text:

Degree programs in the College of Education must be completed within seven years.

The Ph.D. in Psychology: Consciousness and Society program must be completed within eight years.

All other graduate degree programs must be completed within six years.

It is expected that a student will complete the degree program with reasonable continuity. A student called into military service or a student with extraordinary circumstances may apply for an extension of time. The student should submit the **Degree Time Limit Extension Form** and a letter of appeal to the director of his/her graduate degree program. The time limit exception must be approved by both the Program Director and Director of Graduate Studies in the college or school.

▪ ▪

Proposed Revised Text:

Degree programs in the College of Education must be completed within seven years.

The Ph.D. in Psychology: Consciousness and Society program must be completed within eight years.

The M.S. in Applied Computer Science program must be completed within three years.

All other graduate degree programs must be completed within six years.

It is expected that a student will complete the degree program with reasonable continuity. A student called into military service or a student with extraordinary circumstances may apply for an extension of time. The student should submit the **Degree Time Limit Extension Form** and a letter of appeal to the director of his/her graduate degree program. The time limit exception must be approved by both the Program Director and Director of Graduate Studies in the college or school.

▪ ▪

Request for Specific Time Limit for the M.S. in Applied Computer Science Program… 2/4/2013

The Department of Computer Science requests that the Graduate Catalog policy, "Time Limits to Complete a Graduate Degree" be modified to stipulate **"The M.S. in Applied Computer Science program must be completed within three years.**

Rationale:

The M.S. in Applied Computer Science is a 100% online program with a cohort matriculation model; students must enter in the Fall semester and may complete the program in two years (6 consecutive semesters including summers). The prerequisite structure of the program requires students to take courses in a specific order. Students failing to complete a course or choosing not to take a course according to the cohort rotation will fall behind and must wait an entire year before they are able to continue their matriculation in the program. This structure, as well as, the frequency of change in

specific course content necessary to remain current with the field, necessitates that students progress through the program with continuity and according to the rotation. It is important, as an online program with no face-to-face interaction among students, that students progress along with their cohort peers to maintain the community necessary for student retention and effective completion of various group-oriented assignments and projects. Furthermore, shortening the duration from six to three years will align the program with national benchmark standards of similar online programs.

A 3-year time limit will benefit students by encouraging them to stay engaged and complete the program in a timely manner. This will improve graduation rates and help the department to effectively plan for resource needs to support the program.

Addendum VI

Class Absence (current policy in Undergraduate Handbook)

`(http://www.westga.edu/undergrad/1766.htm)`

Class attendance policies are determined by each instructor for his or her own classes, subject to the following principles: class attendance policies shall be stated clearly during the drop-add period; each student is responsible for everything which happens in class and is responsible for making specific arrangements with the instructor for the work missed, including that missed during illness or university-sponsored activities; students absent from class while officially representing the University should not be penalized in the calculation of final grades; students may be dropped from the class by the instructor for violation of the instructor's attendance policy with a grade of W up to the midpoint of the semester or with the grade of WF following the midpoint of the semester; any student who is unable to continue attendance in class should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor; any student who must be absent for more than three successive days is required to notify the Student Development Center, Parker Hall, telephone 678-839-6428. It is also recommended that the student notify the instructor or department.

Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Faculty do not, however, automatically drop students who miss these first classes. Students who do not intend to remain in a course must drop the course before the end of the official drop/add period. Failure to drop a course during the drop/add period may result in grades of F in courses not attended.

Class Absence (Proposed changes)

Class attendance policies are determined by each instructor for his or her own classes, subject to the following principles:

- class attendance policies shall be stated clearly during the drop-add period
- each student is responsible for everything which happens in class and is responsible for making specific arrangements with the instructor for any work missed, including that missed during illness, religious holidays, or university-sponsored activities
- students who miss class due to religious holidays or participation in university-sponsored activities must provide advance notice to the instructor
- students absent from class while officially representing the University or participating in religious holidays must not be penalized in the calculation of final grades, as long as they provide this advance notice and expeditiously make arrangements to complete any missed work upon their return to the university. University-sponsored activities include the following: UWG athletics; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; research at regional, national, or international conferences etc. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG or events associated with social organizations such as fraternities or sororities.

Any student who is unable to continue attendance in class should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor; any student who must be absent for more than three successive days is required to notify the Counseling and Career Development Center, 123 Row Hall, telephone 678-839-6428. ~~It is also recommended that T~~the student should also ~~-~~notify the instructor or department. ~~Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Faculty do not, however, automatically drop students who miss these first classes.~~ Students who do not intend to remain in a course must drop the course before the end of the official drop/add period. Failure to drop a course during the drop/add period may result in grades of F in courses not attended.

Class Absence (Proposed Changes – clean version)

Class attendance policies are determined by each instructor for his or her own classes, subject to the following principles:

- class attendance policies shall be stated clearly during the drop-add period
- each student is responsible for everything which happens in class and is responsible for making specific arrangements with the instructor for any work missed, including that missed during illness, religious holidays, or university-sponsored activities
- students who miss class due to religious holidays or participation in university-sponsored activities must provide advance notice to the instructor
- students absent from class while officially representing the University or participating in religious holidays must not be penalized in the calculation of final grades, as long as they provide this advance notice and expeditiously make arrangements to complete any missed work upon their return to the university. University-sponsored activities include the following: UWG athletics; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; research at regional, national, or international conferences etc. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG or events associated with social organizations such as fraternities or sororities.

Any student who is unable to continue attendance in class should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor; any student who must be absent for more than three successive days is required to notify the Counseling and Career Development Center, 123 Row Hall, telephone 678-839-6428. ~~It is also recommended that T~~the student should also ~~-~~notify the instructor or department. ~~Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Faculty do not, however, automatically drop students who miss these first classes.~~ Students who do not intend to remain in a course must drop the course before the end of the official drop/add period. Failure to drop a course during the drop/add period may result in grades of F in courses not attended.