

Memorandum

To: General Faculty

Date: October 5, 2010

Regarding: Agenda, Faculty Senate Meeting, October 8, 2010 at 3:00 pm
TLC 1-303

The agenda for the October 8, 2010 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the September 10, 2010 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

Action Items: ([See Addendum II](#))

- A) College of Arts and Sciences
- 1) Department of Geosciences
 - a) Program: Geosciences
Request: Modify (Modifications 5-8)
Action: Approved
 - 2) Department of Mathematics
 - a) Program: BS in Mathematics
Request: Modify (Add Computational Track)
Action: Approved
 - b) Program: BS in Mathematics
Request: (Add Applied Discrete Track)
Action: Approved
 - c) Program: BS in Mathematics
Request: Modify (Combine Statistics Track and Actuarial Science Track)
Action: Approved

- d) Program: BS in Mathematics
Request: Modify (Change Traditional Track)
Action: Approved
 - e) Course: MATH 3003 Transition to Advanced Math
Request: Modify
Action: Approved
- B) Richards College of Business
- 1) Accounting and Finance
 - a) Program: International Business Certificate
Request: Modify (Require that a minimum of one course (3 hours) of the certificate coursework be taken as part of a study abroad program.
Action: Approved
 - b) Program: Minor in Business Administration (non business major)
Request: Modify
Action: Approved
 - c) Course: ACCT 3241 Fraud Examination
Request: Add
Action: Approved
 - d) Course: ACCT 4242 Strategic Information Systems
Request: Modify
Action: Approved
- C) School of Nursing
- a) Program: Dalton RN-BSN
Request: Suspension of Dalton Program
Action: Approved

D) General Education Subcommittee:

Action Items: (See Addendum III)

- A) Approve Core Curriculum Revisions

Committee IX: Graduate Studies (Chair, David Jenks)

Action Items: (See Addendum IV)

- A) College of Education
 - a) Program: Ed.D in School Improvement
Request: Modify
Action: Approved

- 1) Department of Special Education and Speech Language
 - a) SPED 7760
Request: Delete
Action: Approved

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action Items: (See Addendum V)

A) COAS term of office procedures

5. Old Business

6. New Business

Information Items:

A) Branding Campaign presented by University Advancement

7. Announcements

8. Adjournment

Addendum I

University of West Georgia Faculty Senate Meeting

September 10, 2010

Draft Minutes

- 1. Call to Order** The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chris Huff, the Chair of the Senate, at 3:05 p.m.
- 2. Roll Call:** *Present:* Aanstoos, Anderson, Ashford, Austin, Barnhardt, Baumstark, Baylen, Carter, Chowns, Cook, Crean, Deng, Donohoe, Gordon, Hasbun, Hatfield, Jackson, Jenks, Kang, Lane, Mbaye, Ogletree, Pencoe, Ringlaben, Rollins, Rutledge, Smith, Williard *Absent:* Burton, DeFoor, deNie, Hodges, Hooper, Khan, Morris, Payne, Shook
- 3. Approval of Minutes.** The minutes of the April 23, 2010 meeting of the Faculty Senate were approved by voice vote with no objection.
- 4. Senate Orientation** Chris Huff asked all Senators to introduce themselves. Then he provided a summary of Senate operation, emphasizing: its roles in shared governance and faculty governance, and as the interface between faculty and administration. He noted the flow of work starting with committees then to the Senate meetings. He also urged Senators to remember their role as conduits both from Senate to their faculty colleagues and from colleagues to Senate.

5. Committee Reports

Committee I: Undergraduate Academic Programs

Action Item The following proposal from the Department of Geosciences was presented by Tamra Ogletree, the Chair of the committee:

A.1.a. To modify the Environmental Studies Program.

It was noted in discussion that the Program Request Form was missing its last page, and so included only modifications 1-5, and it was not clear what additional modifications might have been omitted from the form as presented to Senate. A motion was made to approve only modifications 1-5, and to resubmit for later approval any additional modifications that had been omitted. This motion was approved by voice vote with no objection.

Committee IX: Graduate Studies

Action Item The following proposals from the College of Education were presented by

David Jenks, the Chair of the committee:

A.1.a. To modify the Initial Certification/Post-Baccalaureate-Secondary Political Science.

A.1.b. To modify the Initial Certification/Post-Baccalaureate-Secondary English

The motion was made to accept both proposals and it was approved by voice vote with no objection.

Information Items

The following information item was presented by David Jenks:

A. The language in the current (2009-2010) catalog on the policy on minimum GRE scores (pp. 53-54) was removed. Such policy can still be established by individual departments and/or programs, but will no longer be the university-wide policy.

6. Old Business

No old business was brought to the Senate.

7. New Business

Action Item

A. Nominations and Election of Executive Secretary of the Faculty Senate Chris Huff announced that the term of the Senate's Executive Secretary had expired, thanked Chris Aanstoos for his service in that role last year, and opened the floor for nominations. He noted that Dawn McCord was willing to serve and nominated her. Hearing no other nominations, it was moved to close nominations, and this motion was accepted without objection. It was then moved to elect McCord by acclamation, and this notion was accepted without objection.

Information Item

A. A question was raised by John Carter concerning email discussions underway about the proposed revision to the academic calendar. Members of the Academic Policies and Procedures Committee noted that these proposals (made by the VPAA office) are to be considered by their committee, which will recommend all calendar changes to the Senate, and only then will the calendar be changed.

8. Announcements

A Jon Anderson, associate VPAA, presented three items:

1 The VPAA office has been preparing a proposal to submit to the Senate concerning changes to the academic calendar. Their proposal will include setting the calendar four years in advance, so that entering freshmen will be able to better project

their entire matriculation at UWG, in the hope that this will assist in the university's RPG efforts. Considerable discussion ensued concerning different possibilities about the length of a semester. Senators were urged to consult the BOR website for its parameters, to discuss the issue with colleagues, and to bring suggestions to the Senate's Academic Policies and Procedures Committee.

2 Anderson also noted that BOR mandated academic program review will be underway this year, and noted the possibility of an ad hoc committee spear-heading this initiative. Chris Huff asked that standing committees of the Senate be utilized in this effort.

3 Anderson also presented the continuing initiative of the VPAA office in the development of a Quality Enhancement Plan, and asked faculty to submit ideas for the central topic that would govern it. These ideas are due by October 1, and will then be considered by the Senate's Institutional Studies and Planning Committee.

9. Adjournment

Without objection the meeting was declared adjourned at 4:04 p.m.

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Geosciences

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u> Lecture/Lab/Total
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Action</p> <p><input type="checkbox"/> Course <input checked="" type="checkbox"/> Program</p> <hr/> <p><input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete</p> <p><input type="checkbox"/> Credit</p> <p><input type="checkbox"/> Number</p> <p><input type="checkbox"/> Title</p> <p><input type="checkbox"/> Description</p> <p><input type="checkbox"/> Other</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Credit</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Graduate</p> <p><input type="checkbox"/> Other*</p> <p><small>*Variable credit must be explained</small></p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Frequency</p> <p><input checked="" type="checkbox"/> Every Term</p> <p><input type="checkbox"/> Yearly</p> <p><input type="checkbox"/> Other</p> </div> </div>			

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u> Lecture/Lab/Total
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: / /
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	2-4-2010		2-10-10
Department Chair	Date	Department Chair (if cross listed)	Date
	3/8/10		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	8/25/2010		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Suggested changes for the Program of Environmental Studies (pgs 224-225)

Modification 1: On pg 224, change contact address and phone number from Pafford 217 – 678-839-6505 to Callaway Annex 148 - 678-839-6479

Rationale: The switch from the Sociology main office to the Geosciences main office reflects the change in advisor. The current advisor, Hannes Gerhardt, is located in the Geosciences department.

Modification 2: On pg 224, change web address from: www.westga.edu/~artsci/envstudies.pdf to <http://www.westga.edu/envstud/>.

Rationale: The old web address is outdated, with incorrect information. The new web address, though basic, is intended to be the “official” webpage of Environmental Studies (ENVS). This site can and will be updated, the other will not.

Modification 3: On pg 224, under “Program Learning Outcomes”, change “Identify major environmental problems in the state of Georgia” to “Identify major regional and global environmental problems”.

Rationale: Under the current course offerings for the ENVS program there is no guarantee that students are being offered a specific focus on Georgia. Indeed, many, if not most, of the courses that make up the ENVS program are trans-regional, focusing on problems at the national and global level. In line with this changed focus, a parallel change will be made to the Senior Capstone course description, deleting the requirement that “Content of project must focus on issue or problem within the State of Georgia”. Although many capstone projects give themselves to a Georgia focus, there are increasing opportunities to do meaningful ENVS projects that are trans-regional, particularly projects that incorporate GIS or remote sensing technology. In other words, I do not see the benefit of forcefully narrowing the degree to a particularly Georgia focus.

Modification 4: On pg 224, in the line “Core Areas A, B, C, D, E . . .” change the list to read “Core Areas A, B, C, D (Option I), E . . .”, thereby adding the text “(Option I)”

Rationale: It is helpful for students and advisors to know that this is a social science concentration in which area D falls under the Option I in terms of natural science and lab requirements. When I took over the program there seemed to be confusion over the status of Area D. By putting it into the catalogue this confusion will be spared in case the program changes hands again.

Modification 5: On pg 224, under “Core Area F”, add “or GEOG 2505” next to the current “XIDS 2202”.

Rationale: XIDS 2202 (Introduction to ENVS), is a course that is not regularly offered. Currently it is only offered in the summer. Seeing that there are limited resources to offer the XIDS 2202 in the regular school year, I suggest officially offering GEOG 2505, Human Impacts on the

Environment as a possible substitute for XIDS 2202. GEOG 2505 is a perfect introduction to ENVS, offering a social scientific overview of human-environment interaction. My advisees have expressed enthusiasm for the course, both in terms of its content and availability. Dr. Shea Rose plans to teach GEOG 2505 every fall.

Modification 6: On pg 224, under “Select 6 hours from. . .” add GEOL to the list of “BIOL, CHEM, PHYS”.

Rationale: The program is here looking to add 6 credit hours in the natural sciences. I suggest adding GEOL to the list as geology is both a natural science and extremely relevant in terms of environmental issues.

Modification 7: On pg 225, after the asterisk on the top of the page the list of “ANTH, COMM, ECON, HIST, POLS/PLAN, PSYC, SOCI” should be expanded to read “ANTH, COMM, ECON, GEOG, HIST, POLS/PLAN, PSYC, SOCI”, thereby including GEOG in the list.

Rationale: The program is here looking for social scientific courses that take up environmental issues. GEOG is often mistakenly assumed to be a purely natural science, yet half of the course listings are of a social scientific nature. In this sense, geography has many relevant courses that Environmental Studies students could greatly benefit from.

Modification 8: Under “Environmental Studies Minor” delete all text and replace with the following:

Required Courses 15

XIDS 2202 or GEOG 2505, and 12 additional hours compiled from the list of 3000 level or higher “major courses” offered for a B.S. degree in Environmental Studies.

Rationale: The current minor makes little sense and no students are currently taking it. To begin, the limited choice of ENVS 3180, 4209, and 4803 is arbitrary and, furthermore, two of these are not offered on a regular yearly basis. There is no compelling reason why the student should not be able to choose her own course focus. Finally, the requirement of 2 upper level natural sciences is illogical, as the degree is a social science degree, option I in area D. Not even the ENVS majors are required to take upper level natural science classes.

Course or Program Addition, Deletion or Modification Request

Department: Mathematics

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u>
			Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u>
			Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

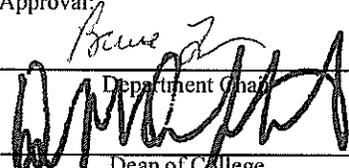
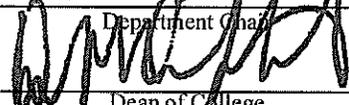
BS in Mathematics, Applied Computational Track
See attachments.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

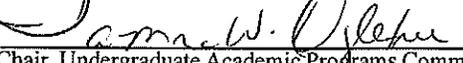
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/16/10		
Department Chair	Date	Department Chair (if cross listed)	Date
	4/12/10		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	9/28/10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Program Change

Applied Computational Track

Add MATH 4353 Complex Analysis as a major requirement and remove the following:

One course chosen from:

MATH 4203 Mathematical Probability

MATH 4353 Complex Analysis

MATH 4153 Applied Mathematical Modeling

MATH 4313 Theory of Ordinary Differential Equations

Rationale:

Among the four courses: 4203, 4353, 4153, 4313, MATH 4353 (Complex Analysis) the most essential for students in the Applied Computational track, and requiring it will greatly benefit the students. This change together with the other changes in other tracks will also help us to regularly offer higher level math courses, making the course offerings more predictable and more accessible to the students.

