

Memorandum

To: General Faculty
Date: March 8, 2010
Regarding: Agenda, Faculty Senate Meeting, March 12th at 3:00 pm in
TLC 1-303

The agenda for the March 12th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the February 19, 2009 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

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

- A) College of Arts and Sciences
 - 1) Department Anthropology
 - a) Course: ANTH 3185: Ancient Tribes & Civilizations
Request: Add
Action: Approved
 - b) Course: ANTH 4105: Archaeology: Human-Environmental Interaction
Request: Add
Action: Approved
 - c) Course: ANTH 4181: Cultural Resources Management
Request: Add
Action: Approved
- B) College of Education
 - 1) Department Curriculum and Instruction
 - a) Course: SEED 4240L: Instruct Strat Sec Math Edu Lab
Request: Add

Action: Approved

- b) Course: SEED 4242L: Instruct Strat Sec Sci Edu Lab
Request: Add
Action: Approved
- c) Course: SEED 4243L: Instruct Strat: Sec Soc Sci Ed Lab
Request: Add
Action: Approved
- d) Course: SEED 4271L: Secondary School Curriculum & Rel. Topc Lab
Request: Add
Action: Approved

C) College of Business

- 1) Department Management
 - a) Program: Minor in Management (Non-Business Majors)
Request: Modify
Action: Approved
 - b) Program: Minor in Management Information Systems (Non-Business Majors)
Request: Modify
Action: Approved

Information Items:

A) College of Arts & Sciences

- 1) Department of Geosciences
 - a) Course: GEOG 3563: Introduction to Remote Sensing
Request: Modify
Action: Approved
 - b) Course: GEOG 3713: Meteorology
Request: Modify
Action: Approved
 - c) Course: GEOG 4553: Geographic Information System
Request: Modify
Action: Approved
 - d) Course: GEOG 4554: Computer Cartography
Request: Modify
Action: Approved
 - e) Course: GEOG 4564: Introduction to Image Processing

- Request: Modify
Action: Approved
- f) Course: GEOL 3603: Environmental Geology
Request: Modify
Action: Approved
 - g) Course: GEOL 4033: Stratigraphy & Geochronology
Request: Modify
Action: Approved
- 2) Department Mathematics
- a) Course: MATH 2008: found Numbers & Operations
Request: Modify
Action: Approved
 - b) Course: MATH 3703: Geometry for P-8 Teachers
Request: Modify
Action: Approved
 - c) Course: MATH 3803: Alegebra for P-8 Teachers I
Request: Modify
Action: Approved
 - d) Course: MATH 4203: Mathematical Probability
Request: Modify
Action: Approved
 - e) Course: MATH 4213: Mathematical Statistics
Request: Modify
Action: Approved
 - f) Course: MATH 4713: Probability/Statistics for P-8 Teachers
Request: Modify
Action: Approved
 - g) Course: MATH 4753: Trigonometry and Calculus for P-8 Teachers
Request: Modify
Action: Approved
 - h) Course: MATH 4773: Number Theory for P-8 Teachers
Request: Modify
Action: Approved
- B) College of Education
- a) Course: SEED 4240: Instruct Strat Sec Math Ed

Request: Modify
Action: Approved

- b) Course: SEED 4242: Instruct Strat: Sec Sci Edu
Request: Modify
Action: Approved
- c) Course: SEED 4243: Instruct Strat: Sec Soc Sci Ed
Request: Modify
Action: Approved
- d) Course: SEED 4271: Secondary School Curriculum & Rel. Topc
Request: Modify
Action: Approved

C) College of Business

- a) Course: ACCT 4261: Auditing
Request: Modify
Action: Approved
- b) Course: MKTG 4808: Marketing Research
Request: Modify
Action: Approved
- c) Course: MKTG 4866: International Marketing
Request: Modify
Action: Approved

Other Business

- A) On the Course/Program Addition/Modification/Deletion Form, UAPC would like to change the phrase “Effective Term” to “Catalog Term.”
- B) UAPC recommends that full and open campus wide discussions on the state of the Regents’ Exam occur prior to any changes being made to it.

Committee V: Student Life (Chair, Heather Mbaye)

- A) The committee recommends the approval of a new constitution for the Student Publication Board. See [Addendum III](#) to view the **new** and **old** constitutions.

Committee VI: General University Matters (Chair Minna Rollins)

- A) The committee recommends the approval of the revised parking code. See [Addendum IV](#).

Committee IX: Graduate Studies Committee (Chair, Skip Clark)

Action Item: ([See Addendum V](#))

A) College of Education

- 1) Department of Counseling and Educational Psychology
 - a) Program: M.Ed. in Professional Counseling (Community Counseling)
Request: Modify
Action: Approved
 - b) Program: M.Ed. in Professional Counseling (School Counseling)
Request: Modify
Action: Approved
 - c) Program: Ed.S. in Professional Counseling
Request: Modify
Action: Approved
- 2) Department of Educational Leadership and Professional Studies
 - a) Course: EDFD 7306 Leadership Formation
Request: Add
Action: Approved

B) Richards College of Business

- 1) Department of Management
 - a) Program: Business Education Initial Certification
Request: Modify
Action: Approved
- 2) Department of Marketing and Real Estate
 - a) Program: Business Education Initial Certification
Request: Modify
Action: Approved

Information Item

A) MPAcc Program Admission Requirements

COGS approved the following new wording (**in red**) regarding admission requirements for the MPAcc Program:

Admission Requirements

Admission requires an undergraduate GPA of at least 2.5 on a 4.0 scale, a GMAT score of 450 or higher with an Analytical Writing score of 3.0 or higher and a supplied transcript of all undergraduate courses. The GMAT will be waived for **domestic** students who have an undergraduate accounting degree from an AACSB accredited institution and an overall GPA of 3.2 or higher. **International students are not allowed to waive the GMAT.**

Alternatively, the upper-division GPA may be applied provided the above conditions are satisfied (a GMAT of 450 or higher with an Analytical Writing score of 3.0 or higher, and a transcript of all undergraduate courses is supplied) and the upper division GPA is at least 2.5 (on a 4.0 scale) and the applicant has at least 1,000 points based on this formula: 200 X the upper-division GPA + the GMAT score.

International students must submit a minimum score of 550 paper-based, 213 computer-based, or 79-80 internet-based on TOEFL.

These criteria represent minimum standards and provide no guarantee of acceptance into the program. Admission to the Master of Professional Accounting program is competitive. Final admission decisions are made by the Department of Accounting & Finance Admissions Committee and the University of West Georgia Graduate School.

5. Old Business
6. New Business
- A) Nominations for Faculty Senate Chair Candidates (see list of possible nominees in **Addendum VI**. This list is faculty who are tenured and severed on the senate from 2007-2010.)
7. Announcements
8. Adjournment

Addendum I

University of West Georgia Faculty Senate Meeting

February 19, 2010

Minutes

1. Call to Order The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order at 3:04 p.m. by Chair pro-tem Chris Huff.

2. Roll Call:

Present: Anderson, Austin, Baumstark, Baylen, Chowns, Cook, Crean, Defoor, Donohoe, Elman, Epps, Hancock, Hodges, Huff, Kang, Luken, McCord, Mbaye, Morris (substituting for Packard), Ogletree, Rollins, Shook, Snipes.

Absent: Ashford, Boldt, Hasbun, Hatfield, Hazari, Hooper, Payne.

3. Approval of Minutes. The minutes of the January 22, 2010 meeting of the Faculty Senate were approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Academic Programs (Shelly Elman, Chair)

Action Items A.1.a and b were presented to the Senate. It proposed the following changes from the Department of Curriculum and Instruction, which were approved on a voice vote.

- 1.a) modify program: BS Ed MGED Language Arts/Social Science Concentration
- 1.b) modify program: BS Ed MGED Math/Science Concentraation

Action Items A.1.c,d,e, and f were presented to the Senate. It proposed the following changes from the Department of Curriculum and Instruction, which were approved on a voice vote.

- 1.c) add Birth Through Five Endorsement
- 1.d) add course: BRFV 4210
- 1.e) add course: BRFV 4220
- 1.f) add course: BRFV 4230

Committee IX: Graduate Studies (Skip Clark, Chair)

Action Item A.1 was presented to the Senate. It included deleting the following changes from the Department of Counseling and Educational Psychology which were approved on a voice vote.

- a) add course: CEPD 7155
- b) add course: CEPD 8171
- c) add coruse: CEPD 8189
- d) add course: CEPD 8194

Action Item A.2 was presented to the Senate. It included deleting the following changes from the Department of Educational Leadership and Professional Studies, which were approved on a voice vote.

- a) delete program in Teacher Support Services
- b) delete course: EDLE 7313
- c) delete course: EDLE 7386

Action Item B.1 was presented to the Senate. It included deleting the following change from the Department of Management, which was approved on a voice vote.

- a) delete course: MGNT 5620

Committee XI: Technology and Planning (Danilo Baylen, Chair)

The following Action Item was presented to the Senate and was approved on a voice vote.

- A. Final version of the IT Strategic Plan

5. Old Business

No old business was proposed.

6. New Business

- A. Rollins presented the Senate with a summary of the work of the “Branding Committee” which is to develop a more specific and unique slogan for UWG than the current one. She asked that suggestions be sent to the committee, established by Vice President Ruffner.
- B. Huff presented the following items from the Senate’s Executive Committee meeting:
 1. If the proposed by-laws changes are approved, Senators terms (and those of non-Senator committee members) will be staggered as needed to bring an equal number of vacancies due each year for each college.
 2. Nominees for Chair of the Senate will be considered at the next Senate meeting. This will be a two-year term, and eligibility requirements are that the person have served in the Senate at some time during the preceding three years, and be a tenured faculty member.

7. Announcements

- A) President Sethna had the following two announcements:
 1. The following three aspects are crucial to further the vision of UWG as a destination university in the “robust tier” at UWG:
 - a. Quality academics
 - b. Social, cultural and athletic experiences
 - c. Facilities to match
 2. The budget situation in the state of Georgia is not improving, due to continuing decline in state revenues, so further reductions in funding is expected.

B) Huff announced that the Library renovations will begin soon, it will be a two-year process, the first year will be especially impactful, but the building will remain open and services will continue to be available.

8. Adjournment

Without objection the meeting was declared adjourned at 4:35 p.m.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

Anthropology
Department

College of Arts and Sciences
College

Foster, Thomas
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ANTH 3185 Ancient Tribes and Civilizations
Prefix Number Course Title

Change and development of prehistoric cultures from 6 million B.C. to early civilizations: selected Old World and New World cultures. Basic Archaeological methods.

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Spring - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

ANTH 1102

Corequisites

Rationale

New course for new faculty

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

TEAC Approval Required

College Approvals

Snipes, Marjorie [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

Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

Dr. Thomas Foster
tfoster@westga.edu
<http://webct.westga.edu>
<http://www.westga.edu/~tfoster>

Offices: 3 Anthropology Bldg. and
 Waring Laboratory

Anthropology 3185

Ancient Tribes and Civilizations

Spring 2010

MW 3:30-4:45

Office Hours: 8:00-12:00 MW
 at 3 Anthropology Bldg. and
 8:30-12:00 Th at Waring Laboratory and by
 appointment

Phone: 678 839 6455

Topic	Week	Chapter	Dates
Introduction to course and Archaeology	1	1	(1/6)
The Study of the Human Past	2	1	(1/11, 1/13)
Early Hominins and Origins of Human culture	3	2	(1/18, 1/20)
The Genus Homo, Exam 1/27	4	3	(1/25, 1/27)
Origins of Humanity	5	4	(2/1, 2/3)
Origins of Agriculture	6	5	(2/8, 2/10)
Southwest Asia	7	6	(2/15, 2/17)
Southeast Asia, Exam 2/24	8	7	(2/22, 2/24)
Africa	9	10	(3/1, 3/3)
Mediterranean	10	13	(3/8, 3/10)
Exam 3/15	11		(3/15, 3/17)
Spring Break	12		(3/22, 3/24)
Europe	13	11	(3/29, 3/31)
Peopling of the Americas	14	9	(4/5, 4/7)
Mesoamerica	15	16	(4/12, 4/14)
North America	16	18	(4/19, 4/21)
The Future and review	17	19	(4/26, 4/28)
Final Exam (2:00pm-4:00pm)			(4/30)

COURSE DESCRIPTION: ANTH 3185 - Special Topics: Ancient Tribes and Civilizations

Credits: 3.00

Change and development of prehistoric cultures from 6 million B.C. to early civilizations: selected Old- - World and New World cultures. Basic Archaeological methods.

Content

The first part of this course will present the basic concepts and methods of archaeology, including how and why archaeologists excavate sites and how excavated materials are analyzed. The second part of the course will present the development of the human species from the origins of humans to the beginning of early civilizations in all parts of the world. We will discuss a variety of human societies from Stone Age people to the first agriculturalists. This course is an introduction to how humans evolved and spread throughout the world. We will study why humans are different by looking at the origins of modern human behavior throughout the world.

Student Learning Outcomes

Students will research the origins of human culture
 Students will demonstrate knowledge about cultural diversity

Students will apply methods of modern archaeology

Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing. We will use one required book, occasional articles, in class demonstrations, out of class research, and discussions.

Communication with the Professor

Communication with the professor is always important for your success in college. We will use the WebCT Vista email system. *Unless it is an emergency, use the Course Den (WebCT) emailing client.* I will show you how to use WebCT and the email client on the first day of class. After the first day of class, you can call the help desk about how to use WebCT.

You are welcome to call me or stop by my office to visit in person. My announced office hours are an indication of when I can usually be found in my office. Occasionally other commitments will take me away from the office during these times, so for important matters it is best to set up an appointment in advance. Also, you should not feel restricted to seeing me only during scheduled office hours. I can meet with you by appointment at other than my scheduled office hours at a time convenient for both of us.

Texts

Anthropology: The Human Past, 2nd edition. Chris Scarre. Thames and Hudson.

Unfortunately no other edition will work.

Assigned reading is approximately 30-50 pages per week though there may be changes. Additional readings may be added as needed. I will inform you if any additional readings are added.

Assignments

Each week, there will be assigned readings for the topic to be discussed. There will be a short quiz each week that will cover the assigned reading.

Evaluations

Exams 1-4	~200 points
Weekly quizzes	~140 points

Exams tend to be short answer and multiple-choice based. I emphasize general concepts and theory in applied questions. Grading will follow University of West Georgia protocol.

Make up exams: If you come to me before the scheduled exam with an excused reason for missing the exam, you will be able to make up the exam during Reading Day at the end of the semester. Reading Day is a day before the final exam period for studying.

"How do I calculate my grade?"

You can always see your current grade in CourseDen (WebCT) under the My Grades tool. All of your grades are itemized. Just add them up and divide by the total as of that date.

Your grade and what you get out of this class is up to you. In my class, an A means that you did more than was expected. An A student writes answers to an above average level, participated in class to an above average level, and performed above average on exams. A B means that you performed average or more than average on exams. In order to get an A or B, you need to attend all classes, understand what is taught in class, read all assigned readings, and participate in class.

A C means that you performed average on exams and may or may not have participated in class discussions. In order to get a C, you need to read and come to class. A D is a passing grade but means that you performed below average expectation and probably did not participate much in class. I consider a C to be equivalent to satisfactory or average performance. Average or satisfactory performance is just doing what is stated. So if you want above a C, then you need to do more than average. I design my grading system and assignments with this teaching philosophy.

It is my goal for you to learn this material and to come away with an appreciation for anthropology. So don't hesitate to ask questions or call.

Attendance:

According to the UWG Undergraduate Handbook, "Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently)."

I will check attendance daily.

Lateness or Leaving early: Arriving late or leaving early is sometimes necessary. If it occurs frequently, then it becomes disruptive and inhibits learning. It is also rude and inconsiderate.

Extra Credit:

If you participate by doing the reading and assignments regularly and talk with me throughout the semester, you will not need any extra credit. You control your performance and grade in this class. You can give yourself extra credit through extraordinary performance. You have extra credit by performing extra well, interacting extraordinarily, and writing extraordinarily.

Prerequisites: ANTH 1102

Course Evaluation: Students will have the opportunity to complete course evaluation forms before the final exam period.

Academic Integrity: Your participation in this class is subject to the UWG Student Honor Code. This Student Honor Code (the "Honor Code") is a commitment by students of the University of West Georgia, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of the University of West Georgia will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of

violations of these rules. Each student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. <http://www.westga.edu/documents/studentHandbook-2004.pdf>

Cheating: Cheating is giving or receiving help on a test from another person either verbally, in writing, or by sign, from one's own or someone else's notes or text during a test, or by other means. Cheating will not be tolerated. A student who cheats on a test or exam will receive a grade of zero for that test or exam, and may receive an F for the course. If a student knows that another student is cheating, he or she should notify the instructor.

Class Management

Students are expected to behave in a manner that promotes a respectful learning environment. Creating such an environment involves *eliminating* disruptive and rude behaviors such as (but certainly not limited to): consistently arriving late, carrying on personal conversations during class, reading the newspaper, unauthorized wrestling, allowing cell phones, beepers, etc. to go off, and consistently leaving early. Such behaviors will not be tolerated. I reserve the right to dismiss or to have removed a disruptive student from my classroom in accordance with the appropriate College of Arts and Science Policy.

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations and to include online learning environments, about which more detail is provided by the Office for Distance Education), which disrupts the educational process. Disruptive behavior for this purpose is determined by the instructor, but such determination will be based upon behavior that includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.

Disability

If you are defined as disabled under the Americans with Disabilities Act please contact the Center for Disability Services. A CDS counselor will coordinate services for you. If you do not coordinate services through CDS, I cannot provide different services for your disability.
<http://www.westga.edu/~dserve>

General Assistance

The Excel Center, located at UCC 200, is devoted to the success and welfare of all UWG students. You can get assistance with computer issues, tutoring, major/minor advising, study skills, and more.
<http://www.westga.edu/excel/>

The UWG Writing Center. First-Year Writing faculty tutors provide guidance through every phase of the writing process in practical and theoretical projects, ranging from Regents' Test preparation and composition, research, or creative projects to grant proposals. Methods used include individual and group tutoring, writing skills workshops, and computer and web-based support programs.
<http://www.westga.edu/~writing/>

If necessary, this syllabus may be changed by the instructor. A course syllabus is merely a register of reasonable expectations about the content, style, format, and grading procedures. Unlike a contract, it can be flexible enough to meet the needs of changing circumstances.

Course Update Request (Add, Delete, Modify)

Originator

 Anthropology
Department

 College of Arts and Sciences
College

 Foster, Thomas
Originator
Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 ANTH 4105 Archaeology of Human-Environmental Interaction
Prefix Number Course Title

An examination of the evidence for human interaction with and effects on the environment over long time periods as revealed through archaeological data.

Course Catalog Description

3	0	3	Spring - 2011	Yearly	Letter Grade
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>

Prerequisites

ANTH 1102

Corequisites
Rationale

New course for new faculty

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments
 TEAC Approval Required

College Approvals

 Snipes, Marjorie [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

 Elman, Rochelle [APPROVED]
 Chair, Undergraduate Academic Programs Committee

 N/A
 Chair, TEAC

FINAL APPROVAL

 Aldrich, Michael [REQUIRED]
 Chair, Faculty Senate



Anthropology 4105

Archaeology of Human-Environmental Interaction

Fall 2010

MW 3:30-4:45

Dr. Thomas Foster
tfoster@westga.edu
www.westga.edu/~tfoster
webct.westga.edu

Office Hours: 8:00-12:00 MW
at 3 Anthropology Bldg. and
8:30-12:00 Th at Waring Laboratory
and by appointment

Phone: 678 839 6455 (main office)

Topic	Schedule
Introduction and Context of class, Why	1 (8/17, 8/19)
History of Humans on the earth	2 (8/24, 8/26)
Early Anth theory, Cultural Ecology (Steward, etc.)	3 (8/31, 9/2)
Behavioral Ecology	4 (9/7, 9/9)
Behavioral Ecology	5 (9/14, 9/16)
Risk Management	6 (9/21, 9/23)
Resilience	7 (9/28, 9/30)
Human effects on water	8 (10/5, 10/7)
Forests	9 (10/12, 10/14)
Use of Fire	10 (10/19, 10/21)
Soil	11 (10/26, 10/28)
Biodiversity	12 (11/2, 11/4)
How archaeology can save the world	13 (11/9, 11/11)
Present Case Studies	14 (11/16, 11/19)
Present Case Studies	15 (11/23, 11/25)
Present Case Studies	16 (11/30, 12/2)

COURSE DESCRIPTION: ANTH 4105 - Archaeology of Human-Environmental Interaction

Credits: 3.00 An examination of the evidence for human interaction with and effects on the environment over long time periods as revealed through archaeological data.

Lecture: 3.00

College: College of Arts and Sciences

Department: Anthropology

Pre-requisites: ANTH 1102 Minimum Grade: D

Content

Since the origin of our species, *Homo sapiens*, humans have been using and altering the biophysical environment. This course will review the theoretical background,

methodology, and case studies of the effects of humans on the earth and human interaction with the environment over long time periods.

Student Learning Outcomes

Students will demonstrate knowledge about environmental archaeology (LO2 and LO3)
Students will research case studies in environmental archaeology (LO1 and LO5)
Students will demonstrate knowledge about human-environmental interaction (LO 1, 4, and 5)

Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing.

Texts

Environmental Archaeology. Dena Dencauze
Case Studies in Environmental Archaeology. Reitz, Wing.
Human Impacts on Ancient Environments. Charles Redman

Additional readings will be on reserve at the library and may be added as needed. I will inform you if any additional readings are added.

Discussions and in class activities. For illustration of concepts and for class stimulation, I make use of in class discussions and active learning techniques. We will often break up the class into smaller groups for specific issues or to work through a problem and engage in group projects.

Case Study Research and Presentation

You will write an eight page paper and make an accompanying Powerpoint presentation on a case study of human effects on the environment in the past. The presentation will be given in a ten minute slot during the last few weeks of the semester.

Evaluations

CRM current events paper and presentation	~100 points
Out of Class Projects	200 points
In Class Projects	~100 points

In my class, an A means that you did more than was expected. An A student writes answers to an above average level, participated in class to an above average level, and performed above average on exams. A B means that you performed average or more

than average on exams. In order to get an A or B, you need to attend all classes, understand what is taught in class, read all assigned readings, and participate in class.

A C means that you performed average on exams and may or may not have participated in class discussions. In order to get a C, you need to read and come to class. A D is a passing grade but means that you performed below average expectation and probably did not participate much in class. I consider a C to be equivalent to satisfactory or average performance. Average or satisfactory performance is just doing what is stated. So if you want above a C, then you need to do more than average. In a class as specialized as this one, I expect everyone to do far above average.

It is my goal for you to learn this material and to come away with an appreciation for archaeology. So don't hesitate to ask questions or stop by my office. I expect that you are taking this course because you want or need this information for a professional career in CRM and/or environmental management. Thus I expect a higher level of participation and responsibility as well as grant you a higher level of liberty in the class.

Extra Credit:

If you participate by doing the reading and assignments regularly and talk with me throughout the semester, you will not need any extra credit. You control your performance and grade in this class. You can give yourself extra credit through extraordinary performance. You have extra credit by performing extra well, interacting extraordinarily, and writing extraordinarily.

Prerequisites: ANTH 1102 or consent of the instructor

Course Evaluation: Students will have the opportunity to complete course evaluation forms before the final exam period.

Academic Integrity: Your participation in this class is subject to the UWG Student Honor Code. This Student Honor Code (the "Honor Code") is a commitment by students of the University of West Georgia, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of the University of West Georgia will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. <http://www.westga.edu/documents/studentHandbook-2004.pdf>

Cheating

Cheating is giving or receiving help on a test from another person either verbally, in writing, or by sign, from one's own or someone else's notes or text during a test, or by other means. Cheating will not be tolerated. A student who cheats on a test or exam will receive a grade of zero for that test or exam, and may receive an F for the course. If a student knows that another student is cheating, he or she should notify the instructor. Plagiarism is cheating. Plagiarism is copying someone else's idea without giving proper credit. Either you made it up or someone else did. If someone else did, then you need to cite them. <http://www.westga.edu/~writing/wcplagiarismbeta.htm>

Class Management

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Readings and Assignments

Week 1 Introduction: When do humans become un-natural? Humans have not evolved to be conservationists. We need to understand how we use resources in order to develop policy to counteract our natural tendencies to over use the commons.

Week 2 History of humanity on the earth

- Pre humans
- Migration out of Africa
- First use of fire
- Effects of domestication
- Civilization and urbanization
- Modern industrialization and world systems

Week 3 How do humans and the environment interact? Early theories.

- Cultural Ecology, Environmental determinism, see Goudie's history
- Read Steward and Goudie chapter?

Week 4 Modern ecological synthesis and Tragedy of the Commons

- How humans evolved to use the environment.
- Ecology, behavioral ecology
- Winterhalder and Smith chapters
- Smith and Winterhalder chapters
- More
- Sugden, A., C. Ash, B. Hanson, and J. Smith. 2003. Where do we go from here? Introduction to Tragedy of the Commons. *Science* 302:1906.
-

Week 5 Modern ecology, space use, tragedy of the commons

- Diet breadth
- MVT
- Conflict and group size ecology
- Pastoralist mvt?

Week 6 Risk management

- Smith and Winterhalder, Foster 2010,
- more

Week 7 Resilience

- Charles Redman
- Gunderson and Holling
- More?
- Turn in proposed case study for presentation.

Week 8 Water management

- Christian Wells
- Vern Scarborough

Week 9 Forests

- Foster 2004
- Delcourts
- Sahara shrinking article in Science
- Amazon nut harvesting
- Greece forests
- Petit et al 2008. Forests of the Past

Week 10 Human use of fire

- History of use
- Foster and Cohen 2007
- More
- Birds
- Anderson, M. K. 1994. Prehistoric Anthropogenic Wildland Burning by Hunter-Gatherer Societies in the Temperate Regions: A Net Source, Sink, or Neutral to the Global Carbon Budget? *Chemosphere* 29 (5):913-934.
-

Week 11 Human effects on soil

- Salinization
- South American examples
- Foster 2004
- Allen, M. S. 2004. Bet-hedging Strategies, Agricultural Change, and Unpredictable Environments: Historical Development of Dryland Agriculture in Kona, Hawaii. *Journal of Anthropological Archaeology* 23 (2004):196-224.

Week 12 Biodiversity

- Various
- Archaeology and diet breadth studies/faunal

- Gremillion and botanicals

Week 13 How archaeology can save the world

Using historical data for modern environmental management

Foster 2010

Scarborough, UNESCO

Christian Wells

USC conference?