**Course Requirements for the B.S. Degree In Mathematics
Plan B (Applied Computational Option)
2010-2011**

Course	Hours	Grade
ENGL 1101 (Core Area A1)	3	
ENGL 1102 (Core Area A1)	3	
Core Area B1 & B2*	4	
Core Area C1	3	
Core Area C2	3	
Core Area D1	4	
Core Area D1	4	
Core Area E1	3	
Core Area E2	3	
POLS 1101 (Core Area E3)	3	
Core Area E4	3	
CS 1300 (Core F)	4	
CS 1301 (Major)	3	
MATH 1113 (Core A2(3) F(1))	4	
MATH 1634 (Core D2(3) F(1))	4	
MATH 2009 (Core F)	1	
MATH 2644 (Core F)	4	
MATH 2654 (Core F)	4	
MATH 2853 (Core F)	3	
MATH 3003 (Major, WAC)	3	
MATH 3243 (Major, WAC)	3	
MATH 3303 (Major)	3	
MATH 3353 (Major)	3	
MATH 4013 (Major)	3	
MATH 4253 (Major)	3	
MATH 4353 (Major)	3	
MATH 4363 (Major)	3	
MATH 4513 (Major)	3	
MATH 4893 (Major)	1	
Directed Elective**	3	
Directed Elective**	3	
Directed Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	2	
	120	

*At least one course from Core B1

**At least 11 hours of the 29 hours of directed electives and electives must be at the 3000-level or above.

Course or Program Addition, Deletion or Modification Request

Department: Mathematics

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u>
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Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: <u> </u> / <u> </u> / <u> </u>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

BS in Mathematics, Applied Discrete Track
See attachments.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

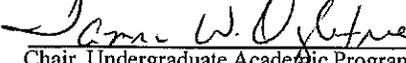
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/14/10		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	4/12/10		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	9/28/10	
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>
		<small>Date</small>

Vice President for Academic Affairs _____ Date _____

Program Change

Applied Discrete Track

Add MATH 4513 Linear Algebra I as a major requirement and remove the following:

One course chosen from:

MATH 4153 Applied Mathematical Modeling

MATH 4213 Mathematical Statistics

MATH 4233 College Geometry

MATH 4423 Abstract Algebra II

MATH 4513 Linear Algebra I

Rationale:

Among the four courses: 4153, 4213, 4423, 4513, MATH 4513 (Linear Algebra I) is the most essential for students in the Applied Discrete Mathematics track, and requiring it will greatly benefit the students. This change together with the other changes in other tracks will also help us to regularly offer higher level math courses, making the course offerings more predictable and more accessible to the students.

**Course Requirements for the B.S. Degree In Mathematics
Plan C (Applied Discrete Option)
2010-2011**

Course	Hours	Grade
ENGL 1101 (Core Area A1)	3	
ENGL 1102 (Core Area A1)	3	
Core Area B1 & B2*	4	
Core Area C1	3	
Core Area C2	3	
Core Area D1	4	
Core Area D1	4	
Core Area E1	3	
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Core Area E4	3	
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MATH 2853 (Core F)	3	
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MATH 3243 (Major, WAC)	3	
MATH 3303 (Major)	3	
MATH 4043 (Major)	3	
MATH 4233 (Major)	3	
MATH 4413 (Major)	3	
MATH 4473 (Major)	3	
MATH 4483 (Major)	3	
MATH 4513 (Major)	3	
MATH 4893 (Major)	1	
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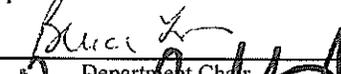
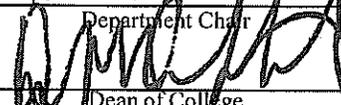
BS in Mathematics, Statistics and Actuarial Science Track
See attachments.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

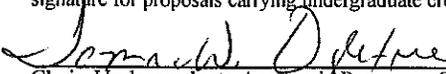
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/16/10		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	4/12/10		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

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	9/28/10	
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>
		<small>Date</small>

Vice President for Academic Affairs _____ Date _____

Program Change

Statistics Track and Actuarial Science Track

1. Combine these two tracks and name the new track 'Statistics/Actuarial Track'.
2. The new track is based on the current Statistics Track, and the program is the same as the current Statistics Track except the following change:

Add MATH 4803 Analysis of Variance, MATH 4823 Applied Experimental Design and MATH 4833 Applied Nonparametric Statistics as major requirements and remove the following:

Three courses chosen from:

MATH 4803 Analysis of Variance

MATH 4823 Applied Experimental Design

MATH 4833 Applied Nonparametric Statistics

Rationale:

1. Statistics and Actuarial Science are closely related fields, and the major requirements for Actuarial Science are almost all statistics courses. For the current Actuarial Science Track, we only have a few students, so that combining this track with Statistics will lower the cost to the university, and this change together with the other changes in the other tracks will also help us to regularly offer higher level math courses.

**Course Requirements for the B.S. Degree In Mathematics
Plan D (Statistics/Actuarial Option)
2010-2011**

Course	Hours	Grade
ENGL 1101 (Core Area A1)	3	
ENGL 1102 (Core Area A1)	3	
Core Area B1 & B2*	4	
Core Area C1	3	
Core Area C2	3	
Core Area D1	4	
Core Area D1	4	
Core Area E1	3	
Core Area E2	3	
POLS 1101 (Core Area E3)	3	
Core Area E4	3	
CS 1300 (Core F)	4	
CS 1301 (Major)	3	
MATH 1113 (Core A2(3) F(1))	4	
MATH 1634 (Core D2(3) F(1))	4	
MATH 2009 (Core F)	1	
MATH 2644 (Core F)	4	
MATH 2654 (Core F)	4	
MATH 2853 (Core F)	3	
MATH 3003 (Major, WAC)	3	
MATH 3243 (Major, WAC)	3	
MATH 4203 (Major)	3	
MATH 4213 (Major)	3	
MATH 4803 (Major)	3	
MATH 4813 (Major)	3	
MATH 4823 (Major)	3	
MATH 4833 (Major)	3	
MATH 4843 (Major)	3	
MATH 4893 (Major)	1	
Directed Elective**	3	
Directed Elective**	3	
Directed Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	3	
Elective**	2	
	120	

*At least one course from Core B1

**At least 11 hours of the 29 hours of directed electives and electives must be at the 3000-level or above.

Course or Program Addition, Deletion or Modification Request

Department: Mathematics

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: / /
 Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / /
 Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

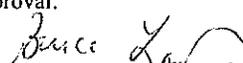
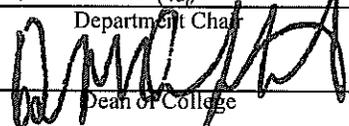
BS in Mathematics, Traditional Track.
 See attachments.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

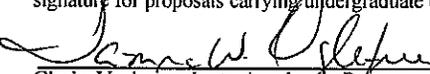
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/16/10		
Department Chair	Date	Department Chair (if cross listed)	Date
	4/12/10		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	9/28/10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Program Change

Traditional Track

1. Add MATH 4043 Number Theory, MATH 4203 Mathematical Probability, MATH 4233 College Geometry, MATH 4253 Real Analysis, MATH 4353 Complex Analysis and MATH 4513 Linear Algebra I as major requirements.
2. Add the following:
Choose three courses from: MATH 4213 Mathematical Statistics, MATH 4423 Abstract Algebra II, MATH 4473 Graph Theory, MATH 4483 Combinatorics, MATH 4523 Linear Algebra II and MATH 4613 Topology
3. Change Electives to 20 hours and at least 2 ^{hours} of electives must be at the 3000-level or above.
4. Remove the following:

One course from
MATH 4253 Real Analysis
MATH 4353 Complex Analysis

One course from
MATH 4513 Linear Algebra I
MATH 4043 Number Theory

One course from
MATH 4233 College Geometry
MATH 4613 Topology

Three additional courses at or above the 3000-level 9 (excluding service courses for elementary education), so that at least one of the following two-semester sequences is satisfied:

MATH 4203 Mathematical Probability-4213 Mathematical Statistics

MATH 4233 College Geometry-4613 Topology

MATH 4413 Abstract Algebra I-4423 Abstract Algebra II

MATH 4253 Real Analysis-4353 Complex Analysis

MATH 4513 Linear Algebra I-4523 Linear Algebra II

MATH 4473 Graph Theory-4483 Combinatorics

Electives* 29

*At least eleven hours of electives must be at the 3000-level or above

Rationale:

1. MATH 4043 Number Theory, MATH 4203 Mathematical Probability, MATH 4233 College Geometry, MATH 4253 Real Analysis, MATH 4353 Complex Analysis and MATH 4513 Linear Algebra I are essential courses for traditional track. So changing them to be major requirements will benefit the students of this track.
2. Add choose three courses from MATH 4213 Mathematical Statistics, MATH 4423 Abstract Algebra II, MATH 4473 Graph Theory, MATH 4483 Combinatorics, MATH 4523 Linear Algebra II and MATH 4613 Topology. These courses were the remaining math courses in the current program that students can choose from. Students of tradition track need a wide range of mathematical courses, so we let the students to choose 3 of above courses.
3. Based on change 1 and 2, we have to make the change of 3 and 4.
4. All these changes together with the other changes in other tracks will also help us to regularly offer higher level math courses.

**Course Requirements for the B.S. Degree In Mathematics
Plan A (Traditional Option)
2010-2011**

Course	Hours	Grade
ENGL 1101 (Core Area A1)	3	
ENGL 1102 (Core Area A1)	3	
Core Area B1 & B2*	4	
Core Area C1	3	
Core Area C2	3	
Core Area D1	4	
Core Area D1	4	
Core Area E1	3	
Core Area E2	3	
POLS 1101 (Core Area E3)	3	
Core Area E4	3	
CS 1300 (Core F)	4	
CS 1301 (Major)	3	
MATH 1113 (Core A2(3) F(1))	4	
MATH 1634 (Core D2(3) F(1))	4	
MATH 2009 (Core F)	1	
MATH 2644 (Core F)	4	
MATH 2654 (Core F)	4	
MATH 2853 (Core F)	3	
MATH 3003 (Major, WAC)	3	
MATH 3243 (Major, WAC)	3	
MATH 4043 (Major)	3	
MATH 4203 (Major)	3	
MATH 4233 (Major)	3	
MATH 4253 (Major)	3	
MATH 4353 (Major)	3	
MATH 4413 (Major)	3	
MATH 4513 (Major)	3	
MATH 4893 (Major)	1	
Elective**	3	
Elective**	3	
Elective**	3	
Elective***	2	
	120	

*At least one course from Core B1

** Choose from MATH 4213, 4423,4473,4483,4523,4613

***At least 2 hours of the 20 hours of directed electives and electives must be at the 3000-level or above.

Course Update Request (Add, Delete, Modify)

Originator

 Mathematics
Department

 College of Arts and Sciences
College

 Adams, Sonya
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 MATH 3003 Transition to Advanced Math
Prefix Number Course Title

A transition course to advanced mathematics. Topics include logic, set theory, properties of integers and mathematical induction, relations, and functions.

Course Catalog Description

3.00		3.00	Spring - 2011	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

 MATH 2644 Minimum Grade: C or Math 2853
Minimum Grade: C

Corequisites
Rationale
Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

Comments
 TEAC Approval Required

College Approvals

 Landman, Bruce [APPROVED]
Chair, Course Department

 Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross Listing Approvals

 N/A
Chair, Cross Listed Department

 N/A
Associate Dean, Cross Listed College

Other Approvals

 Ogletree, Tamra [APPROVED]
Chair, Undergraduate Academic Programs Committee

 N/A
Chair, TEAC

FINAL APPROVAL

 Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

Course Prerequisite Change

MATH 3003 Transition to Advanced Mathematics

Current Prerequisite: MATH 2644 with a grade of C or higher.

Change to: MATH 2644 or MATH 2853 with a grade of C or higher.

Rationale

Change the prerequisite of MATH 3003 from " MATH 2644 with a grade of C or higher" to " MATH 2644 or MATH 2853 with a grade of C or higher".

This change is made to fulfill the new math requirements for some College Of Education students. Now the MGED students must take the following math courses:

MATH 1113, MATH 1634, MATH 2853, MATH 3003, MATH 3703, MATH 4713

Note that MATH 2644 is not required and we expect the students to take the following 3 math courses in order:

MATH 1634, MATH 2853, MATH 3003.