Kammen, D. M., K. R. Smith, A. T. Rambo, and M. A. K. Khalil. 1994. Preindustrial Human Environmental Impacts: Are There Lessons for Global Change Science and Policy? *Chemosphere* 29 (5):827-832.

Week 14 Present Case Studies

Week 15 Present Case Studies

Week 16 Present Case Studies



Anthropology 4105

Archaeology of Human-Environmental Interaction

Fall 2010

MW 3:30-4:45

Dr. Thomas Foster
tfoster@westga.edu
www.westga.edu/~tfoster
webct.westga.edu

Office Hours: 8:00-12:00 MW
at 3 Anthropology Bldg. and
8:30-12:00 Th at Waring Laboratory
and by appointment

Phone: 678 839 6455 (main office)

Topic	Schedule
Introduction and Context of class, Why	1 (8/17, 8/19)
History of Humans on the earth	2 (8/24, 8/26)
Early Anth theory, Cultural Ecology (Steward, etc.)	3 (8/31, 9/2)
Behavioral Ecology	4 (9/7, 9/9)
Behavioral Ecology	5 (9/14, 9/16)
Risk Management	6 (9/21, 9/23)
Resilience	7 (9/28, 9/30)
Human effects on water	8 (10/5, 10/7)
Forests	9 (10/12, 10/14)
Use of Fire	10 (10/19, 10/21)
Soil	11 (10/26, 10/28)
Biodiversity	12 (11/2, 11/4)
How archaeology can save the world	13 (11/9, 11/11)
Present Case Studies	14 (11/16, 11/19)
Present Case Studies	15 (11/23, 11/25)
Present Case Studies	16 (11/30, 12/2)

COURSE DESCRIPTION: ANTH 4105 - Archaeology of Human-Environmental Interaction

Credits: 3.00 An examination of the evidence for human interaction with and effects on the environment over long time periods as revealed through archaeological data.

Lecture: 3.00

College: College of Arts and Sciences

Department: Anthropology

Pre-requisites: ANTH 1102 Minimum Grade: D

Content

Since the origin of our species, *Homo sapiens*, humans have been using and altering the biophysical environment. This course will review the theoretical background,

methodology, and case studies of the effects of humans on the earth and human interaction with the environment over long time periods.

Student Learning Outcomes

Students will demonstrate knowledge about environmental archaeology (LO2 and LO3)
Students will research case studies in environmental archaeology (LO1 and LO5)
Students will demonstrate knowledge about human-environmental interaction (LO 1, 4, and 5)

Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing.

Texts

Environmental Archaeology. Dena Dencauze
Case Studies in Environmental Archaeology. Reitz, Wing.
Human Impacts on Ancient Environments. Charles Redman

Additional readings will be on reserve at the library and may be added as needed. I will inform you if any additional readings are added.

Discussions and in class activities. For illustration of concepts and for class stimulation, I make use of in class discussions and active learning techniques. We will often break up the class into smaller groups for specific issues or to work through a problem and engage in group projects.

Case Study Research and Presentation

You will write an eight page paper and make an accompanying Powerpoint presentation on a case study of human effects on the environment in the past. The presentation will be given in a ten minute slot during the last few weeks of the semester.

Evaluations

CRM current events paper and presentation	~100 points
Out of Class Projects	200 points
In Class Projects	~100 points

In my class, an A means that you did more than was expected. An A student writes answers to an above average level, participated in class to an above average level, and performed above average on exams. A B means that you performed average or more

than average on exams. In order to get an A or B, you need to attend all classes, understand what is taught in class, read all assigned readings, and participate in class.

A C means that you performed average on exams and may or may not have participated in class discussions. In order to get a C, you need to read and come to class. A D is a passing grade but means that you performed below average expectation and probably did not participate much in class. I consider a C to be equivalent to satisfactory or average performance. Average or satisfactory performance is just doing what is stated. So if you want above a C, then you need to do more than average. In a class as specialized as this one, I expect everyone to do far above average.

It is my goal for you to learn this material and to come away with an appreciation for archaeology. So don't hesitate to ask questions or stop by my office. I expect that you are taking this course because you want or need this information for a professional career in CRM and/or environmental management. Thus I expect a higher level of participation and responsibility as well as grant you a higher level of liberty in the class.

Extra Credit:

If you participate by doing the reading and assignments regularly and talk with me throughout the semester, you will not need any extra credit. You control your performance and grade in this class. You can give yourself extra credit through extraordinary performance. You have extra credit by performing extra well, interacting extraordinarily, and writing extraordinarily.

Prerequisites: ANTH 1102 or consent of the instructor

Course Evaluation: Students will have the opportunity to complete course evaluation forms before the final exam period.

Academic Integrity: Your participation in this class is subject to the UWG Student Honor Code. This Student Honor Code (the "Honor Code") is a commitment by students of the University of West Georgia, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of the University of West Georgia will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. <http://www.westga.edu/documents/studentHandbook-2004.pdf>

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- Conflict and group size ecology
- Pastoralist mvt?

Week 6 Risk management

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- more

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- Gunderson and Holling
- More?
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- Vern Scarborough

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- Amazon nut harvesting
- Greece forests
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Week 14 Present Case Studies

Week 15 Present Case Studies

Week 16 Present Case Studies

Course Update Request (Add, Delete, Modify)

Originator

Anthropology
Department

College of Arts and Sciences
College

Foster, Thomas
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ANTH 4181 Cultural Resources Management
Prefix Number Course Title

An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications.

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Spring - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

ANTH 1102

Corequisites

Rationale

New course for new faculty

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

TEAC Approval Required

College Approvals

Snipes, Marjorie [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

Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]
Chair, Faculty Senate



Anthropology 4181

Cultural Resource Management

Fall 2009

MW 3:30-4:45

Dr. Thomas Foster
tfoster@westga.edu
www.westga.edu/~tfoster
webct.westga.edu

Office Hours: 8:00-12:00 MW
at 3 Anthropology Bldg. and
8:30-12:00 Th at Waring Laboratory
and by appointment

Phone: 678 839 6455 (main office)

Topic	Schedule
Introduction and Context of class	1 (8/17, 8/19)
History of Cultural Resources Management	2 (8/24, 8/26)
Federal Laws: why we do CRM	3 (8/31, 9/2)
Section 106 and determining significance	4 (9/7, 9/9)
NAGPRA and other regulations	5 (9/14, 9/16)
NAGPRA and related laws	6 (9/21, 9/23)
Mechanics of CRM: contracts, RFPs, and budgets	7 (9/28, 9/30)
Phase I Survey	8 (10/5, 10/7)
Phase II Survey	9 (10/12, 10/14)
Phase III	10 (10/19, 10/21)
ARPA investigations and misc. projects	11 (10/26, 10/28)
Curation	12 (11/2, 11/4)
Curation, cont.	13 (11/9, 11/11)
Reports	14 (11/16, 11/19)
Architecture	15 (11/23, 11/25)
CRM as a profession and the future, resumes	16 (11/30, 12/2)

COURSE DESCRIPTION: ANTH 4181 - Cultural Resource Management

Credits: 3.00 An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications. **Lecture:** 3.00

College: College of Arts and Sciences

Department: Anthropology

Pre-requisites: ANTH 3105 Minimum Grade: D

Content

We will discuss the history of cultural resource management (CRM), practical, ethical, and legal issues surrounding the preservation of prehistoric and historic cultural resources on the local, state and national level, how to locate projects, make proposals

and conduct CRM surveys; writing, submitting and reviewing reports; maintaining good community relations.

Student Learning Outcomes

Students will demonstrate knowledge about the history of cultural resource management in the United States (LO2 and LO3)

Students will apply the process of cultural resource management to a proposal (LO1 and LO5)

Students will demonstrate knowledge about the process of cultural resource management in the United States (LO 1, 4, and 5)

Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing. This is a very hands on, active learning class.

Readings will be used to supplement and enforce what we learn in class but we will be actually working through the skills used by CRM professionals. We will occasionally meet at the Waring Archaeology Laboratory in order to take advantage of the learning opportunities there.

Texts

Practicing Archaeology: A training manual for cultural resources archaeology. Thomas Neuman and Robert Sanford, Alta Mira. (NS)

Cultural Resource Laws and Practices. Thomas King. Alta Mira Press. (King)

Additional readings may be on reserve at the library and may be added as needed. I will inform you if any additional readings are added.

Discussions and in class activities. For illustration of concepts and for class stimulation, I make use of in class discussions and active learning techniques. We will often break up the class into smaller groups for specific issues or to work through a problem and engage in group projects.

CRM current event: Occasionally, we will research CRM current events and present on them in class. The purpose of this assignment is to familiarize you with the diversity of CRM and hone your presentation skills. You will write a short (one to two page) summary or outline of a CRM topic that is in the news. You can use any legitimate news agency. Just use your judgment. Include the references in your report. These are due on Blackboard by class time. Be prepared to present a short (2 minute) presentation on your topic to the class if we have time. Each current CRM event will be worth 20 points. If you only turn in the paper without presenting it in class, you will

receive only 10 points. If we don't have time, for the presentations, the written form will be worth 20 points. There are no make-ups for these.

In class projects: we will be conducting various exercises that illustrate different skills used by CRM professionals. At least three of these will probably include a visit to the Waring Laboratory.

Out of Class Projects: You will do at least two larger projects outside of class that will synthesize your knowledge about CRM skills. These projects will reproduce skills learned in class and will involve responding to CRM contracts, creating a budget and proposal for a project. You will have a few weeks to complete them. These projects are the core of the class and take the place of formal, separate exams. You will be doing real CRM projects and preparing for senior level, management positions at CRM companies and environmental consulting firms. When you finish this class, you should feel confident to be hired in management level position at an environmental or archaeology firm. Just like in real life, there are no late accepted projects. You find a way to turn it in.

Evaluations

CRM current events paper and presentation	~100 points
Out of Class Projects	200 points
In Class Projects	~100 points

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Readings and Assignments

Week 1 Introduction and Context of class

- NS, Chapter 1
- King, Chapter 1
- Applied versus theoretical research (academia and industry)
- Due 8/19: Go to the following web sites and research the types of archaeology or historic preservation jobs, the requirements, the pay, and responsibilities. www.sha.org, h-net.org, www.saa.org, <http://www.shovelbums.org/>, <http://www.eculturalresources.com/jobs.php>, <http://www.usajobs.gov/>.
- Make a list of the jobs that you looked at to turn in. In addition, research at least one CRM company that had a job advertised. Look at the type of work that they do, where they do it, and the types of jobs that they have open. What are your impressions of the jobs and companies?

Week 2 Context and history of CRM and archaeology

- King, Chapters 2 and 3
- NS, Chapter 2

Week 3 Federal Laws: why we do CRM

- King, Chapters 2 and 3
- CRM current events due 8/26

Week 4 Section 106 and determining significance

- King, Chapters 4 and 5

Week 5 NAGPRA and other regulations

- King, Chapter 6
- Waring Lab 9/16. Behind the scenes and day to day implementation of NAGPRA
-

Week 6 NAGPRA and related laws

- NAGPRA video
- CRM current events due 9/16

Week 7 Mechanics of CRM: contracts and Responding to a RFP and budgets

- NS, Chapter 3

- Using FedBizOPs (www.fbo.gov), find a RFP that is small and bring to class on 9/30. We will find an appropriately sized project to develop a proposal for and bid. Provide a separate document describing: the location of the project, what the project is requiring, and the deliverables.

Week 8 Phase I Survey

- NS, Chapters 4 and 5
- Phase I report and project steps
- Site files, background research, USGS maps
- RFP and report due 9/30
- Prepare a budget for our group project. Due 10/14

Week 9 Phase II Survey

- NS, Chapter 6
- Phase II reports and project steps
- Budgets due 10/14

Week 10 Phase III

- NS, Chapter 7
- Phase III reports and project steps

Week 11 ARPA investigations and misc. projects

- King, Chapter 6

Week 12 Laboratories and curation

- NS, Chapter 8
- <http://www.nps.gov/history/archeology/pubs/studies/STUDY06A.htm>

Week 13 Laboratories and curation

- <http://www.nps.gov/archeology/tools/36cfr79.htm>
- Meet at Waring Laboratory 11/11

Week 14 Reports

- NS, Chapter 9
- Proposal Draft due 11/19

Week 15 Architecture and historic research

- Guest Speaker, Dr. Hebert

Week 16 CRM as a profession and the future, resumes

- NS, Appendix B
- "A forecast for American Archaeology"
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/sep05.pdf>
- "CRM beyond its peak"
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/jan06.pdf>
- Moore and McGimsey articles in
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/may06.pdf>
- Final proposal and budget due

Course Update Request (Add, Delete, Modify)

Originator

Curriculum and Instruction

Department

College of Education

College

Barry, June A.

Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

SEED

Prefix

4240L

Number

Instructional Strategies for Secondary Mathematics Education I

Course Title

This course consists of the field experience that accompanies SEED 4240.

Course Catalog Description

0

Lec Hrs

2

Lab Hrs

1

Credit Hrs

Fall - 2010

Effective Term

Yearly

Frequency

S/U/I

Grading

Prerequisites

Admission to Teacher Education.
Application for field experience required
prior to enrollment.
This course must be taken concurrently.