Course or Program Addition, Deletion or Modification Request

Department: Richards College of Business

College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: / /
Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / /
Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Modification of the International Business Certificate Program to require that a minimum of one course (3 hours) of the certificate coursework must be taken as part of a study abroad program.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>[Signature]</u> Department Chair Date: <u>8/23/10</u>	<u>[Signature]</u> Department Chair (if cross listed) Date: <u>8/23/10</u>	
<u>[Signature]</u> Dean of College Date: _____	<u>[Signature]</u> Dean of College (if cross listed) Date: _____	

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>[Signature]</u> Chair, Undergraduate Academic Programs Committee Date: <u>9/28/10</u>	Chair, Committee on Graduate Studies Date: _____
--	---

Vice President for Academic Affairs Date

Current Catalog listing

International Business Certificate

The International Business Certificate is only available to Richards College of Business undergraduate degree majors. Students must have a 2.75 GPA to be eligible to participate.

Students can formally apply to enroll in the certificate program at the Department of Economics after successful admission as a Richards College of Business major.

Requirements:

- Completion of 6 hours of earned university foreign language credit or a foreign language waiver.
- Completion of 12 hours of upper division approved "International Business Course". Approved courses include: ECON 3425, 4450, 4455, 4470; FINC 4521; MKTG 4866; MGNT 3627, 4625. No more than two courses may be taken from any functional area. Upper division business courses taken as part of an approved study abroad program will be considered approved "International Business Courses". Other courses must be approved by the Assistant dean of the Richards College of Business or the Chair of the Department of Economics.
- At least two courses (6 hours) of certificate coursework must be taken as part of a study abroad program.

Completion of certificate requirements will be noted on the student's transcript.

Proposed Catalog listing

International Business Certificate

The International Business Certificate is only available to Richards College of Business undergraduate degree majors. Students must have a 2.75 GPA to be eligible to participate.

Students can formally apply to enroll in the certificate program at the Department of Economics after successful admission as a Richards College of Business major.

Requirements:

- Completion of 6 hours of earned university foreign language credit or a foreign language waiver.
- Completion of 12 hours of upper division approved "International Business Course". Approved courses include: ECON 3425, 4450, 4455, 4470; FINC 4521; MKTG 4866; MGNT 3627, 4625. No more than two courses may be taken from any functional area. Upper division business courses taken as part of an approved study abroad program will be considered approved "International Business Courses". Other courses must be approved by the Assistant dean of the Richards College of Business or the Chair of the Department of Economics.
- At least one course (3 hours) of certificate coursework must be taken as part of a study abroad program.

Completion of certificate requirements will be noted on the student's transcript.

Rationale for the Change

Some RCOB (and other) study abroad programs only require that students obtain 3 hours of academic credit as part of the program. To get a certificate, students must still participate in a study abroad program, but will only be required to have earned at least 3 hours of academic credit as part of the program. All other requirements remain the same.

Course or Program Addition, Deletion or Modification Request

Department: Richard College of Business

College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Minor in Business Administration (non-business majors) Hours: / / Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

ACCT 2101; ECON 2105 or 2106; MGNT 3600; MKTG 3803; and one three (3) hour course in business (3100 or above)

Prerequisite(s) NA

Present or Projected Enrollment: NA (Students per year) Effective Date*: Fall / 2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>[Signature]</u> Department Chair	<u>[Signature]</u> Department Chair (if cross listed)	<u>[Signature]</u> Date
Date: <u>8/23/10</u>	Date: <u>8/23/10</u>	Date: <u>8/23/10</u>
<u>[Signature]</u> Dean of College	<u>[Signature]</u> Dean of College (if cross listed)	Date
Date: <u>8/23/10</u>	Date	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>[Signature]</u> Chair, Undergraduate Academic Programs Committee	<u>[Signature]</u> Chair, Committee on Graduate Studies
Date: <u>9/28/10</u>	Date

Vice President for Academic Affairs Date

Rationale for change: The Richards College of Business no longer offers certain courses that were included as part of the Business Administration minor (for non-business majors).

Current Listing: ACCT 2101 or 4201; Econ 2105, 2106 OR 4400; MGNT 3600; MKTG 3803; and one three (3) hr. business course above the 3100 level

New listing: ACCT 2101; ECON 2105 or ECON 2106; MGNT 3600; MKTG 3803; and one three (3) hr. business class above the 3100 level

Course Update Request (Add, Delete, Modify)

Originator

 Accounting and Finance
 Department

 Richards College of Business
 College

 Colley, James R. (Dr.)
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 ACCT 3241 Fraud Examination
 Prefix Number Course Title

A survey of how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. The increased level of complexity and the heightened awareness of frauds make the ability to detect and address fraud in businesses a critical skill for accountants, auditors, managers, and investigators. The inter-disciplinary nature of the course makes it appropriate and useful for both accounting and non-accounting majors.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ACCT 2101 and ACCT 2102 with grades of C or higher

Corequisites
Rationale

The increased level of complexity and the heightened awareness of frauds make the ability to detect and address fraud in businesses a critical skill for accountants, auditors, managers, and investigators. As such, it is highly desirable to have a fraud course in the accounting curriculum.

Planning Info

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

Present or Projected Annual Enrollment: 40

Comments
 TEAC Approval Required

College Approvals

 Colley, James R. (Dr.) [APPROVED]
 Chair, Course Department

 McIntyre, Faye [APPROVED]
 Dean, RCOB

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Ogletree, Tamra [APPROVED]
 Chair, Undergraduate Academic Programs Committee

 N/A
 Chair, TEAC

FINAL APPROVAL

 Aldrich, Michael [REQUIRED]
 Chair, Faculty Senate

ACCT 3241 – Fraud Examination Expanded Course Outline

Instructor:

Office Hours:

Phone:

Office: Adamson Hall

Email: @westga.edu

The policy of the University of West Georgia is that each student is responsible for checking his/her my.westga.edu e-mail account on a regular basis.

I. Catalog Description:

A survey of how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. The increased level of complexity and the heightened awareness of frauds make the ability to detect and address fraud in businesses a critical skill for accountants, auditors, managers, and investigators. The inter-disciplinary nature of the course makes it appropriate and useful for both accounting and non-accounting majors.

II. Required Background or Experience:

ACCT2101 and ACCT2102 with grades of “C” or better

III. Learning Goals:

At the completion of the course, the student should be able to:

- Explain the terminology associated with fraud examination.
- Gain knowledge of the fraud triangle and “red flags”.
- Apply fraud examination theory and concepts learned in class to an actual fraud case.
- Have the background necessary to prepare for the Certified Fraud Examiner (CFE) examination. If a student decides to sit for the CFE Exam, additional study and preparation will be required.

IV. Text and References :

Wells, Joseph T., *Principles of Fraud Examination, 2nd Edition*, Wiley, 2008. ISBN: 978-0-470-12883-1.

V. Special or Unique Student Materials:

- Basic function calculator
- Student will require access to the internet for reading assignments and research.

VI. Special or Unique University Facilities:

- Normal classroom facilities with whiteboard, overhead projector, and a computer.

VII. Expanded Description of the Course and Instructional Method:

The objective of this class is to provide an awareness of fraud which is of use to managers, independent and internal auditors, fraud examiners and investigators, and others interested in controlling occupational fraud and abuse. Managers and entrepreneurs will want to control fraud to reduce operating costs. Those who will conduct audits and investigations need to effectively understand fraud in order to comply with the responsibilities of their profession.

VIII. Methods of Evaluating Outcomes:

A. Grading

Examination 1	22%
Examination 2	22%
Examination 3	22%
Examination 4	24%
Article summaries	10%
Total	100%

A = 90% or above; B = 80%-90%; C = 70%-80%; D = 60%-70%; F=below60%

Examinations may include problems, discussion questions, and/or "objective" (multiple choice, etc) questions. Make-up examinations will be permitted only if caused by illness or other acceptable excuse at the discretion of the instructor.

Students will be given a readings list and will be expected to read the articles for each chapter and write a short summary of the article. Summaries will be turned into the instructor on the date due. Late submissions will not be accepted unless permitted by the instructor due to illness or other acceptable excuse.

IX. Other information:

Students are expected to attend classes, take well-organized notes and make a serious commitment to academic excellence. If the student is in class, the instructor will assume that the student has read the material and is familiar with it.

There is no extra credit in this course. Work submitted for credit in other courses will not count for credit in this course.

Academic dishonesty will result in dismissal from the class with the grade of F.

X. Tentative Schedule:

Day 1 – Chapter 1: Introduction
Day 2 – Chapter 2: Skimming
Day 3 – Questions 2-1 through 2-10 and article summary due
Day 4 – Chapter 3: Cash Larceny
Day 5 – Questions 3-1 through 3-10 and article summary due.
Day 6 – Chapter 4: Billing Schemes
Day 7 – Discussion Issues 4-1 through 4-8 and article summary due.
Day 8 – Examination 1
Day 9 – Chapter 5: Check Tampering
Day 10 – Questions 5-1 through 5-10 and article summary due.
Day 11 – Chapter 6: Payroll Schemes
Day 12 – Questions 6-1 through 6-9 and article summary due.
Day 13 – Chapter 7: Expense Reimbursement Schemes
Day 14 – Questions 7-1 through 7-7 and article summary due.
Day 15 – Examination 2
Day 16 – Chapter 8: Register Disbursement Schemes
Day 17 – Questions 8-1 through 8-8 and article summary due.
Day 18 – Chapter 9: Non-Cash Assets
Day 19 – Questions 9-1 through 9-10 and article summary due.
Day 20 – Chapter 10: Corruption
Day 21 – Questions 10-1 through 10-12 and article summary due.
Day 22 – Examination 3
Day 23 – Chapter 11: Accounting Principles and Fraud
Day 24 – Questions 11-1 through 11-8 and article summary due.
Day 25 – Chapter 12: Fraudulent Financial Statement Schemes
Day 26 – Questions 12-1 through 12-14 and article summary due.
Day 27 – Chapter 13: Interviewing Witnesses
Day 28 – Discussion issues 13-1 through 13-9 and article summary due.
Day 29 – Chapter 14: Occupational Fraud and Abuse: The Big Picture.
Day 30 – Chapter 14 Discussion

Examination 4 (at UWG scheduled date)

XI. Assignments:

READINGS LIST

- Chapter 1: "Occupation Fraud: The Audit as Deterrent" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/apr2002/wells.htm>
- Chapter 2: "Fraud Control-Part 7-Misappropriation of Assets" by Pierre Pace,
01 February 2004. <http://www.mbo.com.mt/mbo.nsf/perspectives>
- Chapter 3: "How to Prevent Small Business Fraud"
<http://www.cfenet.com/pdfs/smallbusinessfraudexcerpt.pdf>
- Chapter 4: "Billing Schemes, Part 3: Pay-and-Return Invoicing" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/sep2002/wells.htm>
- Chapter 5: "Anatomy of A Fraud" by Scott Berinato.
<http://www.csoonline.com/read/100104/fraud.html>
- Chapter 6: "Enemies Within" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/dec2001/wells.htm>
- Chapter 7: "Fraudulent Disbursements-Employee Expense Reimbursement Schemes" by Ron Schwartz.
http://www.soberman.com/whats_new/comments/includes/default.asp?aID=671
- Chapter 8: "Control Cash-Register Thievery" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/jun2002/wells.htm>
- Chapter 9: "Ghost Goods: How to Spot Phantom Inventory" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/jun2001/wells.htm>
- Chapter 10: "Why a Global Programme Against Corruption?"
<http://www.unodc.org/unodc/corruption.html>
- Chapter 11: "Organizational Culture and Fraudulent Financial Reporting" by Lotfi Geriesh.
<http://www.nysscpa.org/cpajournal/2003/0303/features/f032803.htm>
- Chapter 12: "So That's Why It's Called a Pyramid Scheme" by Joseph T. Wells.
<http://www.aicpa.org/pubs/jofa/oct2000/wells.htm>
- Chapter 13: "Subject: How To Prevent Business Fraud".
<http://www.thenortongroup.net/nnotes2.html>

ACCT3xxx Fraud Examination

This course is a survey of how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. The increased level of complexity and the heightened awareness of frauds make the ability to detect and address fraud in businesses a critical skill for accountants, auditors, managers, and investigators. The inter-disciplinary nature of the course makes it appropriate and useful for both accounting and non-accounting majors.
Prerequisite: AC 2101 with a grade of "C" or better.

ACCT 4242/5242 Accounting Information Systems Process Analysis and Design

Analysis, design and use of enterprise systems in accounting through the use of relational database technology.

FINC 3505 Real Estate Principles and Practices

See RELE 3705

Course Update Request (Add, Delete, Modify)

Originator

Accounting and Finance
DepartmentRichards College of Business
CollegeColley, James R. (Dr.)
Originator

Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Course Details

ACCT 4242 Strategic Information Systems
Prefix Number Course Title

A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

Course Catalog Description

3.00 3.00 Fall - 2010 Yearly Letter Grade
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

ACCT 4241 Minimum Grade: D

Corequisites

Rationale

The modification to eliminate "and Risk Management" from the title results in a more accurate course title, given that the primary focus of the course is not on risk management. Similarly, the elimination of the words "...identification of business and information risk and the development of appropriate control strategies..." will result in a more accurate description of the course. The primary focus of the course is on modeling of business processes rather than risk management.

Planning Info

 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

This course is offered as 4252 and 5242 in the same classroom. The same changes for ACCT 5242 will be submitted to the Graduate School.

 TEAC Approval Required

College Approvals

Colley, James R. (Dr.) [APPROVED]

Chair, Course Department

McIntyre, Faye [APPROVED]

Dean, RCOB

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Course or Program Addition, Deletion or Modification Request

Department: School of Nursing College:

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: / / /
			Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: / / /
			Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

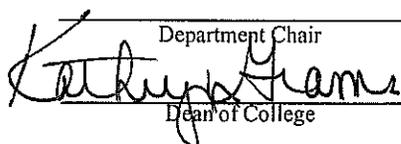
The School of Nursing is requesting suspension of the Dalton site of the RN-BSN program. There are several factors influencing the School of Nursing's decision to suspend admissions in Dalton. The primary reason is that Dalton State College plans to offer an RN-BSN program in 2012 and has requested our support. Other reasons include Hamilton Medical Center's inability to provide adequate technology and classroom space for effective instruction; and the greater than 2-hour travel time (each way) to Dalton.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Spring / 2011
*For a new course, one full term must pass between approval and effective date. Term/Year

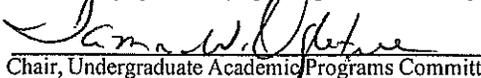
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date <u>9/2/10</u>	Department Chair (if cross listed)	Date
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	Date <u>9/28/10</u>
Chair, Undergraduate Academic Programs Committee	Chair, Committee on Graduate Studies

Vice President for Academic Affairs _____ Date _____

The School of Nursing is requesting suspension of the Dalton site of the RN-BSN program. Suspension of the Dalton site of the RN-BSN program will result in approximately 20% fewer RN students. Resources will be reallocated to the growing BSN program offered in Carrollton, Newnan and Rome. The reasons for this decision and a discussion of the enrollment impact follows.

Suspension of the UWG Dalton RN-BSN Program

There are several factors influencing the School of Nursing's decision to suspend admissions in Dalton. The primary reason is that Dalton State College plans to offer an RN-BSN program in 2012 and has requested our support. Other reasons include Hamilton Medical Center's (location of classes) inability to provide adequate technology and classroom space for effective instruction; and the greater than 2-hour travel time (each way) to Dalton. The plan is to suspend admission of students to this site in January of 2011. Students currently enrolled there will complete their professional sequence in Spring 2011.

Enrollment Impact

The RN-BSN upper division professional sequence offered in Dalton includes 24 hours of coursework offered over 3 semesters of part-time study. RN enrollment (2006-2010) on all campuses is displayed below:

	Fall 2010	2009-10	2008-09	2007-08	2006-07
Carrollton	37	34	34	25	13
Dalton	27	57	39	34	39
Rome	46	30	33	27	23
Total	110	121	106	86	75

The School of Nursing admits new students and graduates continuing students in Rome each fall. As you can see, there is a larger enrollment for fall 2010 because RN's from Dalton are enrolling in the Rome site of the RN-BSN program. Suspension of the Dalton program will result in a loss of about 20% of the total fall 2010 enrollment for all campuses. It will be possible to offset some of these losses by continuing to offer RN-BSN classes through Georgia Highlands off-campus sites.

Redirection of Resources

The 1.0 EFT faculty member is needed to provide instruction to our growing BSN programs in Carrollton and Newnan. Admissions have increased by 20 students in the last two years and suspending the Dalton site for the RN-BSN program will allow us to reassign faculty members to other program sites and reduce the utilization of part-time faculty.

Addendum III

CORE CURRICULUM

To adopt the following learning outcomes for Core Area A1:

Core Area A1:

Demonstrate the ability to:

1. Recognize and identify appropriate topics for presentation in writing
2. Synthesize and logically arrange written presentations
3. Adapt written communication to specific purposes and audiences.

- To adopt the following learning outcomes for Core Area A2:

Core Area A2:

Students are able:

1. To demonstrate the ability to use mathematical principles.
2. To demonstrate the ability to apply mathematics in real-world circumstances.

- To adopt the following learning outcomes for Core Area B:

Core Area B:

Demonstrate the ability to:

1. Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.
2. Identify and critically analyze issues of social and cultural diversity.
3. Utilize problem solving and critical thinking skills.
4. Identify, evaluate, and correctly use information, language, and technology appropriate to one's needs.

- To adopt the following learning outcomes for Core Area C:

Core Area C:

1. Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.
2. Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.

- To adopt the following learning outcomes for Core Area D:

Core Area D:

1. Apply scientific reasoning and methods of inquiry to explain natural phenomena.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.
3. Apply mathematical principles and/or the use of appropriate information technologies to situations that arise in the real world.

- To adopt the following learning outcomes for Core Area E:

Core Area E:

1. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of World history; comprehension of causal relationships and patterns of change and continuity over time; and awareness of the social significance of ethnicity, gender, race, and class in historical events and study.
2. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of United States history; comprehension of causal relationships and patterns of change and continuity over time; and awareness of the social significance of ethnicity, gender, race, and class in historical events and study.
3. Students will demonstrate that they have developed: An understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia; an understanding of the interrelationship between American governmental institutions; an understanding of the basic terminology of political science and U.S. politics.
4. Students will demonstrate a basic knowledge of the fundamental concepts of a discipline examining the social world.

- To make the following change to Core Area D:

The committee voted to require all students to take a course from core area D2 rather than allow students to take an extra course from core area D1 in lieu of a D2 course. Students will now be required to take 7 credit hours from core area D1 and 3 credit hours from core area D2.

Addendum IV

Course or Program Addition, Deletion or Modification Request

Department: Ed.D. in School Improvement College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

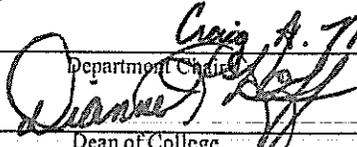
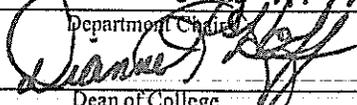
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 25 (Students per year) Effective Date*: Summer /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

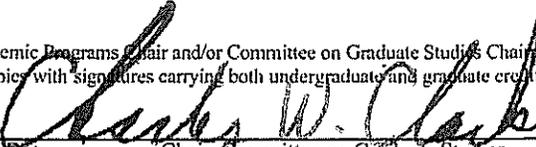
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date <u>9/10/2010</u>	Department Chair (if cross listed)	Date
	Date <u>9/10/2010</u>	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	Date
Chair, Undergraduate Academic Programs Committee	Chair, Committee on Graduate Studies
Date	Date

Vice President for Academic Affairs Date

Rationale for Substantive Change to Doctorate in School Improvement

The Doctoral Program in School Improvement, which has existed for 10 years, is moving from face-to-face to a blended (but, predominantly online) mode of delivery. The program will be offered approximately 95 percent online. In particular, the School Improvement program will be delivered in variable locations (depending on the geographic location of the individual student). The program will be marketed both statewide and nationally, allowing students from all parts of Georgia, as well as the entire nation, to enroll in our program.

The School Improvement program is a unique and well-respected program in the region. It is the desire of the University and College administration and faculty to open opportunities for admission to our program to potential students across the state of Georgia, as well as the country. The mission of the program is “to develop educators who initiate sustainable and systemic improvements in P-12 education.” This move to an online mode of delivery has the potential to grow our program substantially throughout the state of Georgia, as well as nationally. To date, we have already had inquiries from prospective students in Savannah, Dublin, and Griffin, Georgia. In addition, inquiries have been received from prospective students from other states, including Maine, Massachusetts, Michigan, Ohio, and California, as well as from Saudi Arabia. This type of program expansion simply would not be possible were the program to remain of the face-to-face delivery mode.

The focus of our program is on the development of leaders at all levels of education who will be prepared to lead reform and change efforts in schools throughout Georgia and the nation. It is important to note that the target audience for our program is comprised of educators at a variety of levels. These include classroom teachers, special educators, counselors, school-based social workers, building-level administrators, and district-level administrators. Many of these educators in our program do not hope to move into formal administrative positions following receipt of their doctorate. In contrast, they hope to lead reform efforts from a variety of

perspectives. Therefore, this is not a “typical” educational leadership doctorate and should not be confused with those programs.

A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on School Improvement. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

There are only a handful of programs around the country that offer degrees in school improvement, and even fewer that do so at the doctoral level. In this era of high-stakes educational accountability, states, school districts, and individual professional educators are in great need of developing the knowledge and skills that will enable them to implement change in the schools they serve. We anticipate that the need for and desire to complete our program in School Improvement will increase substantially over the next 5 years, and beyond.



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

EXTERNAL DEGREE PROPOSAL FORM

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: ___ August 1, 2010 _____

Institution: ___ University of West Georgia _____

College/School/Division: ___ College of Education _____

Department: ___ N/A (interdisciplinary) _____

Degree (please indicate whether this is a stand-alone degree): ___ Ed.D. _____

Major: ___ School Improvement _____

CIP Code: _____

Proposed Start Date: ___ June, 2011 _____

Proposed End Date (for example if this is only for a specific cohort for a limited period of time: N/A

The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

1. Description of the Delivery System

What is the primary delivery mode for this program (e.g., internet, videotape, satellite, GSAMS, telecourse, remote site location, etc.)? Will instruction be delivered in a synchronous or asynchronous format? What type of interaction is involved (e.g., point-to-point, two-way video with two-way audio, etc.)? Will the program have variable locations or be offered at a specific site other than the campus?

The Doctoral Program in School Improvement, which has existed for 10 years, is moving from face-to-face to a blended (but, predominantly online) mode of delivery. The program will be offered approximately 95 percent online. The instruction will be delivered through both asynchronous and synchronous communications; communication between the professor and students will be promoted within our course management system (Blackboard Vista 8.1), which includes but is not limited to discussion boards, email, and various types of online assessments. Through our integrated Wimba tools (see www.wimba.com), students will also be able to communicate both synchronously and asynchronously via audio, video, application-sharing, interactive whiteboards, voice-boards, podcasts, a phone-bridge, and instant messaging. The program will emphasize not only student-to-instructor interaction but student-to-student interaction.

A variety of tools and services are available to professors: Wimba Live Classroom, Wimba Voice Tools, SmartThinking (which provides people, technology, and training to help institutions offer their students outstanding academic support), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases) (these last two are planned for implementation within the next year), Respondus Lock Down (a custom browser that locks down the testing environment), and presentation tools such as Impatica, Respondus Studymate, and Quiz Creator. Recently, UWG has added Wimba Pronto, which is the only instant communication platform designed for educators to advance and promote collaborative learning, Wimba Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, application sharing, tutoring, and whiteboard. We now also have Wikispaces, with implementation and training planned for the upcoming year.

Multimedia and rich content is utilized heavily and supported by software, services, equipment, and training. The University System of Georgia podcast server provides centralized podcast hosting services for USG institutions and designated organizations or units. As a part of the iPod initiative, the server is available to USG faculty and staff for the distribution of audio and video content for a variety of educational and information purposes (<http://podcasting.gcsu.edu/>). The University of West Georgia maintains a Helix streaming server for support of online programs. In addition, faculty and students have access to a Web server for publishing of course content. Faculty are trained and encouraged to use Web 2.0 tools such as wikis, blogs, online videos, social learning, and other trends to engage students and enrich the learning environment.

In particular, the School Improvement program will be delivered in variable locations (depending on the geographic location of the individual student). The program will be marketed both statewide and nationally, allowing students from all parts of Georgia, as well as the entire nation, to enroll in our program. The UWG Distance and Distributed Education Center can coordinate proctored exams, at sites worldwide, as needed.