Corequisites
Rationale

Field experiences, or a lab, need to be created as a separate course in order for supervisors to be scheduled appropriately. The field experiences have been a portion of the lecture course.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 15

Comments
 TEAC Approval Required

College Approvals
Harkins, Donna [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
Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [PENDING]

Chair, Faculty Senate

Proposed Syllabus**SEED 4240L****INSTRUCTIONAL STRATEGIES FOR SECONDARY MATHEMATICS EDUCATION
LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

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

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with SEED 4240.

This course consists of the field experience that accompanies SEED 4240.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2009-2010);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

4. follow the directions of the professor of SEED 4240 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2009-2010).
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 4240.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 4240 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 4240. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement

Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Course Update Request (Add, Delete, Modify)

Originator

Curriculum and Instruction
Department

College of Education
College

Barry, June A.
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

SEED 4242L Instructional Strategies for Secondary Science Education Lab
Prefix Number Course Title

This course consists of the field experience that accompanies SEED 4242.

Course Catalog Description

0	2	1	Fall - 2010	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to Teacher Education.
Application for field experience required
prior to enrollment.
This course must be taken concurrently.

Corequisites

Rationale

Field experiences, or a lab, need to be created as a separate course in order for supervisors to be scheduled appropriately. The field experiences have been a portion of the lecture course.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

TEAC Approval Required

College Approvals

Harkins, Donna [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

Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]
Chair, Faculty Senate

Proposed Syllabus**SEED 4242L****INSTRUCTIONAL STRATEGIES FOR SECONDARY SCIENCE EDUCATION LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>UWG Distance Learning
<http://distance.westga.edu/>UWG On-Line Connection
<http://www.westga.edu/~online/>Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services
<http://westga.edu/~library/info/library.shtml>University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with SEED 4242.

This course consists of the field experience that accompanies SEED 4242.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2009-2010);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

4. follow the directions of the professor of SEED 4242 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2009-2010).
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 4242.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 4242 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university

supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 4242. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement

Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Course Update Request (Add, Delete, Modify)

Originator

 Curriculum and Instruction
 Department

 College of Education
 College

 Barry, June A.
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 SEED 4243L Instructional Strategies for Sec Social Studies Ed Lab
 Prefix Number Course Title

This course consists of the field experience that accompanies SEED 4243.

Course Catalog Description

0	2	1	Fall - 2010	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

 Admission to Teacher Education.
 Application for field experience required
 prior to enrollment.
 This course must be taken concurrently.

Corequisites
Rationale

Field experiences, or a lab, need to be created as a separate course in order for supervisors to be scheduled appropriately. The field experiences have been a portion of the lecture course.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments
 TEAC Approval Required

College Approvals

 Harkins, Donna [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

 Elman, Rochelle [APPROVED]
 Chair, Undergraduate Academic Programs Committee

 N/A
 Chair, TEAC

FINAL APPROVAL

 Aldrich, Michael [PENDING]
 Chair, Faculty Senate

Proposed Syllabus**SEED 4243L****INSTRUCTIONAL STRATEGIES FOR
SECONDARY SOCIAL STUDIES EDUCATION LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

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

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with SEED 4243.

This course consists of the field experience that accompanies SEED 4243.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2009-2010);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of SEED 4243 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2009-2010).
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 4243.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 4243 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university

supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 4243. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement

Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Helpful Links

Teacher letter

Guidelines for experience

Guidelines for Reflections

General information

Log

Rating Form for field placement

Course Update Request (Add, Delete, Modify)

Originator

Curriculum and Instruction
Department

College of Education
College

Barry, June A.
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

SEED 4271L Secondary School Curriculum and Related Topics Lab
Prefix Number Course Title

This course consists of the field experience that accompanies SEED 4271.

Course Catalog Description

0	2	1	Fall - 2010	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to Teacher Education.
Application for field experience required
prior to enrollment.
This course must be taken concurrently.

Corequisites

Rationale

Field experiences, or a lab, need to be created as a separate course in order for supervisors to be scheduled appropriately. The field experiences have been a portion of the lecture course.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 70

Comments

TEAC Approval Required

College Approvals

Harkins, Donna [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

Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]
Chair, Faculty Senate

Proposed Syllabus**SEED 4271L****SECONDARY SCHOOL CURRICULUM AND RELATED TOPICS LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

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

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with SEED 4271.

This course consists of the field experience that accompanies SEED 4271.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2009-2010);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

4. follow the directions of the professor of SEED 4271 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2009-2010).
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2009-2010). Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 4271.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 4271 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 4271. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
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Week 8	Field Placement

Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Helpful Links

Teacher letter

Guidelines for experience

Guidelines for Reflections

General information

Log

Rating Form for field placement

Course or Program Addition, Deletion or Modification Request

Department: Management College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Minor in Management (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 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):

To minor in management, students must take BUSA 2106, MGNT 3600, plus 9 hours of MGNT courses above the 3000 level.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Summer / 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:

[Signature] 9/21/09
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 2-4-10
 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).

[Signature] 3/3/10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Proposed Change (s) - Minor in Management (non-business majors)

Current Requirement

ACCT 2101
MGNT 3600
MGNT 3605
Plus 6 hours from MGNT 3618, MGNT 4620, or
courses approved by the Chair of Management
and the Department.

Proposed Change

BUSA 2106
MGNT 3600
Plus 9 hours of MGNT courses above the 3000
level

Rationale

The prerequisite for the MGNT 3600 course is BUSA 2106 (currently listing in the 2009/10 undergraduate catalog.

Most of the upper division 3000 and 4000 courses require either MGNT 3600 or BUSA 2106 as a prerequisite. Making this change will ensure that the student will have the appropriate knowledge base to take the upper division courses and also allow continuity and flexibility in their course selections for the minor.

List of MGNT Courses (with prerequisites)

Course	Prerequisite
1. MGNT 3600	BUSA 2106
2. MGNT 3602	BUSA 2106
3. MGNT 3605	MGNT 3600
4. MGNT 3618	MGNT 3600 & MKTG 3803
5. MGNT 3625	Depends on topic offered (usually MGNT 3600)
6. MGNT 3630*	BUSA 2106
7. MGNT 3635*	MGNT 3600
8. MGNT 4620	MGNT 3600
9. MGNT 4625	MGNT 4620
10. MGNT 4640	BUSA 2106
11. MGNT 4680	MGNT 3600 & MGNT 4620
12. MGNT 4681	MGNT 3600 & MGNT 4620

*New courses requested for R10

Course or Program Addition, Deletion or Modification Request

Department: Management College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Minor in Management Information Systems (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 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):

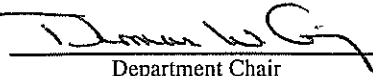
To minor in Management Information Systems, students must take CISM 2201, CISM 2335, CISM 3330, CISM 3340, & CISM 4330.

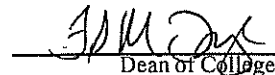
Prerequisite(s) _____

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

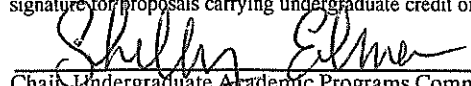
Approval:

 2/8/10 _____ _____
 Department Chair Date Department Chair (if cross listed) Date

 2-11-10 _____ _____
 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).

 3/3/10 _____ _____
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Proposed Change (s) - Minor in Management Information Systems (non-business majors)

To minor in Management Information Systems, students must take

Current Requirement:

ACCT 2101
CISM 2201
CISM 2335
CISM 3330
CISM 3340
CISM 4310

Proposed Change:

CISM 2201
CISM 2335
CISM 3330
CISM 3340
CISM 4330

Rationale: The rationale behind this change is two-fold. First, the change from six courses to five courses will align our minor for non-business majors with the other business minors offered in the Richards College of Business. Second, the addition of CISM 4330 and the removal of ACCT 2101 and CISM 4310 will integrate "Telecommunications Management" into the minor. Telecommunications Management is an integral part of MIS and the MIS faculty feel that students pursuing a minor in MIS will greatly benefit from this addition.

Addendum III

**The Student Publication Board
of
The University of West Georgia**

CONSTITUTION

Revised and reviewed, Spring 2009

**Final review and approved, February 2010 Student
Publications Board**

**Submitted to Student Life Committee for review and
approval, February 15, 2010.**

Article 1 - Preamble

- 1.1.** Student media and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating opinions on various issues on the campus, and in the world at large.
- 1.2.** The University must provide sufficient editorial freedom and for the student media/publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.
- 1.3.** Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of student media/publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
- 1.4.** By authority of the Board of Regents and the President of University of the University of West Georgia and on behalf of the University community, the UWG Student Publications Board presents these bylaws governing specific student media. These bylaws represent the general framework of operations of the UWG Student Publications Board.
- 1.5.** The University of West Georgia acts as publisher to officially recognized student media.

Article 2-Student Publications Board Authority

- 2.1.** The Student Publications Board of University of West Georgia receives its authority from the Georgia Board of Regents through the President of the University and The Center for Student Involvement and Student Activities Fee Budget Advisory Committee.

- 2.2. The original Constitution was created by the Faculty Senate Committee on Student Life and was presented and adopted by the full Senate on 5-25-89.

Article 3- Student Publications Board Purpose

- 3.1. The UWG Student Publications Board supervises the non-editorial operation of recognized student media on campus and is designated as the operating and policymaking organization for such student media. The Board is to promote professionalism in the practice of journalism in its publications and ensure that its publications adhere to the laws of the state and federal governments in regards to libel, obscenity, and financial matters.
- 3.2. For purposes of this document, student media shall be defined as those publications supported directly by appropriations apportioned from student activity fees and/or has been established by the Board as a recognized student media organization.
- 3.3. New publications, either electronic or printed, may be considered by the Board to be granted official recognition as student media. The following steps must be followed before the Board will grant such recognition:
 1. The petitioner must file with the chairman of the Student Publications Board an official request to come before the Board with a new publication prospectus.
 2. The prospectus must contain the proposed name of the publication, the intended audience, proposed budget, form of delivery (i.e. electronic or printed), proposed faculty adviser, and statement as to why the proposed new publication is different from the existing ones.
 3. The prospectus must be given to each member of the Board at least 2 weeks before the scheduled meeting.
 4. During the meeting with the Board and petitioner, the petitioner will further explain the submitted prospectus and answer any questions the Board may have.
 5. The Board shall have the power to approve, disapprove, or modify the petition.

Article 4-Student Media

- 4.1. The *West Georgian* is a student newspaper with responsibility to the University community; secondarily, it provides opportunity for hands-on newspaper experience. It is published (and also available online) during the Fall and Spring semesters. Special issues are published periodically.
- 4.2. *Eclectic* is the official University of West Georgia literary magazine. It is published yearly.
- 4.3. The Student Publications Board, in order to best serve the University community, must preserve the status as a public forum for all student media under its jurisdiction.

Article 5-The Charge of the Student Publications Board

- 5.1. The single charge of the Student Publications Board is to assure, on behalf of

the University, the highest quality of publications under its direction for the entire University community. This charge implies these general powers and responsibilities:

1. Recommending sound editorial policies and establishing, implementing and monitoring sound fiscal, production and personnel policies;
2. Long-range planning in all areas of responsibility;
3. Assuring due process when, in the judgment of the Board, a staff member acting on its behalf must be removed for cause. This charge also implies these specific duties and responsibilities:
 - A. Appoint the editor of both student media publications
 - B. Hear complaints and suggestions after initial review by appropriate editorial board.
 - C. Protect the status of student media as public forums
 - D. Act as a liaison between student media and the community

Article 6-Regular Meetings

- 6.1. The Student Publications Board will meet at least once a semester and as needed. Dates shall be set by the Board. Modifications shall be set by the chair. Other meetings may be held at the discretion of the chair. Any member of the Board may request a meeting by submitting such a request and reason to the chair.
- 6.2. Meetings shall be called by the chair as necessary during the summer sessions. Because some members may be unalterably away from the University during summer sessions, the chair shall regard those who are reasonably accessible to the University as the total membership of the Board and shall alter accordingly the quorum rule during such periods.
- 6.3. Attendance at meetings of the Board shall be open to the public under provisions' of the Georgia Open Meetings Act. Any person wishing business brought before' the Board must submit it in writing at least four (4) days in advance to the Board secretary or chair. Minutes of each meeting shall be furnished to each member of the Board.
- 6.4. Although in attendance, guests may not address the Board unless asked to do so. Speakers not on the Board must indicate in writing to the chair their desire to speak and may do so after all agenda items have been addressed.

Article 7 -Student Student Publications Board Membership

- 7.1. To represent fully the total community it is to serve, the Student Publications Board shall be composed of 7 voting members as follows:
 - A. Two (2) members of the Faculty Senate Committee on Student Life (One faculty member and one student)
 - B. The Designee of the Vice-President for Student Affairs and Enrollment Management.
 - C. The Department Chair of Mass Communication and Theatre Arts or designee of the department chair (non-voting with one exception, see Article 12.1)
 - D. Faculty Adviser of the *West Georgian*
 - E. Faculty Adviser of the *Eclectic*
 - F. Editor of the *West Georgian*

G. Editor of the *Eclectic*

- 7.2. In all policy decisions, including the election of editors, each member of the Student Publications Board shall have full vote

Article 8- Other Criteria for Board Membership

- 8.1. These additional criteria for Student Publications Board membership shall be applicable:
- A. Individual responsibilities/duties assigned by the Board Chair.
 - B. Members must abstain from voting on issues where the Board determines conflict of interest

Article 9- Terms of Office

- 9.1. Board member terms are determined by their respective positions and/or memberships on pertinent committees.