2. Assessment of Societal Need and Demand for Distance Education Delivery

Based on quantitative and qualitative evidence, describe the institution's assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

The region served by the University of West Georgia is one of the most rapidly growing areas of the state, indeed in the nation as a whole. With its proximity to Atlanta and attractiveness to new industry, the population of the area grew by more than 20 percent between 1990 and 2000. It is anticipated that this growth will not only continue, but will accelerate. Furthermore, projections from the Georgia Department of Labor indicate that occupations requiring college education will make up 25 percent of all the state's jobs by 2010.

The School Improvement program is a unique and well-respected program in the region. It is the desire of the University and College administration and faculty to open opportunities for admission to our program to potential students across the state of Georgia, as well as the country. The mission of the program is "to develop educators who initiate sustainable and systemic improvements in P-12 education." This move to an online mode of delivery has the potential to grow our program substantially throughout the state of Georgia, as well as nationally. To date, we have already had inquiries from prospective students in Savannah, Dublin, and Griffin, Georgia. In addition, inquiries have been received from prospective students from other states, including Massachusetts, Ohio, and California, as well as from Saudi Arabia. This type of program expansion simply would not be possible were the program to remain of the face-to-face delivery mode.

Please address, in detail, the intended audience for this external degree program and whether any duplication exists with other existing offerings both campus-based and in a distance education format.

The focus of our program is on the development of leaders at all levels of education who will be prepared to lead reform and change efforts in schools throughout Georgia and the nation. It is important to note that the target audience for our program is comprised of educators at a variety of levels. These include classroom teachers, special educators, counselors, school-based social workers, building-level administrators, and district-level administrators. Many of these educators in our program do not hope to move into formal administrative positions following receipt of their doctorate. In contrast, they hope to lead reform efforts from a variety of perspectives. Therefore, this is not a "typical" educational leadership doctorate and should not be confused with those programs.

A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on School Improvement. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

What indicators of need and demand exist for the program to be offered externally?

Telephone and online surveys of UWG students conducted annually from 2000-2010 reveal that an increasing number of students (72 percent in spring 2010) wish that there were more online course offerings and programs available to them. It is not inconsequential to add that the development of new online programs not only serves identified student needs, but also addresses critical conservation issues and classroom space shortages.

Demand for online courses continues to rise, across the nation. While the 2008 Sloan Survey of Online Learning revealed that online enrollment rose by more than twelve percent from a year earlier, the 2009 Sloan Survey shows a further increase of seventeen percent. The survey of more than 2,500 colleges and universities nationwide found approximately 3.94 million students were enrolled in at least one online course in fall 2007, compared to 4.6 million enrolled in fall 2008. One year later, the 2009 study showed that more than 4.6 million college students were taking at least one online course in fall 2008. With more than 1 in 4 college students taking at least one online class in fall 2008, the seventeen percent growth rate far exceeds the 1.2 percent growth rate of overall higher education enrollment.

There are only a handful of programs around the country that offer degrees in school improvement, and even fewer that do so at the doctoral level. In this era of high-stakes educational accountability, states, school districts, and individual professional educators are in great need of developing the knowledge and skills that will enable them to implement change in the schools they serve. We anticipate that the need for and desire to complete our program in School Improvement will increase substantially over the next 5 years, and beyond.

If other similar programs exist at a distance or in a campus-based format, why should your specific external program submission be recommended for approval by the Board?

A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on School Improvement. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

What are your projected enrollments for the external program?

Currently, as a face-to-face program, we admit approximately 12-15 students each year into the new cohort (we admit new cohorts once per year, beginning studies during the summer term). Following the move to a hybrid/online program, we anticipate increasing our enrollments to approximately 25-30 students annually.

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--Describe how distance education is consistent with the institution's mission and programmatic role with

respect to academic programming. Describe how the program does not duplicate existing offerings in the University System or if it is duplicative, explain why the program is warranted. What is the program's niche?

The University of West Georgia seeks to provide increased access to non-traditional students in the region (as well as *beyond* the region), as documented in its Mission Statement (http://www.westga.edu/index_2427.php). In its commitment to providing educational experiences that foster the development of leaders and productive citizens in western Georgia and beyond, the University is considering the development of the many additional online and external degree programs, in addition to this one. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty. Comparative evaluations of student course grades in online versus on-campus sections and traditional external degree program sections have also shown no significant differences in student course grades.

The University of West Georgia was one of the first institutions in the USG to offer full or partial online credit courses, and now delivers approximately 150 distance courses each semester representing more than two dozen curriculum areas. Currently five graduate-level degree programs are approved through distance learning. UWG is also a host institution for Georgia's eCore and WebMBA programs. In addition, the University has worked to meet the needs of western Georgia through its five degree program offerings (four graduate and one undergraduate) at its off-campus Newnan Center, and through an external degree program (nursing) in Dalton and an external degree program (education) at Georgia Highlands College in Rome. Enrollment trends, positive student surveys, and graduation rates are among the indicators of the success of these programs. (<http://www.westga.edu/~distance/data/idp07.html>).

A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on School Improvement. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

The following best describes our program's niche. The focus of our program is on the development of leaders at all levels of education who will be prepared to lead reform and change efforts in schools throughout Georgia and the nation. It is important to note that the target audience for our program is comprised of educators at a variety of levels. These include classroom teachers, special educators, counselors, school-based social workers, building-level administrators, and district-level administrators. Many of these educators in our program do not hope to move into formal administrative positions following receipt of their doctorate. In contrast, they hope to lead reform efforts from a variety of perspectives.

b. Faculty Inventory with Delivery Expertise – Describe the programs available to ensure appropriate training for faculty who teach distance technology delivered programs. Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.

In order to coordinate training and professional development across campus and avoid duplication, the central UWG Distance & Distributed Ed Center, Information Technology Services department, and Learning Resource Center support units all collaborate to offer training and professional development for all faculty and staff. These opportunities are collectively posted on one centralized online calendar, available at: <http://www.westga.edu/~training>.

While the university employs a centralized model of technical support, personnel either have offices in each of the colleges or provide just-in-time assistance at the instructor's convenience, via various virtual and face-to-face avenues. The DDEC Faculty Development Center and Distance Learning Helpdesk provides ongoing workshops, "sandbox" equipment and software, and daily support for faculty. Faculty are encouraged to visit the FDC for training and assistance based upon their needs and instructional objectives.

The DDEC offers a broad menu of centralized training and support opportunities for faculty preparing to teach online, including formal workshops, one-on-one assistance in both training labs and in faculty offices at their convenience, as well as just-in-time assistance via web tutorials, live application sharing, the Distance Learning Helpline, lunch/learn sessions, and peer mentoring programs. Participation in at least two hours of formal training (including the basics of the course management system, policies/ procedures, and good online teaching/ design practices) is required of all faculty teaching distance education courses, or, their department head may certify that they are exempt from training due to prior experience in teaching through distance learning technologies.

The DDEC makes higher education a possibility for those who face obstacles to taking undergraduate or graduate courses in a traditional face-to-face classroom setting. The Faculty Development Center is available to meet certain standards in course design and delivery for all faculty at UWG. The staff is dedicated to helping students succeed in online courses and enabling distance faculty to focus on teaching rather than technology. The DDEC also ensures fiscal and logistical support by budgeting expenditures specifically for training incentives; travel for professional development and to off-campus sites, office supplies, appropriate technologies, and hardware. Some academic departments choose to allocate release-time for faculty during the term prior to teaching an online course for the first time, as needed, in order to ensure ample time to participate in training and develop a quality online course.

A five-star rubric and a syllabus check list have been created in order to help instructors and other online designers understand the components that go into creating an exceptional online course. To view examples of the checklist and rubric, go to <http://www.westga.edu/~distance/webct1/Rubric/index.html>. The Core Requirements, Comprehensive Standards, and Federal Requirements of the Principles of Accreditation apply to distance education as well as other, more "traditional" methods of delivery. Institutions are responsible for the quality of programs and courses delivered by means of distance education and are responsible for ensuring that distance education programs which they offer are complemented by support structures and resources that allow for the total growth and development of their distance education students. To view the course requirements, comprehensive standards, and federal requirements, go to <http://www.sacscoc.org/pdf/081705/Distance%20Education%20and%20the%20Principles%20of%20Accreditation.pdf>.

Since the program is interdisciplinary and is not housed in one particular department, all faculty in the College of Education are potential instructors in the School Improvement program. Primary faculty, all of whom possess the appropriate expertise and experience to deliver courses in an alternative format, include:

- Dr. Craig A. Mertler (also Program Director), Professor
- Dr. Margaret Dam, Assistant Professor
- Dr. Myrna Gantner, Associate Professor
- Dr. Cher Hendricks, Associate Professor
- Dr. Dianne Hoff, Associate Professor and Associate Dean
- Dr. Barbara Kawulich, Associate Professor
- Dr. Kim Metcalf, Professor and Dean
- Dr. Harry Morgan, Professor
- Dr. Tamra Ogletree, Assistant Professor
- Dr. Hema Ramanathan, Associate Professor

[Please see a more detailed listing of faculty information, appended to the end of this proposal.]

c. Facilities – Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.

No new significant technology investments are needed for the alternative delivery of the School Improvement program. All of UWG's distance programs utilize course management tools (Blackboard's Vista/ GeorgiaVIEW) and supporting software (Wimba) which are already in use for other distance courses. Technology costs will be limited to ongoing maintenance and upgrades of distance learning technologies and existing technologies. UWG is currently involved in a re-conceptualization of technology acquisition strategies, and has begun the process of integrating technology acquisitions for off campus and online offerings into that process.

Upgrades and technological enhancements necessary to support UWG courses and programs at these sites are coordinated through UWG's central Information Technology Services and the Distance and Distributed Education Center. The directors either work with the technology coordinators of the off-campus sites to plan and implement consistent technological capabilities/ upgrades, or directly provide additional technological resources (hardware, software) to these sites if needed. The Associate Dean of Extended Degree Programs is also a member of the university's Technology Coordinating Council, and serves as a further liaison between campus technology leaders and off-campus program coordinators.

d. Instructional Support -- What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process?

At UWG, online students and faculty have access to the same information and resources to support teaching and the learning process as do our on-campus faculty and students. For faculty, the UWG Distance Ed Department offers formal workshops, mentoring opportunities, web-based tutorials, and assistance available online asynchronously and synchronously via the web, phone and in-person (see <http://www.westga.edu/~distance/webct1/faculty/>). Faculty and administrators can also gain VPN access, from off-campus, to their files on their office computers. For students, the UWG Distance Ed Department,

Information Technology Services, and various student services units offer student support websites, tutorials, as well as an online student orientation and live assistance via the web, phone, and in-person for those who wish to travel to the Carrollton Campus or the UWG Newnan Center. In addition, UWG provides the full Microsoft Office suite of tools, Microsoft operating systems, and firewall software to all admitted students, as well as some software for Mac users. Students are also provided with a campus student email account and public html file hosting services.

For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>)

What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures?

The School Improvement program will utilize state-approved online course delivery tools, including Blackboard's Vista (a.k.a. GeorgiaVIEW or CourseDen) as the official USG-supported course management system providing 24-hour/ 365-day-a-year support, security, back-up, disaster recovery, and documentation of student information, course records, and content. In addition, before an instructor teaches a course, he/she must submit the course form at <http://www.westga.edu/~distance/courseRequest/courseRequest.php>, in order to submit delivery format information, facilitate program planning, and sign off on various acknowledgments including ones on compliance with all university policies covering data security, records retention, any others there may be, along with any legal requirements, such as FERPA.

How will the campus validate student authentication for the electronic submission of assignments?

Students will have to login with their unique username and password in order to submit assignments via the secure Blackboard's Vista (a.k.a. GeorgiaVIEW or CourseDen) server. The password will update every term automatically. In addition, the UWG Distance Ed department offers proctored exam facilitation at sites around the world. Some of these proctored exam sites use tools like the SecureExam browser to lockdown the computer while testing; other sites rely solely on monitoring by proctors; most sites also videotape the students while testing. The UWG Distance Ed department will be piloting a new Respondus Lockdown Browser (a custom browser that locks down the testing environment within Blackboard, ANGEL, Desire2Learn, or Moodle) that may allow us to extend this security service to each and every remote testing site, in FY2010-2011.