Article 10- Board Selection

- 10.1. Announcement of the date of elections and which editor positions will be filled shall be made in the *West Georgian*. Students interested in applying for one of the positions will turn in an application to the chair of the Publications Board. The Chair will prepare a dossier on each applicant, containing grade point information, enrollment status and any other information pertinent to the selection process. This information shall be distributed to each Board member prior to elections.
- 10.2. Those who apply for positions will come before the board for an interview unless excused by the Chair. The Board may ask a candidate desiring a certain position if that person would like to be considered for any other positions if not elected to the position for which that person applied. The query should come during the interview, if the candidate did not indicate such a desire in their application.
- 10.3. If no one applies for the position of editor at the time of the originally called election, the faculty advisor of the publication concerned will request a board meeting for a special election at a later date. If no one applies for this vacant position at this time, the editorial board members of the publications concerned will appoint a person to fill the position.
- 10.4. The editor of each publication will be elected at the last Board of Student Publications meeting of Spring Semester and will assume their editorial and committee duties at the beginning of the Summer Semester. Editors may run for reelection.
- 10.5. Elected position must be filled by a majority vote of the board. In case no election on the first ballot, the decision will be made between the two candidates receiving the highest number on the previous ballot.
- 10.6. A person is limited to holding one elected position among the two student publications, she or he may not serve as an S.G.A. officer concurrently or be student teaching or have unusual time constraints.

Article 11-Board Vacancies

- 11.1. If a vacancy occurs in the position of editor of a publication during the term of

office, the managing or associate editor will assume the duties as editor until such time as the Board shall select a new editor. For all other positions left vacant on a publication, those on the Editorial Board of that publication will appoint person to fill the unexpired terms.

Article 12-Board Chair

- 12.1. The Chair of the Department of Mass Communication and Theatre Arts or the designee of the department chair, shall serve as the Board Chair. The chair shall have the right to vote to break a tie.
- 12.2. In the absence of the chair from a meeting of the Board, the chair may delegate powers (except voting) and responsibilities of the chair to any member of the Board.

Article 13-Properties'and Funds

- 13.1. All properties, funds, and student media outlets shall be managed in accordance with the fiscal management policy of The University of West Georgia. Media outlets activities will be financed through funds which are budgeted by each student media outlet and faculty adviser.

Article 14-Authority Over Business Affairs

- 14.1. The Student Publications Board shall have the power to govern directly or through its authorized representatives or employees the business affairs of the publications under the control of the Student Publications Board, provided that such governance is consistent with and participant in current University accounting, purchasing and contracting and all other University policies and practices. The Board, or its designated employees, retains the power to set advertising and mail subscription rates, and student stipends within appropriate University, administrative, state and national guidelines, and with student publication staff input.
- 14.2. The Board sets and supervises the pay scale for honorariums for student media positions. When line item budget supervisors and/or organizations wish to add a new position or increase pay for a current position, they must receive approval of the Board.

Article 15- Selection

- 15.1 The following eligibility requirements must be met by all applicants for the position of editor in chief of *The West Georgian*:
 - Candidates must be an enrolled UWG student with a cumulative GPA of at least 2.5.
 - Candidates must be willing to complete training- as assigned
 - Candidates should have strong communication skills and ability to motivate a staff
 - Candidates should be willing to work closely with the advisor and Student Publications Board
 - Candidates should have completed appropriate classroom work in news writing, editing, media ethics, and/or media law. Candidates must have completed at least two college writing courses. Candidates may use

- previous professional media experience in lieu of class work.
 - Candidates must have served in an editorial or staff editor position (preferably news editor) for *The West Georgian*.
 - Candidates should possess an understanding, purpose, and audience of the publication for which he/she is applying
- 15.2** The following eligibility requirements must be met by all applicants for the position of editor(s) of *Eclectic*:
- Candidates must be an enrolled UWG student for both the fall and spring semester of the year they will serve with a cumulative GPA of at least 3.0.
 - Candidates must be declared as a Creative Writing minor, having completed at least one course in the minor.
 - Candidates must have completed at least 24 credit hours
 - Candidates must be willing to complete training as assigned
 - Candidates should have strong communication skills and ability to motivate a staff
 - Candidates should be willing to work closely with the advisor and Student Publications Board
 - Candidates should possess an understanding, purpose, and audience of the publication for which he/she is applying
- 15.3** Applicants meeting the eligibility requirements for both *The West Georgian* and *Eclectic*, must execute the proper application forms at the specified filing times, appear before the Board for interviews at a time prescribed by the chair, and certify by their signatures on the application forms that they have read, understand and will uphold the Policies and Procedures manuals specific to the publication of which he/she is applying.
- 15.4** The Board shall have the authority to waive any and all of the requirements for positions if there are no candidates who meet all of the requirements or if in the opinion of the Board there is an otherwise qualified candidate. Voting on applicants for these positions will be done for those that arise from a motion and second from voting members of the Board.
- 15.5** If either publication loses its editor/manager, the respective organization's advisor may appoint an acting editor/manager to serve until another candidate's name is submitted to the board.

Article 16- Editor Terms of Appointments

- 16.1.** Terms of appointment for editors are for one academic year starting July 1. There is no limit as to the amount of terms an editor may serve so long as the editor meets the requirements and is approved by the Board.

Article 17- Duties of Editors

- 17.1.** The editors of each publication shall have the following responsibilities:
- A. The *West Georgian* editor is responsible for coordinating the work of the entire staff. The editor is expected to confer with other student editors, but has the authority to establish editorial policy and bears responsibility for editorial opinion (except signed columns) and news content of the paper. The editor, however, must accept as policy as majority decision of the Editorial Board as provided in Article 17.2. (below).
 - B. *Eclectic* editor will coordinate student efforts in the production of a

yearly literary magazine. The editor must accept as policy the decisions of the advisor and/or a majority decision of the Publications Board. The board shares with the editor final responsibility for all material printed in the literary magazine.

- 17.2.** Editors of *The West Georgian* should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes, following proper and prescribed procedures should editors and managers be subject to removal.

Removal from office may take place due to the following:

1. Failure to read, understand and perform in accordance to the laws of libel, right of privacy, obscenity, plagiarism and similar existing laws, as well as the current university policies and procedures. Persistent and flagrant violation of these stated laws and policies may result in the removal of the editor.
2. Failure to exhibit reasonable balance in the contents of the *West Georgian* as determined by the advisor and the Mass Communications Faculty Review Board (see 18.1.)
3. Violation of any of the articles within the Publication Board's Constitution
4. Engagement in a conflict of interest such as entering into partisan politics and/or the use the facilities or the privileges of the editor's office for the promotion of a political party, candidate, or cause.
5. Improper management or misappropriation of student fees and advertising revenue.
6. Failure to sufficiently exercise the duties of the office.

- 17.3.** Editors of the *Eclectic* should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes, following proper and prescribed procedures should editors and managers be subject to removal.

Removal from office may take place due to the following:

1. Violation of any of the articles within the Publication Board's Constitution.
2. Improper management or misappropriation of student fees.
3. Failure to sufficiently exercise the duties of the office.

Article 18-Editorial Board of *The West Georgian*

- 18.1.** The *West Georgian* will have an internal publication board consisting of at least 5 members from the paid editorial staff positions. The next level of review for any policy issues will be made by the Advisor, the Program Director of Mass Communications and one other Mass Communications faculty member designated by program director in consultation with the department chair. The Mass Communications Faculty Review Board will be convened as needed by the *West Georgian* advisor.

Article 19-Advisers

- 19.1.** There shall be an adviser for each publication under the Student Publications

Board. Advisers shall be members of the UWG faculty or staff and shall perform an educative function in relation to the students who are staff members of the publications. Advisers consult with and assist the staff, service as liaisons to the University and to the larger community, and lend professional expertise organization, goals, and standards of the student publication on which they serve. The advisers shall be delegated these general responsibilities:

- A. Principal adviser of the editorial content of the publications and the professional conduct of their staffs.
- B. Awareness of the sensitive role the media play in the University and extended communities.
- C. Shall adhere to the principle that editorial freedom of expression is a basic requirement for University media.
- D. Understanding and adhering to the policies and procedures of the Board and in the case of the West Georgian, the internal editorial board and Mass Communications faculty review board chaired by the West Georgian advisor.
- E. Shall assist the editors and staff of the organization within their charge to understand the objectives of the media and to fully comprehend their responsibilities and duties.
- F. Shall interpret University policies and procedures.
- G. Shall serve as voting members on the Student Publications Board.

19.2. Advisers for *Eclectic* are not censors; however, they do have special responsibilities of the University, which is the publisher of the student publications and to which the publications are accountable. These responsibilities include the overseeing of the publication's budget.

- 1. *Eclectic* advisers are also expected to encourage the staff members of the student publications to adhere to sound professional practice.
- 2. When flagrant violations occur which cannot be resolved by agreement between the advisers and the staff, advisers shall refer such matters to the Board for resolution. Until the issue is settled, publications may be suspended by the adviser.

19.5. Advisers for *The West Georgian* are not censors; however, they do have special responsibilities of the University, which is the publisher of the student publications and to which the publications are accountable. These responsibilities include the overseeing of the publication's budget, and the responsibility of identifying editorial content which may significantly increase the University's legal liability.

- 1. Advisers are also expected to encourage the staff members of the student publications to adhere to sound journalistic and professional practice.
- 2. When flagrant violations occur which cannot be resolved by agreement between the staff and other individuals or groups, the adviser shall refer such matters to the Mass Communications Faculty Review Board and then to the publications board if necessary for resolution. Until the issue is settled, the publication of *The West Georgian* may be suspended by the adviser.

Article 20-Policies and Procedures Manuals

- 20.1.** Each publication shall have written Policies and Procedures which must be submitted to the Board.
- 20.2.** Any proposed changes in Policies and Procedures for a student media shall be submitted in writing to the Board chair.
- 20.3.** It shall be the responsibility of the editor and staff members of each student media to enforce the Policies and Procedures for their organization.

Article 21-Complaints

- 21.1.** Any member of the University community who considers one of the student media outlets to have violated its Policies and Procedures should first bring the matter to the attention of the outlet's editor. If the matter cannot be resolved at this level, the matter should be brought to the publication adviser. (In a case regarding the *West Georgian*, if necessary the advisor will present the matter to the Mass Communications Review Board.)The Student Publications Board refuses to hear a complaint that has not first been discussed at these two levels.
- 21.2.** When the advisers receives a complaint, and once the determination has been made that the complaint has first been addressed to the publication's editor he/she will determine if it is:
 - A. A violation of school policy,
 - B. A violation of student, staff, or faculty civil rights, and/or
 - C. In the case of the *West Georgian*, a threat to the student media's role as an open forum,or
 - D. Any other violation as determined by the advisor.
- 21.3.** Only complaints that meet one or more of the four conditions set forth in 21.2 can be taken before the Student Publications Board. The adviser will arbitrate all other complaints; such arbitration will be final. It is not the policy or the purview of the Board to arbitrate complaints that deal with the day-to-day running of a student media.
- 21.4.** If the complaint meets one or more of the conditions set forth in 21.2 the Adviser will advise the complaining party to submit the complaint in writing to him/her. The Adviser will then forward the written complaint to the Chair of the Student Publications Board and will also place the complaint on the agenda for the next Board meeting.
- 21.5.** The written complaint will be discussed at the next Board meeting and deliberated by the full Board. The Board maintains the discretion to call witnesses to assist in the deliberations or to base its decision solely on the written complaint. The student editor involved in the complaint must relinquish his/her place as a voting member of the Board during the deliberations. He/She will be treated as a witness, if the Board chooses to call witnesses. The Board may choose to reject the complaint, establish an ad hoc committee charged with resolving the complaint, or take disciplinary action based on the complaint.
- 21.6.** Disciplinary powers include the following: warning, reprimand,

removal from office, and recommendations for further University disciplinary action by the appropriate authorities or bodies.

- 21.7.** A majority vote of the Board, with quorum present, is necessary to reject the complaint, establish an ad hoc committee, or take disciplinary action.

Article 22-Due Process

- 22.1.** In all matters relating to the discipline or dismissal of a student editor or staff member care shall be taken to insure due process.

Article 23-Parliamentary Procedure

- 23.1.** The Student Publications Board shall establish its own parliamentary procedures, excepting quorum and proxy rules as follows.
- 23.2.** For purposes of the Student Publications Board meetings, a quorum is one more than one-half of individuals who have been named or elected to the voting membership of the Board. In all cases, a majority of the voting members present is required to enact any motion.

Article 24-Amendments

- 24.1.** Amendments to the Publication Board Constitution must be submitted at least one week prior to voting. Revisions to the Constitution may be adopted by a 2/3 affirmative vote of the voting members of the Publications Board present and voting in the presence of a quorum.

CONSTITUTION

THE BOARD OF STUDENT PUBLICATIONS

(Sub-Committee of the Faculty Senate
Committee on Student Life)

ARTICLE I - COMPOSITION

The Board of Student Publications shall be composed of two members of the Faculty Senate Committee on Student Life; the Director of Student Activities; the Chairperson of the Department of Mass Communication and Theatre Arts; the Faculty Manager/ Advisor of the West Georgian; the Faculty Advisor of the Eclectic; the editor of the West Georgian; and the editor of the Eclectic. No person serving on the Board in two capacities shall have more than one vote. The Chair of the Department of Mass Communication and Theatre Arts will serve as Chair of the Board of Student Publications.