The University of West Georgia uses its Campus Security Plan (http://policy.westga.edu/sphtml/page_04.htm) to identify, create and maintain appropriate IT policies and standards in conformance with the Campus Security Policy objectives and in compliance with the Policy Manual of the Board of Regents of the University System of Georgia (<http://www.usg.edu/regents/policymanual>). These policies apply to all UWG faculty, staff and students, in addition to any guests who are authorized to use the University's computers and/or data network. Use of the

University's computing and network resources is understood to constitute an acceptance of these policies. These policies are available on the web at <http://policy.westga.edu>.

A combination of physical security, personnel security, and system security mechanisms is used to control access to the UWG enterprise network. The principal instruments of access control are a combination of personal user login identification and a unique password authentication. These are created in a manner consistent with the guidelines established by our policies. A system of Discretionary Access Control is also used in order to restrict network users only to those privileges or access necessary for their work and thereby provide a secure network.

The UWG Security Policy maintains that certain specific types of data transactions are to be protected during transmission and that some or all of these data may need to be stored in an encrypted form. Proven standard algorithms as outlined in the security plan are used as the basis for this encryption. All critical assets are located and housed in a securable area with independent environmental controls and with access restricted to those with direct responsibility for proper operation and system health.

One exception is the hardware for the course management tool previously known as WebCT Vista. The tool is called Blackboard Vista by the vendor-provider, referred to as GeorgiaVIEW Vista by the USG Board of Regents, and called CourseDen on our campus. The hardware resides on one of the University System of Georgia's central servers and falls under their managed care and security.

What are the provisions for real-time and delayed interaction between and among faculty and students?

Real-time interaction is available by phone, instant-messaging and chat tools within the CourseDen, Wimba's Live Classroom, and a desktop-sharing tool called Bomgar. Another great provision for real-time interaction is Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning in an environment that integrates seamlessly with our course management system. Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, office hours, and instant access to campus services.

Delayed interaction is available via online discussion boards, email, the USG Podcast server, Wikispaces and Wimba's Voice Tools (web-based voice solutions that facilitate and promote vocal instruction, collaboration, coaching, and assessment).

What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)?

For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>). As part of

our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

Describe the library resource options available to students to enhance the learning process.

UWG students, whether enrolled in face-to-face or DL courses, are able to use the library services of any college or university within the University System of Georgia. Students who reside out-of-state are provided with delivery services and are also provided with access to the Galileo Interconnected Libraries System (<http://gil.westga.edu/>). UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>). Among the services are research consultation, check-out and delivery (by mail or courier) of books from the UWG collection, photocopying and delivery (by mail, fax, or courier) of journal articles or other library materials, and use of the interlibrary loan service for materials not held in the UWG collection. Links to the library's DL services are included on each CourseDen (GeorgiaVIEW) course home page and on the syllabi for all distance courses. The library employs a full-time individual dedicated to supporting distance and off-campus learning students.

The institution monitors whether students make appropriate use of learning resources. Departments monitor student use of resources through project and paper bibliographies and other course interactions. The ODDLS coordinates with the DDEC for assessment of student library services, and Distance Education Student Evaluations include two questions related to whether students are aware of such library services and whether students make use of them (<http://www.westga.edu/~distance/data/eval/>). In addition, a postage-paid, anonymous response card is included with each shipment of materials to a student so that the user can evaluate the timeliness and appropriateness of materials received (<http://www.westga.edu/~library/depts/offcampus/policies.shtml>). The ODDLS conducts ongoing assessment by using this data to determine the level of user satisfaction and to identify areas for improvement.

What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?

A computer with audio capabilities, an internet connection, and a Blackboard Vista/GeorgiaVIEW (a.k.a. CourseDen) compatible browser is the only hardware necessary to support appropriate interactions. CourseDen and any other distance education supplemental software that a specific instructor may wish to use, is provided freely to all students, faculty, and administrators.

Most other software that may be used is either free or provided by the University of West Georgia, except in highly- specialized content areas. The list of additional free software provided to all UWG students, includes but is not limited to: Microsoft Office Suite, Windows OS, Mac OS, virus protection, campus

email, file transfer software, and numerous task-specific applications available both in on-campus labs, the Newnan Center, and via a virtual lab accessible from anywhere with an internet connection.

A variety of distance education supplemental software, tools, and services are available freely to all instructors, students, and administrators: Wimba Classroom (live and archived audio, video, texting, polling, assessments, application sharing), Wimba Voice Tools (asynchronous audio podcasts and emails, threaded audio/text discussion boards), Smarthinking (online tutoring), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases), Respondus Lock Down (a custom browser that locks down the testing environment), Wikispaces (for online collaboration), CourseEval (online surveys), and online presentation tools such as Impatica, Camtasia, Respondus Studymate (interactive flash modules), and Quiz Creator. Most recently UWG added Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning in an environment that integrates seamlessly with our course management system. Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, office hours, and instant access to campus services. Additional free software, services, and tools may also be made available, to suit the specific need of the users involved.

e. Student Services – Please describe how the program ensures that appropriate learning and resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners.

Library Services: UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>).

Learning Support and Tutoring: The EXCEL Center for Academic Success, located at the University of West Georgia's main campus, is devoted to the success and welfare of all UWG students. Distance students can email helpme@westga.edu or telephone the Excel Center in order to receive academic support and tutoring through electronic means. As needed, the Excel center advisors and tutors utilize the online Wimba Live Classroom for two-way audio, video, instant messaging, an interactive whiteboard, and application sharing. The Excel Center web site (<http://www.westga.edu/~EXCELCenter/>) includes links to study skills, advice from tutors and a Frequently Asked Questions page. The EXCEL center is exploring online tutoring options like AskOnline, to find additional mediums through which tutors could interact with students off campus. In the future the center hopes to be able to offer an online tutoring service that includes whiteboard mark-up capabilities, document and image sharing, desktop sharing, and audio or video if needed.

The EXCEL Center offers:

- Free tutoring
- Peer mentors
- Career exploration in hundreds of fields
- Training in study habits and basic computer knowledge

Distance and off-campus students may also telephone and email the Learning Support Center and Testing Office for academic and testing support services as well as the Writing Center. Furthermore, faculty members have online office hours in order to offer additional support to their distance and off-campus students. CourseDen (GeorgiaVIEW Vista) has also been an effective medium for faculty to provide learning support. If there are special requirements that students need at off-campus sites, such as the Newnan Center, arrangements are made for personnel from the main campus to be personally available on site. This is in addition to the regularly-scheduled office hours that faculty provide at off-campus locations.

The Distance and Distributed Education Center provides many levels of support including technical support and directed tours of the online classroom environment and various tools. In addition, SmartThinking is made available for 24 hr online tutoring and writing services, for fully online students. Plagiarism services, such as TurnItIn and SafeAssign are also provided as teaching tools to students and faculty.

Advising: The EXCEL Center for Academic Success has academic advisors who help students explore various options and help them choose a major best suited for them. Ask Andy is a way for students to get answers for all their college concerns. Andy is the "answer all" expert at UWG. If students have any questions about anything, Andy has the answer. The students simply type their question and point-click at <http://www.westga.edu/~EXCELCenter/pages/AskAndy.htm> to send an e-mail.

Additionally, faculty advise distance and off-campus students online via email, Wimba Live Classroom and by telephone. Also, two full-time advisors within the Distance Education department help advise and mentor fully online UWG students enrolled in eCore (online core courses).

Counseling: Counseling services are available to distance and off-campus students through the Student Development Center of Student Services. The Student Development Center (<http://www.westga.edu/~sdev/>) provides career, academic and mental-health counseling for all University of West Georgia students. Some of the areas of assistance include adjustment to college, person exploration/growth, relationships, substance abuse and psychotherapy. Additional support services for disabled, international and non-traditional students are also coordinated through the Center. Off-campus and distance students may contact the Student Development Center regarding counseling services by telephone or email. For off-campus and online students, the university offers counseling by telephone following one face-to-face visit. If an off-campus or distance student cannot come to campus, the Student Development Center may also refer the student to local counselors in the student's locale.

Disability Services: Students who have learning, psychological or physical disabilities may contact Disability Services at the University of West Georgia (<http://www.westga.edu/~dserve>). Students may contact coordinators from Disability Services by telephone or email. These coordinators in turn communicate with faculty to plan for the individual needs of students. The Distance & Distributed Education Center also provides technology options for students with disabilities. For example, Impatica On cue provides scrolling text for distance students with hearing disabilities. Impatica for PowerPoint provides audio for those students with sight disabilities, and text for students with hearing impairment. Wimba Classroom and CourseDen (UWG course management system) have accessibility features, including closed captioning, and formatting for browser readers. The DDEC guides faculty on appropriate uses of

technology to meet the needs of students with disabilities and to meet ADA guidelines. Online courses employ a variety of instructional methods to account for an array of learning styles and needs.

Career Guidance: The Department of Career Services offers a host of services for campus, off-campus, and distance students through its online Career Web at <http://careerweb.westga.edu/>. Career Web lists both on-campus and off-campus Job Fairs on the web site. The Department of Career Services offers four main services to students: Career Employment, Student Employment, Professional Practice, and the Volunteer Office. Career Employment is responsible for working with senior students and recent Alumni who are involved in job and career searches. Student Employment assists students and employers in meeting temporary, seasonal, and part-time employment needs. A variety of employers use these services to obtain part-time employees--from large corporations to individuals needing help babysitting and yard work. Professional Practice assists students in locating co-ops and internships. The Volunteer Office helps students find opportunities to volunteer and provide community service. For all career services, students can email, call or visit the office.

Distance Education Student Evaluations include a question that evaluates the availability of career services information on UWG's web site (<http://www.westga.edu/~distance/data/eval/>). In the last three years, less than four percent of the students who submitted the distance evaluation felt that information regarding career services for UWG's distance students needed improvement. Also, the University of West Georgia's Department of Career Services has a Career Services Student Survey online at <http://careerweb.westga.edu/Resources/studentSurvey.php>.

In addition, career counseling services are available to distance and off-campus students through the Student Development Center of Student Services (<http://www.westga.edu/~sdev/>). Students may contact the Student Development Center regarding career counseling services by phone or email.

Bookstore: Course materials may be purchased through the Online Bookstore at the University of West Georgia, and delivery is available via mail service (<http://www.bookstore.westga.edu/>). Students may order books and materials over the phone, request a buyback quote on their textbooks online, and receive email notifications when their books are added to the buyback listing. Students who buy books online may also return them for a refund. Bookstore services for distance and off-campus students are evaluated in the Distance Learning/off-campus evaluation form. According to results from the last three years, more than 85 percent of students agreed or strongly agreed that materials required for their courses were available for convenient purchase.

Testing and Evaluation: Distance and off-campus students benefit from the testing services of the Learning Support and Testing Office of the University of West Georgia. Students can arrange services by calling or emailing the Testing Office. The Testing Office provides a variety of test registration materials and also administers a series of national and institutional exams. The Testing Office also provides a supervised environment for students with documented physical and/or learning disabilities who are eligible to receive accommodations, such as extended time, for their classroom tests. The Testing Office also provides test proctoring for a small fee.

Off-campus and distance students can use approved proctoring sites worldwide. Information and support is available through the Distance and Distributed Education Center, via this website: <http://www.westga.edu/~distance/webct1/exams/> . Exams and quizzes can be administered off-line or online via CourseDen (GeorgiaVIEW), at a location convenient to the student or a designated computer lab. All approved sites must have an approved proctor to verify the student's identity, provide access to the assessment, and monitor the student's activity. Some students may be required to take their online assessments through CourseDen (GeorgiaVIEW), in a computer lab that uses Secureexam or Respondus Lockdown Browser as an additional means of security and integrity.

Technical Support: Computer resources have been greatly enhanced, both on-campus and off campus, in recent years. ITS provides technical support for software including myUWG, Banweb, and technical resources. Students can contact the ITS Helpdesk by phone or by email. ITS's division of Learning Resources (<http://www.westga.edu/~lrc/>) provides equipment rental, technical support for problems with audio/visual equipment, and graphic services. Students can contact LRC by phone or email. The Distance and Distributed Education Center DDEC) provides technical support to students utilizing CourseDen (GeorgiaVIEW Vista) and related technologies in distance, hybrid, or technologically-enhanced courses. Students may contact the DDEC for support by telephone or email and have access to numerous online tutorials and help files. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>). As part of our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

Upgrades and technological enhancements necessary to support UWG courses and programs are coordinated through UWG's central Information Technology Services and the Distance and Distributed Education Center. The directors either work with the technology coordinators of the off-campus sites to plan and implement consistent technological capabilities/ upgrades, or directly provide additional technological resources (hardware, software) to these sites if needed. The Associate Dean of Extended Degree Programs is also a member of the university's Technology Coordinating Council, and serves as a further liaison between campus technology leaders and off-campus program coordinators.

f. Cooperative Links with the Community – What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.

Though there are no formal cooperative agreements at this time, there will be many opportunities for collaboration with community leaders and schools where the students live, in an effort to improve education and thereby facilitate sustainable economic development. By working with some of the most successful education programs in their community, program participants will research what they've done, how they did it, what has worked best, and how other communities and traditional public schools might replicate or integrate best practices into their own P-12 or higher education curriculum. Lists of successful programs in the student's area may include schools that have partnered with local businesses or incorporated hands-on experiences, in a concerted effort to inspire students craving experiential learning and support economic growth in their community.

g. Accreditation and Legal Issues – It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, institutional, and specialized accreditation requirements. Please explain what measures will be taken to satisfy SACS substantive change requirements and, if required, other accreditation requirements.

All policies and reporting requirements from SACS will continue to be addressed and completed as the School Improvement program moves online. In addition to larger accrediting bodies such as SACS and NCATE, the program's administration and faculty will consider various implications for accreditation in our respective disciplines and take necessary steps to ensure policies are met.

This document outlines the internal approval process for planning and implementing substantive changes to academic programs. This process maintains the institution's compliance with University of West Georgia, Board of Regents, and SACS Commission on Colleges notification and approval processes regarding substantive changes in academic programs:
<http://www.westga.edu/~distance/programs/campusapproval.pdf>

4. Recruitment and Admission of Students -- What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program? Please describe the institutional guidelines for in-state versus out-of-state students.

The University's catalogs contain all of the information regarding academic programs. These catalogs are updated annually. In addition to hard-copy versions, catalogs and numerous other official publications are available on the University's Web site at <http://www.westga.edu>. The most current Graduate Catalog is located at <http://www.westga.edu/assets/docs/Grad-current.pdf>. Information useful to current and prospective students regarding academic calendar, general announcements, registration deadlines, financial aid, advisement information, and similar items is available in The Scoop at http://www.westga.edu/registrar/index_8701.php. For fully online students, the UWG Online Connection web site (<http://www.westga.edu/~online/>) and Distance Student Guide (<http://www.westga.edu/~distance/distancestudents/>) provide student services links and other information specifically relevant to students taking courses in an online setting.

Each doctoral student in the School Improvement program must provide evidence of technology competence by the end of the second semester of enrollment. Technology competence may be demonstrated by providing a certificate or letter of completion of INTECH or equivalent training. Equivalence will be determined by the Program Director in cooperation with the Chairperson of the Media and Instructional Technology department at the University of West Georgia. The Technology Competence form must be completed and a copy of the certificate or equivalent verification attached. The form must be submitted to the Director of the Ed.D. Program no later than the end of Fall semester during the first year. The form is available at this website: <http://www.westga.edu/~edddforms/TechForm.pdf>.

There are no residency requirements for the program. Students in online programs are considered in-state for tuition purposes. No impact on affirmative action is expected as the program will recruit from a wide

population across the state of Georgia and nationwide. Any impact on affirmative action is likely in the effect of creating greater diversity among cohorts.

5. Curriculum -- What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum? Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

Available online, the requirements for the Ed.D. degree in School Improvement are published in the Graduate Catalog and are also available at http://www.westga.edu/eddsi/index_12917.php and http://www.westga.edu/eddsi/index_12915.php. Degree and course requirements for the proposed distance version of the program are equivalent to the current on-campus version.

The curriculum has been established by the faculty involved in the program, in accordance with broad guidelines set forth by the University System of Georgia. Curricular offerings are approved through School Improvement Program Committee (comprised of representatives of all departments in the College of Education) and by the Graduate School. The approval process involves faculty members, administration, and the University System Board of Regents.

Every course in the School Improvement program at the University of West Georgia has defined learning outcomes as listed in the syllabi for each course. The methods of instruction and evaluation are chosen with these goals in mind. Courses in the program are appropriate for online delivery and will be re-designed to full advantage of online technology and instructional design concepts. No special alternatives are required for the course (such as virtual labs); however, online methods will be employed to enhance instruction and engage the student in learning outcomes.

The expected length of the degree program is three years. All courses are scheduled for offering in a manner to allow students to graduate in a timely fashion. In addition, dissertation work has been incorporated into coursework in order to facilitate timely program completion.

6. Consistency with Principles of Good Practice -- Demonstrate how the institution incorporates the Principles of Good Practice (<http://www.sacscoc.org/pdf/081705/commadap.pdf>) in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program's merits.

1. Institutional Context and Commitment

The University of West Georgia has well established and developed online programs already in existence. All programs receive direct and consistent support including training for faculty and staff. The University embraces online education as an integral part of its mission and core commitment for "educational excellence in a personal environment." Additional online programs are well suited to expand and further disseminate this value and do not represent a change to the University's mission and objectives. The

proposed online program in School Improvement supports this mission and is an extension of the mission of the University.

The institution and School Improvement program assure that it will be sustained to the minimum extent of graduating within one cohort. Funding for the program is ensured through eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds shared by the University, College, and Department. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the School Improvement program.

Curricular commitments are met and facilitate curriculum presentation through diverse online program attributes. Resources for curricular supplementation and applications for interaction and participation are of primary concern and are presented to students in a clear and direct manner. Guides and assistance to technology use, economy, and maintenance are included in the online program's budget and are at the students' disposal. All staff members participating in the online School Improvement program will complete evolving training requirements; training will be held for any changes and/or updates to the online program's and/or University's technological implementation.

Delineation, assessment, and maintenance of security services regarding elements of electronically-offered courses is monitored alongside academic proficiencies. Integrity of academic honesty and instruction is consistent and measurable. The transferring of academic credits from previous institutions or programs will be based on the School Improvement program's articulated learning outcomes per course. Transferring credits must comply and be consistent with the program's mission and comprehensive academic requirements and goals.

Technical support is available for students and faculty during regular hours; a 24-hour helpline is also available. Students and faculty can communicate and seek help through telephone, email, and live-chat services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times.

2. Curriculum and Instruction

The online School Improvement program assures that pedagogical importance and vitality is not lost or lessened in any degree, as compared to traditional course constructs. Course requirements and curriculum sets are developed in accordance with traditional course constructs; technological applications and use allows for a diverse array of students, both nontraditional and traditional, to enroll in the program. Instructional materials and resources supplementary to curriculum are readily available to all students in an efficient and direct manner; technologies allow for the enhancement and diversity of teaching methodologies. Course participant cohesion and collaboration is not only promoted and instituted, but it is highly valued in the School Improvement program.

Program requirements are stipulated within each course and are readily available for electronic review at all times. Course requirements and offerings will be provided to students by advising staff and available postings. Technological and instructional conditions are communicated to students; contractual agreements are enforced to ensure awareness. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the School Improvement program's success and progress.

3. Faculty Support

Preceding participation in teaching online courses, faculty are made aware of comprehensive online course implications and participatory educational and technological demands. Technical support is available for faculty during regular hours; a 24-hour helpline is also available. Faculty can communicate and seek online assistance through telephone, email, live-chat, and live face-to-face services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times. Faculty also receive course design assistance via such modes.

Faculty training, regarding satisfactory online course design and curricular implementation, in accordance to pedagogical standards, is on-going, progressive, live, and archived. Staff are encouraged to work together in devising appropriate and adequate training services, based on online course experience needs and limitations.

4. Student Support

Students are provided with the knowledge and resources needed to ascertain appropriate online program registration and selection. Students are informed of technology service assistance and program diversity, as stipulated by the institution's policies and procedures. Technical support is available for students during regular hours; a 24-hour helpline is also available. Students can communicate and seek help through telephone, email, live-chat, and live face-to-face and online orientation services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times.

Program requirements are stipulated within each course and are readily available for electronic review at all times. Students will be informed of course requirements and offerings by advising staff and available postings. Technological and instructional conditions are communicated to students; contractual agreements are enforced to ensure awareness. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the School Improvement program's success and progress, and is done in order to determine student academic progress and performance.

5. Evaluation and Assessment

Faculty developing and teaching distance education or off-campus courses are evaluated in a variety of ways at many different levels. At the end of each course, campus-wide student evaluations are conducted. The evaluation form, known as the Student Evaluation Instrument, may be given in-person via a Scantron written format or online. These evaluations are designed to obtain feedback on a wide variety of issues, including teaching methods. Furthermore, these evaluations are a key component of annual faculty evaluations, which accompany promotion and tenure decisions as well as post-tenure reviews. In addition, departments use these evaluations in the assessment of courses as well as programs. Thus, experimentation with teaching methods is critically examined.

7. Fiscal Implications of the Program -- What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

University of West Georgia presently employs an eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds be shared by the University, College, and School Improvement program. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the School Improvement program.

The School Improvement program will draw upon present faculty for most courses. No additional full-time hires are anticipated, pending growth of the program.

eTuition creates a significant benefit by delivering the program to a much larger group than traditional programs. It is expected that many potential students for the program are employed full-time and/or live at a distance. These students are not served by traditional programs and represent a substantial gain in market share, especially for a doctoral program serving this unique niche.

Please complete the following modified fiscal page:

There are no anticipated costs associated with moving the School Improvement program to an online mode of delivery. Technology support will be provided by the wealth of existing resources at UWG. Maintenance and delivery of the program will simply change, but will not require additional funding.

Costs Per Year of Implementation

<u>Item</u>	Year 1	Year 2	Year 3	Year 4	Year 5
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Network Design	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Network Configuration	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Network Installation	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Hardware Acquisition	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Software Acquisition	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Technical Integration	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Support Services	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Course Acquisition and Licensing Fees	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Distribution Costs	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Personnel (Faculty)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Personnel (Technical Support)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Personnel (Secretarial)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Estimated Cost for Renovated Facilities for Technological Support	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Maintenance and Operation (specify)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Supplies and Materials (specify)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Other (specify)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Total:	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -

8. Assessment -- Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods Please describe the evaluation plan to be used.

In the case of the School Improvement program, student learning outcomes for online courses are identical to their traditional face-to-face counterparts. Courses and assessments are designed by faculty members with the same rigor for all delivery platforms, whether on-campus, or through online technologies. In the vast majority of cases, these faculty are full-time, tenured or tenure-track faculty members with Ph.D.s or Ed.D.s. Course surveys and program exit interviews with UWG distance students have indicated that not only is the educational content comparable, but in the case of online courses, the experiences have been enriched through the use of technologies. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty. Comparative evaluations of student course grades in online versus on-campus sections and traditional external degree program sections have also shown no significant differences in student course grades. The effectiveness of the program is measured in numerous ways, including course level outcomes, and faculty and student surveys. In eCore, staff are working with faculty to identify COLAs (course outcome learning assessments) for each course. The purpose of COLAs is to measure learning outcomes through performance on specific assignments and examination questions in eCore courses.

All UWG online courses are evaluated via an online evaluation system: CoursEval. This system is very flexible in creating and distributing surveys, student evaluations of instructions, and other forms of evaluation. Presently, the University of West Georgia distributes two evaluations for online courses: the Student Evaluation of Instruction and the Distance Education Survey. These surveys are presented for each online course to each student each semester. Data compiled from these surveys is reviewed and assessed by faculty and administration. Faculty are asked to articulate their plans for addressing needs which are identified from the survey results. Administration compares survey data with planned outcomes for online programs and makes changes as warranted. Face-to-Face courses are similarly evaluated through paper evaluations allowing comparison of instructional outcomes for online and traditional programs. The Director of the School Improvement program has online access to each evaluation for faculty who teach School Improvement courses, and may use this data for programmatic assessments, outcome comparisons, and accreditation reviews, and well as for data-driven program improvements. Faculty members have access to their evaluations and may use numerous data analysis tools built in with the system.

School Improvement Assessment System

Since the School Improvement program is an interdisciplinary doctoral program, there are no specific SPA or national standards to which the program is aligned. However, a comprehensive assessment system has been developed over the years, and continues to be refined as necessitated. The assessment system is comprised of numerous key assessments, administered at major transition points throughout the program.

The first major transition point in the program is *admissions*. At this point, several sources of data are used to evaluate potential students' success in the program. The following sources are collected from applicants, prior to admission into the program:

- Grade point average (GPA) in previous graduate (e.g., Masters, Specialist) work;
- Scores on the quantitative and verbal portions of the Graduate Record Examination (GRE);
- A minimum of three letters of professional reference (which include both scaled and open-ended questions about applicants' qualifications and potential for success);
- An essay indicating the applicant's personal goals and suitability for the program;
- An in-depth on-campus writing sample; and
- A personal, individual interview with program faculty.