ARTICLE II - NAMES, POLICY, PROCEDURES

A. NAMES

The West Georgian is the official University of West Georgia student newspaper. The Eclectic is the official University of West Georgia literary magazine. The following policies are there fore subject to all applicable rules and regulations of the Board of Regents of the University System of Georgia.

B. POLICY

Subject to the approval of the Faculty Senate the Board of Student Publications recommends policies on all matters relating to subject publications. It also fills elected staff positions on the publications and oversees the operation of the publications' Budgets.

The Board recognizes that financial support for student publications comes from student activity fees and advertising revenues. For this reason, all publications must adhere to the laws of the senate and federal governments in regard to libel, obscenity, and related matters. The editor of each publication will be responsible and accountable for adherence to the standards of decency as are applicable to the publication and shall seek counsel of the faculty advisors on questionable matters.

C. EDITORIAL BOARD

Each publication shall have and Editorial Board of its own composition to decide points of policy. If any member of the Board or the advisor is dissatisfied with the decision of

the Editorial Board in a grave situation, the Publication Board will be convened by the chairman to review the decision.

D. VOTING PROCEDURES.

In all policy decisions, including the election of staff members, each member of Publication Board shall have a full vote.

ARTICLE III - ELECTIONS

A. ANNOUNCEMENT OF ELECTIONS

Announcement of the date of elections and which positions will be filled shall be made in the West Georgian and on the campus radio station. Students interested in applying for one of the positions will turn in a letter of application to the chairman of the Publication Board. The chairman will prepare a dossier on each applicant, containing grade point information shall be distributed to each Board member prior to the elections. Those who apply for a position will come before the Board for an interview unless excused by the chairman. The Board may ask a candidate desiring a certain position if that person would like to be considered for any other positions if not elected to the position for which that person applied. The query should come during the interview, if the candidate did not indicate such a desire in the letter of application.

B. ELECTED POSITIONS

The Board shall accept written applications and interview students applying for Editor of the West Georgian, and the Editor of the Eclectic, and Managing Editor of the West Georgian.

C. TERM OF OFFICE

The Board may review the qualifications and performance of any elected staff member or faculty advisor at any time. An automatic review will be made during the Spring Semester for the West Georgian and Eclectic, unless the Board agrees to waive the review by a two-thirds vote of the Board. There is no limit on the number of semesters that an elected staff member may serve in an editorial position.

D. VACANCIES

If a vacancy occurs in the position of editor of a publication during the term of office, the managing editor or associate editor will assume the duties as editor until such time as the Board shall select a new editor. For all other positions left vacant on a publication, those on the Editorial Board of that publication will appoint persons to fill the unexpired terms.

E. APPOINTMENT TO EDITORIAL POSITIONS

If no one applies for the position of editor at the time of originally called election, the faculty advisor of the publication concerned will request a board meeting for a special election at later date. If not one applies for this vacant position at this time, the Editorial Board members of the publications concerned will appoint a person to fill the position.

F. OTHER STAFF POSITIONS

The elected editor of a publications with the approval of the faculty manager/advisor will appoint persons to fill other positions deemed necessary on the publication, making sure that no appointees are on scholastic or disciplinary probation. Staff members of the publications may be removed by the editor with approval of the faculty manager/advisor.

G. ORDER OF ELECTION

The editor of each publication will be elected at the last Board of Student Publications meeting of Spring semester and will assume their editorial and committee duties at the beginning of Summer semester. Editors may run for re-election.

H. BALLOTING

Elected positions must be filled by a majority vote of the board. In case of no election on the first ballot, the decision will be made between the two candidates receiving the highest number on the previous ballot.

I. SUMMER SEMESTER EDITOR

If the newly elected editor of the West Georgian is not in the University community in the Summer semester, this position will be filled by the newly elected managing editor or the newly elected news editor, in that order. All other staff members will fill the position for which they were appointed. In the event that these people are not in the University community for the Summer semester, the editor may appoint persons to fill necessary positions, subject to the approval of the Manager/Advisor.

J. STUDENT TEACHING RESTRICION

No student who will be student teaching outside of Carroll County during the prospective term of office may run for elected paid staff position on a publication.

K. LIMITATION OF OFFICERS HELD

A person is limited to holding one elected position among the two student publications and may not serve as an S.G.A. officer concurrently.

ARTICLE IV - QUALIFICATIONS

A. PROBATION RESTRICTON

Any person seeking a staff position must conform to University regulations on scholastic and disciplinary probation. If at any time a staff member drops below these standards, that person must relinquish that position.

B. THE WEST GEORGIAN

Editor: the editor must have served in an editorial staff position on the West Georgian for one semester and must display capabilities required for the position.

C. ECLECTIC

Editors: the editor(s) shall have completed one semester of University work at West Georgia. The editor must show competence in creative writing and editorial skills.

ARTICLE V -- DUTIES

A. The editors of the respective publications are responsible for determining duties of their staff members and supervising the performance of the assigned duties.

1. The West Georgian editor is responsible for coordination the work of the entire staff. The editor is expected to confer with other student editors, but has the authority to establish editorial policy and bears responsibility for editorial opinion (except, signed columns) and news content of the paper. The editor, however, must accept as policy a majority decision of the editorial board as provided in Art. II-C above. The board shares final responsibility for all material printed in the newspaper.
2. The Eclectic editor will coordinate student efforts in the production of a yearly literary magazine. The editor must accept as policy a majority decision of the Editorial Board as provided in Art. II-C above. The board shares with the editor final responsibility for all material printed in the literary magazine.

B. Advisors shall be members of the UWG faculty or staff and shall perform and educative function in relation to the students who are staff members of the publications. They consult with and assist the staff, serve as liaisons to the University and to the larger community, and lend professional expertise to the organization, goals, and standards of the student publications.

The advisors are not censors; however, they do have special responsibilities of the University, which is the publisher of the student publications and to which the publications are accountable. These responsibilities include the referral of potentially

libelous or otherwise illegal materials to the Board of Student Publications for review and decisions with respect to whether or not the material shall be published.

Similarly, advisors are expected to encourage the staff members of student publications to adhere to sound journalistic practice. When flagrant violations occur which cannot be resolved by agreement between the advisors and the staff, advisors shall refer such matters to the Board of Student Publications for resolution. Until the issue is settled, publications may be suspended by the advisor.

ARTICLE VII -- MEETINGS

The Board of Student Publications shall meet quarterly to hear such reports as lie within the area of its competence. Special meetings may be called as necessary to discuss specific problems or policies.

ARTICLE VIII -- AMENDMENTS

Amendments to the Constitution may be made by the presentation of the amendment to the Board by one of its voting members. The approval of two-thirds of the total voting membership is required to amend these articles.

ARTICLE IX

All meetings of the Board will be conducted according to Robert's Rules of Order.

Adopted Faculty/Senate 5-29-89

Addendum IV

I. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students who park on campus are required to register with Parking Services and must display a current hangtag. Failure to register a vehicle will result in a citation being issued. All evening students and those registered primarily as on-line students who pay no fee must register their vehicle.

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Note: Students employed under federal student work program or as a student assistant or graduate assistantships are not permitted to register their vehicles as Faculty/Staff. Student workers are NOT allowed to park in Faculty/Staff until after 5:00 p.m.

A. Registration Procedure

1. Vehicles can be registered in Parking Services, Row Hall, on weekdays between the hours of 7:30 a.m. and 4:30 p.m. For the purpose of this code, a golf cart or similar vehicle may not be registered as a personal vehicle to meet the requirements of this code. Parking Services may grant, on a case by case basis, permission to register and use a golf cart for students and employees with mobility impairments.

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2. You must come by Parking Services in Row Hall to obtain your parking hangtag if you intend to drive a vehicle on campus. Failure to do so will result in ticketing for a non-registered vehicle. Upon vehicle registration, you will be issued a parking hangtag, which must be suspended from the driver's mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle; totally unobstructed. If no mirror is available, the hangtag should be placed on the driver's side dash, face up. ~~The hangtag must face outward from the vehicle and be totally unobstructed.~~ The hangtag may be used on any vehicle you bring onto campus. All citations are issued to the hangtag rather than the vehicle.

3. All students have the first five (5) class days after the beginning of fall semester to register their vehicles. After fall semester, only new students will be granted the 5 day grace period. Courtesy Warning tickets will be issued the first 5 class days of each semester for non-registered vehicles and failure to display hangtag. Vehicles will still be cited for violations of State Law and for disregarding parking zone signs such as Faculty/Staff, reserved, etc. Employees must obtain their hangtag immediately following orientation.

4. The person registering a vehicle and obtaining a hangtag is responsible for all parking violations incurred by that vehicle/hangtag. This is regardless of who is operating the vehicle or who the State registered owner of the vehicle is.

5. Registration Fees:

A student parking/transportation fee is included with class registration fees. Students & employees are limited to only one hangtag per academic year.

- a. Faculty/Staff & ARAMARK employees ~~are limited to one hangtag per year~~.....\$15.00
- b. Replacement for lost hangtag.....\$25.00
- c. No Refunds

Full time Faculty/Staff will be issued a gate access card upon request. This card is not to be LOANED to students or visitors. The card must be returned to Parking Services in the event that the employee is terminated or retires. The replacement cost for a lost or stolen gate access card is \$10.00.

6. Faculty/Staff & Aramark employees cannot receive a hangtag for a new academic year UNLESS all outstanding fines are paid.

7. Spouses and dependants must register their vehicles as students, if enrolled.

B. Temporary Parking Permits

If a vehicle that is normally driven to campus is unavailable, the hangtag must be removed and ~~displayed from the mirror of the~~ ~~placed in the~~ borrowed or rented vehicle. ~~Should the student, faculty or staff employee~~ ~~ff~~ ~~you~~ fail to transfer the hangtag, ~~s/he should~~ call Parking Services at 678-839-6629 and advise the staff the vehicle will be on campus without the hangtag. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail. Citations for non-registered vehicles parked in their correct zone during after-hours will be excused if a message is left for Parking Services.

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C. After Hours Registration

Students who cannot come to Parking Services during regular office hours must go to the University Police Dispatch Center (Ground floor of Aycock Hall - open 24/7/365) ~~to register for their hangtag~~. Registration forms are located in the lobby and must be filled out and placed in the lock box. The registration will be processed and your hangtag will be mailed to the address on your application the following day.

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II. VISITORS

Visitors should contact Parking Services before or upon arrival ~~to on~~-campus to register for a Visitor's Parking Permit. Visitors are allowed to park in any area designated for faculty, staff or student parking. Visitors are not allowed to park in any area that is a signed tow away zone, reserved or restricted parking spaces, or red or yellow curbs. If a citation is received, ~~the visitor should~~ follow ~~the~~ instructions printed on the citation.

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III. PARKING REGULATIONS

A. Motorcycles must park in a ~~regular~~ parking space; the same as ~~a vehicle~~ ~~an automobile~~. ~~A special decal will be issued for motorcycles.~~

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~~Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone.~~ Motorcycles are prohibited from driving on sidewalks or around parking control gates.

~~Two (2) motoreycles may park in one (1) vehiele parking space in the appropriate zone. A special decal will be issued for motoreycles.~~

B. The Parking Code is in effect 24 hours a day, 7 days a week unless otherwise noted.

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C. Overnight or extended parking of campers, vans, buses, etc., utilized as living and sleeping quarters within the college boundaries, is not permitted unless approved by the Director of Auxiliary Services.

D. Vehicles can pull through a parking space in all lots. Parking against the flow of traffic on the street is prohibited.

E. Parking meter hours of operation are from 7:00 a.m. - 5:00 p.m., Monday - Friday and are available to anyone. However, hangtags must ~~still~~ be displayed for currently enrolled students and Faculty/Staff. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Maximum number of minutes which can be purchased is 30, regardless of the amount of coins inserted. Citations can be issued twice a day if a vehicle is not moved from a metered space within a four hour period.

F. If a vehicle becomes inoperable in an area other than ~~an your~~-authorized parking area, the operator should notify Parking Services of the situation as soon as possible; ~~advise as to the~~ ~~and the~~ approximate length of time before the vehicle will be moved. The owner is liable for all parking citations issued before Parking

Services is notified. Time limit for inoperable vehicles on campus is 48 hours. After 48 hours, vehicle will be towed from campus at the owner's expense.

- G. Special parking permissions can be granted for short periods of time for loading and unloading by calling Parking Services. The maximum length of this time is 15 minutes.
- H. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not, however, be left unattended blocking a fire hydrant or traffic flow.
- I. Parking at or near the athletic ~~and/or~~ intramural fields is at your own risk. Warning signs are posted.

IV. HANDICAPPED PERSONS

Handicapped persons, either temporarily or permanently, ~~and having a vehicle properly registered~~ must obtain a Handicapped Parking Permit from Parking Services. Handicapped persons are allowed to park in Faculty/Staff spaces if handicapped spaces are filled. They may not park in metered spaces without paying, or in service vehicle space, reserved space, or in any area that is restricted by UWG signage or state law. While parked on campus, the vehicle must display a current UWG handicap registration as well as any State issued handicap permit, or display a State issued Disabled Persons license plate.

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A. Permanently handicapped persons

- 1. For permanently handicapped persons, a special decal is required from Parking Services, which ~~must~~ ~~be will be~~ affixed to the drivers UWG hangtag.

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B. Temporarily handicapped persons

~~1.1.~~ Temporary handicapped permits may be issued once per semester, for a maximum of thirty (30) days. The driver must present, to Parking Services, a doctor's statement on letterhead, with original signature describing the illness or injury with an ending date as to how long the permit is needed. The permit will be displayed (in clear view) on the front dash of the driver's side of the vehicle. If a permit is needed for a longer period, the individual must obtain an official State issued temporary permit from the Department of Motor Vehicles.

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~~2.2.~~ Temporarily handicapped persons will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a \$10.00 charge and a hold placed on their Banner account. The cards issued to permanently disabled students need not be returned until classes are no longer being taken.

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Individuals are reminded that under Official Code of Georgia section 40-6-226, it is illegal to obtain, alter, or utilize a State issued disabled permit for fraudulent means. Violators will be cited and towed.

V. IMPOUNDMENT

- A. Motor vehicles in violation of the following articles (C, D1-6) of this Code may be impounded at owner's expense. The vehicle operator/owner is responsible for any wrecker fees and, if applicable, any storage fees except where noted.
- B. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:30 a.m. to 5:00 p.m. or the University Police

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Dispatch Office, Aycock Hall, from 5 p.m. until 7:30 a.m.

- C. Non-Registered vehicles having three (3) or more unpaid parking tickets are subject to being impounded.
- D. Vehicles may be impounded for any of the following reasons:

1. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
2. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, unauthorized parking in a handicapped zone, blocking a handicapped ramp or curb cut, or on the grass.
3. Vehicles may be removed in case of emergency or interest of public safety. University will be responsible for the cost of such towing.
4. When a vehicle is presumed to be abandoned, or in a visible state of disrepair and the owner cannot be contacted, it will be towed after 48 hours.
5. Service spaces which are limited to use by the Department of Facilities and Grounds, contractors, and service personnel only.
6. ~~After 48 hours, inoperable vehicles will be towed from campus at the owner's expense.~~

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VI. PARKING AREA COLOR CODING AND DESIGNATIONS

Same info in D4 above

A. The following curb/surface color scheme, in addition to appropriate signs, shall designate parking on this campus. In the event of a conflict between a sign and a curb color, the sign will always take precedence.

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1. **Yellow** - No parking zone - 24 hours.
2. **Red** - No parking anytime. Emergency lanes. Violators are subject to impoundment - 24 hours
3. **Green** - Faculty/staff parking.
4. **White** - Zoned student parking. See student zoned designation in VI.C.-1 through 4.
5. **Blue** - Handicapped zones only - 24 hours.
6. **Visitors** ~~–Visitor parking is enforced 24/7.~~ Faculty, staff and students may not park in visitor spaces at anytime, from 7:00 a.m. – 5:00 p.m. on class days, pre-registration, registration, fee payment, drop/add and during final examination periods.

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Parking Appeals Committee requested clarification and GUM recommended 24/7

B. **Faculty/Staff** parking is in effect from 7:00 a.m. to 5:00 p.m. (unless otherwise designated by signage) on class days and during final examination periods. **This is to include fee payment, Reading Day, pre-registration, registration, and drop/add days.**

C. **Student Zoned** parking will either be in effect from 7:00 a.m. - 5: 00 p.m. or in effect 24 hours as outlined in this Parking Code or designated parking signs.

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1. Student "E" permits only may park in the 24 hour restricted areas EAST of Foster Street. These areas are designated by signs and include the residential areas of Gunn, Boykin, Downs and Bowdon Halls.
2. Student "W" permits only may park in the 24 hour restricted areas WEST of Brumbelow Road. These areas are designated by signs and include the residential areas of Watson, Strozier, and Tyus Halls, University Suites and Arbor View.
3. Student "S" permits only may park in restricted commuter lots. These lots are restricted for commuters from 7:00 AM - 5:00 P.M. After 5:00 P.M., any student zone hangtag may park in the commuter lots.
4. Student "G/V" permits only may park in the 24 hour restricted areas of Greek Village Housing.
5. Any registered vehicle may park in all remaining lots and road spaces not designated by a zoned sign.
6. Any student moving from one residence hall or other zoned area to a different zoned area must get a

replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag PROVIDING the original hangtag is surrendered to Parking Services.

7. Residence Life Coordinators, Residence Directors, and Resident Assistants are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces are not to be “loaned” to ANYONE.
8. Loading/Unloading spaces are for residents only with a parking limit of 15 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

VII. PARKING APPEALS ~~(EFFECTIVE MAY 2009)~~

A. Time Limit

All appeals must be made within five (5) business days of the date of the citation. Failure to do so in the specified time ~~will~~ may result in the automatic forfeiture of the right to appeal the parking citation.

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B. Appeals Procedure

~~1. All appeals must be filed with the Office of Parking Services within five (5) business days of the date of the citation; failure to do so in the specified time will result in the automatic forfeiture of the right to appeal the citation.~~

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~~2.1~~ All appeals must be submitted online or in the Parking Office located in Row Hall using the form format located at ~~illustrated on~~ the Parking Services website: <http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>

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~~3.2~~ REMEMBER: Students, Faculty, and Staff must include their campus email address on the appeal

~~4.3~~ Appeals may be submitted through the following

- a. In-person.....submit to Parking Services office located at Row Hall
Monday – Friday 8am – 4:30 pm except holidays
- b. Online.....<http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>
- c. Mail.....Parking Services –
University of West Georgia
1601 Maple Street
Carrollton, GA 30118
- d. Fax.....678-839-5504

~~5.4~~ There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal. All evidence available is used in the decision.

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~~6.5~~ Be clear in explaining your situation.

~~7.6~~ Notification of appeal decisions are made via an email sent to your campus email address.

~~8.7~~ The following citations and or explanations ~~that~~ cannot be appealed; ~~and will be dismissed administratively by the appeals judge:~~

- a. Yellow curbs
- b. Fire lane
- c. Fire hydrant
- d. Handicapped citations
- e. ~~Failure to register vehicle~~
- f. ~~Failure to display hangtag~~

~~g. e.~~ Unable to find a space

~~h. f.~~ Lack of knowledge of the regulations, e.g., new to campus or have not reviewed the regulations

~~i. g.~~ Other vehicles were parked improperly

~~j. h.~~ Only parking illegally for a short period of time

~~k. i.~~ Late to class or appointment

~~l. j.~~ Inability to pay the amount of the fine

~~m. k.~~ Meter violations

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C. **Appeal Judge**

- 1. Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Vice President for Business and Finance. The Appeal Judge shall be empowered to render either of the following rulings on all appeals:
 - a. The citation ~~appeal is granted, is upheld~~
 - b. The citation ~~appeal is denied, is waived~~
- 2. The decision of the Appeal Judge will be forwarded to the citation holder via e-mail, ~~within five (5) business days.~~

D. **Parking Appeals Committee**

- 1. ~~All appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review. The appeal judge's decision of upholding a citation may be further appealed to the Parking Appeals Committee if the citation holder believes the Appeal Judge's ruling was in error. The citation holder has five (5) business days from the date of the decision of the appeal judge to request, in writing, a review of the Appeal Judge's decision to the Parking Appeals Committee. The appeal must be filed with the Office of Parking Services. Parking Services will submit the appeal request along with the supporting documentation on file to the Appeal Committee. No new documentation may be submitted for consideration when filing this appeal.~~
- ~~2. The Appeal Judge reserves the right to forward any appeal directly to the Parking Appeals Committee for a final ruling.~~
- ~~2.3.~~ The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:
 - a. The ruling of the Appeal Judge is upheld and the appeal is **denied**
 - b. The ruling of the Appeal Judge is waived and/or modified and the appeal is **granted**~~approved.~~
- ~~3.4.~~ Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.
- ~~4.5.~~ ~~The Committee will meet at a standardized time and place, to be announced during each semester, to consider written and personal appeals.~~ The **Parking Appeals** Committee is comprised of the Student Judicial Chairperson, 1 Faculty Member and 1 Staff Member (who are appointed by the Vice President of Academic Affairs). ~~—————~~ No member is affiliated with **Parking Services**. No member of the committee or the Appeals Judge will rule on or approve their own parking citation.

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IX. SCHEDULE OF FINES AND PAYMENTS

- A. Students will not be allowed to register for classes, go through drop/add or make any changes to class schedules, until all preceding and current semester **parking** fines are paid. If paying with coins, they must be properly wrapped.
- B. The schedule of fines and payments is as follows:
 - 1. Counterfeiting a hangtag with intent to defraud. Obtaining a hangtag by fraudulent means\$100.00
 - 2. Altering a hangtag or any Parking Services issued permanent or temporary permit.....\$100.00
 - 3. Obtaining a hangtag for an unauthorized person i.e., obtaining a Faculty/Staff hangtag for a spouse or dependant.....\$100.00
 - 4. Falsely registering a vehicle.....\$100.00
 - 5. Unauthorized parking in a handicap space or falsely using an official state issued handicap placard.....\$100.00
 - 6. Restricted Parking - includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock or any other designated/signed tow-away zone.....\$50.00

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7. Faculty/Staff designated areas.....	\$35.00
8. Parking on yellow curb.....	\$35.00
9. Parking in restricted student zone - areas.....	\$35.00
10 Littering on campus property.....	\$25.00
11. Parking meter violations.....	\$25.00
12. Non-registered vehicle.....	\$20.00
13. Failure to display hangtag.....	\$20.00
14. Parking on a sidewalk, lawn area, athletic field.....	\$35.00
15. Parking against the flow of traffic.....	\$25.00
16. Hangtag improperly displayed/obstructed from view.....	\$20.00
17. Double parking.....	\$10.00
18. Parking on or outside of white line.....	\$10.00

X. GOVERNING AUTHORITY

A. This University of West Georgia Parking Code has been adopted under the authority granted by the Board of Regents of the University System of Georgia, Regulation 711.0403.

B. Parking Services may institute operational policies and procedures to effectively administer the Parking Code.

If you have any questions or need additional information, call Parking Services at 678-839-6629 or visit our website at <http://westga.edu/parking>.

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- Rev: ~~24.1920.1009~~ JRCJTM
- Rev. Approved by GUM ~~24.236.1009~~
- Rev. Approved by Faculty Senate 4.3.09
- Rev. Approved by the President 5.13.09

Addendum V

Course Update Request (Add, Delete, Modify)

Originator

Educational Leadership and Professional
Department

College of Education
College

Gantner, Myrna (Dr.)
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDFD 7306 Leadership Formation
Prefix Number Course Title

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

Course Catalog Description

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

Prerequisites

none

Corequisites

none

Rationale

When the new M.Ed. in Educational Leadership was designed and the program and courses submitted for approval, this course (EDFD 7306) should have been included in the group. EDFD 7306 Leadership Formation (3 credit hours) will be offered in the same semester as EDLE 6325 Leadership Formation (2 credit hours). M.Ed. in Educational Leadership students will take EDLE 6325 for their program of study. EDFD 7306 can be taken by students in other graduate programs for 3 credit hours. EDLE 6325 students complete their class in 11 weeks. EDFD 7306 students continue on for an additional five weeks with additional content to earn 3 credit hours.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

Always post EDLE 6325 and EDFD 7306 as crosslisted courses in Banner for registration.

TEAC Approval Required

College Approvals

Gantner, Myrna (Dr.) [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 [PENDING]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

EDLE 6325 and EDFD 7306 Leadership Formation

Semester Hours EDLE 6325 (2) and EDFD 7306 (3)

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone Direct Line:
Department Line: 678-839-6557

E-mail

Fax

Online Support

CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

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

COURSE DESCRIPTION

This course will examine the sources of authentic leadership: calling, connections, identity, integrity and personal power.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (*Educational Leadership Constituent Council, ELCC*) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. develop a critical understanding of the educational landscape (Freire, 1993; Goodlad 1997; Miller, 1993; Palmer, 1998; Shapiro, 2006; Spring 1993);
(Conceptual Framework Descriptors: decision makers, knowledgeable, culturally sensitive, reflective)
(Standards: ELCC Standards 1, 6)
2. understand the role fear plays in learning and leadership (Palmer, 1998; Shapiro, 2006; Shor, 1992);
(Conceptual Framework Descriptors: decision makers, leaders, knowledgeable, reflective, culturally sensitive, lifelong learners)
(Standards: ELCC Standards 1, 6)
3. gain a deeper understanding of their calling as a leader (Brueggemann, 1978; Heschel 1983; Palmer, 1998, 2000);
(Conceptual Framework Descriptors: decision makers, leaders, knowledgeable, reflective, lifelong learners)
(Standards: ELCC Standards 1, 5)
4. learn to lead from a place of identity, integrity and personal power; (Glazer, 1999; Palmer, 1998, 2000, 2004);
(Conceptual Framework Descriptors: decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners)
(Standards: ELCC Standards 1, 2, 5)

5. understand the importance of living undivided lives (Buber, 1929; Palmer, 1998, 2004; Richards, 1980); and
(Conceptual Framework Descriptors: decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners)
(Standards: ELCC Standards 1, 5)
6. reclaim their authentic voice. (Moore, 1996; Palmer, 2000);
(Conceptual Framework Descriptors: decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners)
(Standards: ELCC Standards 1, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

EDLE 6325

Houston, P (2008). *Spirituality in educational leadership*. Thousand Oaks, California: Crowin Press.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.