The second major transition point is not really a specific point in the program or in time, but rather occurs *throughout the first two years of coursework* in the program. Student progress through the program is constantly monitored during their coursework. This is accomplished through collection, examination, and review of data from the following sources:

- Course grades (e.g., no grade of "C" can be applied toward the Ed.D. degree; additionally, students are not permitted to receive more than two C's during their coursework in the program without academic penalty);
- The Core Competency Matrix (CCM); and
- Student Review process (conducted annually).

The Core Competency Matrix (CCM) is a matrix that records ratings of each student's level of performance on the Core Competencies using a three-point scale.

The Student Review process is worthy of further explication. Each summer, progress in the doctoral program by each student is evaluated in a review process that is led by the program Director and involves all instructional faculty. Meeting as a group, faculty provide evidence of each individual student's professional knowledge, skills, and dispositions, in relation to the courses completed during the previous year. Specifically, the annual review examines academic progress and standards, as well as ethical, legal, and professional standards and performance in the program. Students receive written notice of their acceptable progress. For those not performing at an acceptable level, written notification to that effect is provided, accompanied by a charge to meet individually with the Director. Possible recommended courses of action include a Student Professional Development Plan, placement on academic probation, or dismissal from the program.

The next major transition point is the *completion of core coursework* (i.e., end of year two). Upon completion of core coursework, content knowledge—as well as the impact of that knowledge on professional practice—is assessed through the Professional Portfolio. Each of the three entries assesses knowledge across coursework and the Core Competencies. Each entry links to knowledge in various Core Competency strands that is being assessed in that entry. Professional reflection is a key component that is threaded throughout the core coursework and students are required to integrate reflection on their individual professional practice within their three portfolio entries. The three entries in the Professional Portfolio are:

- Entry 1: *Engaging Educators in Investigation and Reflection about Teaching and Learning* (links to coursework in the “Teaching and Learning” strand);
- Entry 2: *Leadership and Self-Development* (links to coursework in the “Leadership for Change” strand); and
- Entry 3: *Communication as a Tool for School Improvement* (links to coursework in the “Research and Effective Use of Data” strand).

Upon successfully passing the Professional Portfolio, students are officially admitted to candidacy in the doctoral program.

Within the program, the final major transition point is the *dissertation defense*. The doctoral dissertation requires students to identify an issue in school improvement, design a study, collect and analyze data, and make recommendations based on those data. Each dissertation study should contribute to the knowledge base in school improvement, and lead to enhanced student achievement and/or social development. By including a P-12, school-based professional on the doctoral committee, the practicality and impact of the dissertation is enhanced. Students are required to present and defend their studies in a two-hour oral defense.

The final source of data collected from students in the program occurs *following graduation*. The “Graduate Completer Survey” contains 10 questions used to determine the impact of the doctoral program on graduates' abilities to serve as change agents in their educational settings. Graduates are asked to identify specific experiences within the program that have been most helpful, as well as those that have been least meaningful. Data are also collected on their perceptions of the impact of the program on their career opportunities and aspirations.

Faculty Member	Course(s) Taught	Academic Qualifications
Dr. Craig A. Mertler (also Program Director)	EDUC 9963: <i>Applying the Research Cycle for Change</i>	Ph.D., Florida State University <i>Educational Measurement and Evaluation</i>
Dr. Margaret Dam	EDUC 9942: <i>State and Local Applications of School Improvement</i>	Ph.D., Georgia State University <i>Educational Administration and Supervision</i>
Dr. Myrna Gantner	EDUC 9961: <i>Research Processes for Change</i>	Ph.D., University of Texas at El Paso <i>Educational Leadership</i>
Dr. Cher Hendricks	EDUC 9941: <i>Models of School Improvement and Reform</i> EDUC 9963: <i>Applying the Research Cycle for Change</i>	Ph.D., University of South Carolina <i>Educational Research and Measurement</i>
Dr. Dianne Hoff	EDUC 9941: <i>Principles of Legal and Ethical Leadership</i>	Ph.D., University of Louisville <i>Educational Leadership</i>
Dr. Barbara Kawulich	EDUC 9962: <i>Collecting and Analyzing Data for Change</i>	Ph.D., Georgia State University <i>Human Resources Development</i>
Dr. Kim Metcalf	EDUC 9942: <i>Leadership for Change</i>	Ph.D., The Ohio State University <i>Teacher Education & Educational Research Evaluation</i>
Dr. Harry Morgan	EDUC 9923: <i>Leadership for Diversity in the 21st Century</i>	Ed.D., University of Massachusetts <i>Early Childhood Education</i>

Dr. Tamra Ogletree	EDUC 9962: <i>Collecting and Analyzing Data for Change</i>	Ph.D., University of Georgia <i>Language and Literacy</i>
Dr. Hema Ramanathan	EDUC 9943: <i>Instructional Leadership that Facilitates School Improvement</i> EDUC 9984 : <i>Doctoral Seminar I: Examination of Change</i> EDUC 9985 : <i>Doctoral Seminar II: Examination of Leadership</i>	Ph.D., The Ohio State University <i>Teaching of English</i>

* *Note:* All of the above faculty members, as well as numerous others across the College of Education, are responsible for directing doctoral dissertations (EDUC 9998: *Research for Doctoral Dissertation*).

SCHOOL IMPROVEMENT COURSES (EDUC)

(All courses carry three hours credit unless otherwise noted.)

EDUC 9923 Leadership for Diversity in the 21st Century

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Students in this course will investigate the philosophical, theoretical, and historical foundations of multicultural education, the values inherent in cross-cultural communication, and relationships between verbal and nonverbal communication systems. Interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations will be topics for investigation. Students will design their own research initiatives to examine, evaluate, and/or develop curricular materials.

EDUC 9925 Principles of Legal and Ethical Leadership

This course is an advanced study of legal and ethical issues, including the federal mandate to educate students with disabilities, that impact school improvement. Students will create a school improvement project to educate students or colleagues about legal, ethical, or special education issues.

EDUC 9933 Leadership for Change

This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational system. As all leaders need skills for building trust, developing high involvement, and helping people maximize their performance in order to lead change, course content will include a study of human dynamics as related to effecting change. Completion of this course will enable students to effectively use theories and processes of social change in their role as change agents within their own educational environments.

EDUC 9941 Models of School Improvement and Reform

This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

EDUC 9942 State and Local Applications of School Improvement

Prerequisite: EDUC 9941

This course overviews school improvement initiatives and efforts at the state and local levels. Students identify issues in these reports and policies and explore the knowledge base to determine the extent to which the initiatives are supported by research. Students develop foundational skills for communicating this information to professional and lay audiences.

EDUC 9943 Instructional Leadership that Facilitates School Improvement

Prerequisite: EDUC 9942

This course prepares students to be instructional leaders in their educational settings. The knowledge base in effective teaching, motivation and learning, and staff development are explored and analyzed as vehicles for teacher and school improvement. Students build foundational skills in developing personal positions from the knowledge base and communicating those positions effectively to target audiences.

EDUC 9961 Research Processes for Change

This course is an advanced study of educational research traditions emphasizing the process of inquiry. Students examine the philosophical, historical, theoretical, and methodological foundations of positivist and phenomenological studies in education. Students critically analyze different forms of educational research designs including quantitative and qualitative research, action research, and program evaluation.

EDUC 9962 Collecting and Analyzing Data for Change

Prerequisite: EDUC 9961

This course focuses on the collection and analysis of data sources relevant in the educational studies and emphasizes analysis of work samples, observations, inquiry data, artifacts, and standardized test scores. Students become skilled at using methods of authentic assessment to evaluate student learning. In addition, students examine strategies for thematic analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

EDUC 9963 Applying the Research Cycle for Change 1/2/2

Prerequisite: EDUC 9962

This course is a school-based research experience during which students conduct a school improvement project across two semesters. Students reflect on practice to identify a research problem, conduct a review of literature to provide a theoretical base for their studies, develop research questions, implement a theoretically-based intervention or innovation related to their research problems, and collect and analyze data for the purpose of answering research questions. Emphasis is placed on the cyclical, continuous process of research for school improvement. Must be taken sequentially across two semesters (F, Sp.)

EDUC 9964 Advanced Quantitative Methods and Program Evaluation

Prerequisite: EDUC 9963

This course emphasizes advanced methods of analysis of quantitative data. Students also learn the fundamentals of evaluating programs in the schools. In this course, each student develops a proposal for the evaluation of a program in his or her school.

EDUC 9984 Doctoral Seminar I: Examination of Change

This seminar provides a vehicle for establishing thematic links among courses during the first year of the doctoral program. It builds connections between coursework and field experiences and provides a forum for addressing current educational issues, new and emerging technologies, and new educational initiatives. The seminar orients students to the processes of conducting scholarly research, developing a professional portfolio, and completing a doctoral dissertation.

EDUC 9985 Doctoral Seminar II: Examination of Leadership

This seminar provides a vehicle for establishing thematic links among courses during the second year of the doctoral program. It builds connections between coursework and field research experiences. It provides a forum for addressing current educational issues and initiatives and new and emerging technologies. The seminar guides students through the steps of developing a professional portfolio, and completing a doctoral dissertation.

EDUC 9986 Selected Issues in School Improvement 1-3 hours

This course provides a means of addressing special topics that may arise related to school improvement activities, research, and the education literature. Specific topics will be identified at the time the course is offered. The course may be repeated for variable credit from 1-3 hours for a maximum of 6 hours.

EDUC 9998 Research for Doctoral Dissertation 1-15 hours

Prerequisite: Consent of dissertation chairperson and admission to candidacy Students develop and carry out an independent research project in school improvement. A minimum of eleven semester hours in this course is required for graduation. Continuous enrollment is required while working on the dissertation project.

Course Update Request (Add, Delete, Modify)

Originator

 Special Education and Speech Language
 Department

 College of Education
 College

 Harris, Jean M.
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 SPED 7760 Curr/Meth Excp Chld-Mild MR
 Prefix Number Course Title

Study and application of curriculum, methods, and classroom/program planning, organization and management for students identified as having mild mental retardation. Field experience required.

Course Catalog Description

2.00	2.00	3.00	Summer - 2010	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

Program discontinued.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment:
Comments
 TEAC Approval Required

College Approvals

 vonEschenbach, John [APPROVED]
 Chair, Course Department

 Hoff, Dianne [APPROVED]
 Associate Dean, College of Education

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Clark, Charles [APPROVED]
 Chair, Committee on Graduate Studies

 N/A
 Chair, TEAC

FINAL APPROVAL

 Aldrich, Michael [PENDING]
 Chair, Faculty Senate

Addendum V

Terms of Service of Current COAS Senators

*Submitted by the Rules Committee
Chris Aanstoos, Chair*

PROPOSAL

The Rules Committee recommends to the Senate the adoption of the following policy:

That all currently serving Senators from COAS, regardless of the date their terms were originally set to expire, shall continue to serve as a senator through the end of the 2010-2011 academic year, at which time their term shall be considered to be complete, and their office subject to the Spring election cycle, according to whatever procedures shall thereby be in place to govern such election.

NEED FOR NEW POLICY

The reorganization of the College of Arts & Sciences (COAS) into three colleges at the end of the current semester leaves open the question of what shall be the terms of service of the currently serving senators elected from COAS, some of whose terms were to run until the end of the Spring 2011 semester, some the Spring 2012 semester, and some the Spring 2013 semester. The Rules Committee examined three possible policy choices:

- a. complete their full term in office regardless of their new college affiliation
- b. continue serving through the end of the 2010-2011 academic year, with new elections in the Spring based on the reorganization
- c. serve only through the end of Fall semester, with elections to be held in December by each new college for new Senators to start in January

To guide their deliberations, the Rules Committee also solicited and received the counsel of the COAS Executive Committee and the COAS Faculty Advisory Committee.

BASIS FOR THIS PROPOSAL

The Rules Committee recommends its specific proposal on the basis of its comparative advantages with respect to the following four issues:

1. less disruption to already ongoing Senate operations than immediate replacement
2. a still prompt basis for adjusting to the new organizational structure
3. a smooth basis for an adjustment to other prospective ways of allocating senators
4. aligns with the preferences of the elected COAS Executive Committee and the COAS Faculty Advisory Committee on this question.