EDFD 7306

Houston, P (2008). *Spirituality in educational leadership*. Thousand Oaks, California: Crowin Press.

Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey-Bass.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.

References

Barth, R. (2001). *Learning by heart*. San Francisco, California: Jossey-Bass.

Barrett, W. (1986). *Death of the soul*. New York: Anchor Books.

Brueggemann, W. (1978). *The prophetic imagination*. Philadelphia, PA: Fortress Press.

Buber, M. (1929). *I and thou*. New York: Scribners.

Dewey, J. (1916). *Democracy and education*. New York: Free Press.

Dewey, J. (1915). *Schools of tomorrow*. New York: E.P. Dutton.

Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

Glazer, S. (1999). *The heart of learning: Spirituality in education*. New York: Penguin Putnam Inc.

Goodlad, J (1997). *In praise of education*. New York: Teachers College Press.

Heschel, A. J. (1983). *God in search of man*. New York: Octagon Books. (Original work published 1955).

Marshall, C & Oliva, M. (2006). *Leadership for social justice: Making revolutions in education*. New York: Pearson.

- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. New York: Longman.
- Merrell-Wolf, F. (1983). *Philosophy of consciousness without an object*. New York: Julian Press.
- Miller, R. (1993). *The renewal of meaning in education*. Brandon, VT: Holistic Education Press.
- Moore, T. (1996). *The education of the heart*. New York: Harper Perennial.
- Needleman, J. (1982). *The heart of philosophy*. New York: A. A. Knopf.
- Neill, A. S. (1960). *Summerhill*. New York: Hart.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Josey-Bass Publishers.
- Richards, M.C. (1980). *Toward wholeness: Rudolf Steiner education in America*. Middleton, CN: Wesleyan University Press.
- Shapiro, S. (2006). *Losing heart: The moral and spiritual miseducation of America's children*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.
- Sloan, D. (1993). *Insight imagination: The emancipation of thought and the modern world*. Westport, CT: Greenwood Publishing Group, Inc.
- Spring, J. (1993). *Conflict of interests: The politics of American education*. New York: Longman.
- Whitehead, A. N. (1996). *Modes of thought*. New York: The Free Press.

ASSIGNMENTS/REQUIREMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Class Policies

- 1) **Official Communication Channel:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.
- 2) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade or was unacceptable. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.
- 3) **Disability Statement:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
- 4) **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism

occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

5) **Attendance:** Each student is expected to be on time and attend all scheduled classes. No classes should be missed. More than one (1) absence may lower your grade by one letter grade. Two (2) instances of late arrival to class will be counted as one absence.

Assignments/Requirements/Projects

1. Preparation for each class meetings is critical important. Students are expected to come to each class having read the assigned readings and complete any assignment required by the professor.

2. Submit a paper on the inner reality of being a leader. The focus of this paper is on the source of being an authentic leader. How do I become the leader that lives within me? How has my journey prepared me to be a successful leader? How would I describe my strengths? What weakens me? How do I live my life as a leader with integrity and purpose?
Course objectives (1, 2, 3, 4, 5, 6)

3. Keep a journal that describes weekly reflection of your leadership growth. Areas of growth may include the following:

- your beliefs about your calling
- your identity
- new insights and thoughts
- inner conflicts
- living the divided life

Course objectives (1, 2, 3, 4, 5, 6)

4. For EDFD 7306 students. Interview an administrator. The research question will be: “How do we put all this together in the classroom?” How can I be myself and at the same time serve the interest of the community, board, teachers, parents and students? Paper will be turned in by the last class.
Course objectives (1, 2, 3, 4, 5, 6)

5. A summative active will be determined and administered by the professor.

Evaluation Procedures and Grading Policy

A final grade will be assigned to each student based on the quality of the work submitted. Your participation is an integral dimension for learning and is encouraged. I invite you to become involved in every class.

Grading Guide: A=90-100; B=80-89; C=70-79.

1.	Preparation	25%
2.	Paper(s)	25%

- | | | |
|----|--------------------|-----|
| 3. | Journal | 25% |
| 4. | Summative activity | 25% |

CLASS OUTLINE

EDLE 7306 includes sessions 1-10; EDFD 7306 includes all sessions

- Session 1 **Theme:** Introduction to the course.
How did I arrive at my present understanding of being a leader? What does it mean to be a leader? Leadership Cosmos. (Objective #1; knowledgeable, culturally sensitive)
- Session 2 **Theme:** The professional landscape: Examining the professional landscape of education.
What are schools for? What purposes do they serve? Read: *Crisis of meaning*, by Shapiro and *An Indian father's plea* (on-line). (Objective #1, 2; knowledgeable, culturally sensitive, critical reflection, lifelong learners)
- Session 3 **Theme:** Professional landscape: Education as a practice for freedom
Read: *Pedagogy of the oppressed*, by Paulo Freire. (Objective #1, 2; knowledgeable, reflective, culturally sensitive, lifelong learners)
- Session 4 **Theme:** Professional landscape: Education and cultural transformation
What societal needs does education serve? What is of ultimate concern for educators? Read: *Moral outrage and education*, by David. Purpel (on-line). (Objective #1, 2; knowledgeable, culturally sensitive, reflective).
- Session 5 **Theme:** Prophetic leadership
What are leaders called to do? How does a leader bring about transformative change? Read: *The prophetic imagination: The alternative community of Moses*, by Walter Brueggemann (on-line). (Objective #1, 3, 4; knowledgeable, reflective, lifelong learners)
- Session 6 **Theme:** Emergent leadership: The sacred in who we are and what we do
How do we live a life of identity and integrity? What is integral to my being a successful educator? Read: *The heart of a teacher: Identity and integrity in teaching*, by Parker Palmer (on-line). (Objective #1, 2, 3, 4, 5 ; knowledgeable, reflective, lifelong learners)
- Session 7 **Theme:** Creating strong relationships: the language of connections
How do I see those with whom I lead and teach? How can I connect in more meaningful and authentic ways? Read: Martin Buber's *I & Thou*, and survey M. Buber's Homepage. www.buber.de/en/index.html and Teacherrenewal.org (Objective #3, 4, 5, 6; decision makers, knowledgeable, reflective, lifelong learners)
- Session 8 **Theme:** Leadership formation
Listening to our voice of vocation. How do I know if I am called to be a leader? Read: *Let your life speak*, Chapters 1-3. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)

- Session 9 **Theme:** Leadership formation
What is the source of my leadership? Learning to lead from within.
Read: *Let your life speak*, Chapters 4-6. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)
- Session 10 **Theme:** Authentic leadership: Meaning and compassion
Does my leading bring healing and meaning to our learning community?
Read: *Educating for Mission, Meaning, and Compassion*, by Rachel Naomi Remen, M.D (on-line). (Objective #3, 4; decision makers, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)
(Last Session for EDLE 7306)
- Session 11 **Theme:** Living undivided: reclaiming my identity
How is my personal ethics lived in my vocation? Forming qualities of trust and wholeness. Read: *A hidden wholeness: The journey toward an undivided life*, (Chapters 1, 2) by Parker Palmer. (Objective #2, 3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, lifelong learners)
- Session 12 **Theme:** Exploring the true self
How do I create trusting, engaging, and caring communities? Read: *A hidden wholeness: The journey toward an undivided life*, (Chapters 3, 4) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, lifelong learners)
- Session 13 **Theme:** Preparing for the journey
How do we put all this together in the classroom? Read: *A hidden wholeness: The journey toward an undivided life*, (Chapters 5, 6) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, proactive, lifelong learners)
- Session 14 **Theme:** Living the questions
Learning to speak and listen and experiments with truth.
Read: *A hidden wholeness: The journey toward an undivided life*, (Chapters 7, 8) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, proactive, lifelong learners)
- Session 15 **Theme:** Summative activity

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

JAN 20 2010

Prefix _____ Course _____ Title M.Ed. in Professional Counseling (Community Counseling) 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*
<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: 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: 50 (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:

Rebecca Spradley 10-30-09
 Department Chair Date Department Chair (if cross listed) Date

Deanne Jeff 11/2/2009
 Dean of College Date Dean of College (if cross listed) Date

Michelle Hotman Scott 1-12-10
 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).

Charles W. Clark 2-17-10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

 Vice President for Academic Affairs Date

Rationale for program changes

CEPD 7140 (Counselor as Leader) and CEPD 7150 (Advocacy and Brokering of Services) were required courses in the M.Ed. program in school counseling. CEPD 7150 was also a required course in the M.Ed. program in community counseling. These two courses have been combined into the single proposed course (CEPD 7145 Advocacy and Leadership) because of overlapping content. Combining the two courses also allows students in the school counseling program the ability to take an elective.

The program sheet for both school counseling and community counseling have been changed to reflect the change in the course noted above

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Community Counseling

Department of Counseling and Educational Psychology
University of West Georgia

The Master's program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). The degree requires successful completion of 48 semester hours and passing the department exit exam.

Name: _____

Student ID #: _____

Address: _____

Telephone: _____

Email: _____

Advisor: _____

<u>Completion Dates</u>
_____ Initial Advising
_____ Application for Practicum/Internship
_____ Application for Candidacy
_____ Department written exam

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
CEPD 7111 Psychopathology	3		Fall		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 6151 Psychological Appraisal	3		Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6141 Professional Community Counseling	3		Fall		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
IX. CEPD ELECTIVES					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	6		Fall/Spring/Sum		
X. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6189 Practicum: Community Counseling (CEPD 6160, 6131, 6140, Prerequisites)	3		Fall/Spring		
CEPD 6185 Internship: Community Counseling (CEPD 6189 Prerequisites)	6		Fall/Spring		

Student signature: _____

Date: _____

Advisor signature: _____

Date: _____

Current Program Sheet
Program Sheet and Plan of Study
M.Ed. in Guidance and Counseling
 emphasis
Community Counseling

Department of Counseling and Educational Psychology
 University of West Georgia

The Master's program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). The degree requires 48 semester hours.

Name: _____ Student ID #: _____

Address: _____ Telephone: _____

Email: _____ Advisor: _____

Undergraduate Degree/Major: _____

Colleges previously attended: _____

<u>Admission Requirements</u>	<u>Completion Dates</u>
_____ Undergraduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Application for Candidacy
_____ Letters of Reference	_____ Department written exam
_____ Personal Narrative	
_____ Department Interview	
_____ Date Admitted to Graduate School	

PLAN OF STUDY
(APPROVED FALL, 1999)

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT				
CEPD 8102 Lifespan Human Development	3			
CEPD 7111 Psychopathology	3			
II. SOCIAL AND CULTURAL				
CEPD 7138 Multicultural Counseling and Education	3			
III. HELPING RELATIONSHIPS				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6131 Counseling Theories	3			
IV. GROUP WORK				
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3			
V. CAREER AND LIFESTYLE DEVELOPMENT				
CEPD 7112 Career Counseling	3			
VI. APPRAISAL				
CEPD 6151 Psychological Appraisal	3			
VII. RESEARCH				
CEPD 7152 Research and Program Evaluation	3			
VIII. PROFESSIONAL ORIENTATION				
CEPD 6141 Professional Community Counseling	3			
CEPD 7185 Leadership and Advocacy	3			
IX. ELECTIVES				
Elective courses must be selected in consultation with and approved by the advisor	6			
X. CLINICAL INSTRUCTION				
CEPD 6189 Practicum: Community Counseling (CEPD 6160, 6131, 6140, Prerequisites)	3			
CEPD 6185 Internship: Community Counseling (CEPD 6189 Prerequisites)	6			

TOTAL 48 HOURS

Student signature: _____

Date: _____

Advisor signature: _____

Date: _____

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

JAN 20 2010
/ /

Prefix **Course** **Title** M.Ed. in Professional Counseling (School Counseling) **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*
<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:** 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):

2010 FEB 2 AM 11:51

RECEIVED
VMA

Prerequisite(s) _____

Present or Projected Enrollment: 50 (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:

Rebecca Leland 10-30-09
Department Chair Date Department Chair (if cross listed) Date

Quiana Jeff 11/2/2009
Dean of College Date Dean of College (if cross listed) Date

Michelle Stotman Kott 1/11/2010
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).

Chair, Undergraduate Academic Programs Committee Charles W. Clark 2-17-10
Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____
Date

Rationale for program changes

CEPD 7140 (Counselor as Leader) and CEPD 7150 (Advocacy and Brokering of Services) were required courses in the M.Ed. program in school counseling. CEPD 7150 was also a required course in the M.Ed. program in community counseling. These two courses have been combined into the single proposed course (CEPD 7145 Advocacy and Leadership) because of overlapping content. Combining the two courses also allows students in the school counseling program the ability to take an elective.

The program sheet for both school counseling and community counseling have been changed to reflect the change in the course noted above

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Professional School Counseling

Department of Counseling and Educational Psychology
University of West Georgia

The completion of the master's degree curriculum in school counseling meets one of the requirements for initial certification in Georgia as a school counselor (S-5 level) and for recommendation by the University of West Georgia. A passing score on the required certification test in school counseling and passage of the departmental exam must be accomplished before a recommendation is given by the University of West Georgia. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and requires successful completion of a minimum of 48 semester hours. Educational requirements for licensure as a professional counselor and as a nationally certified counselor (NCC) are also met through the degree.

Name: _____ Student ID Number: _____
Address: _____ Telephone: _____

Email: _____ Advisor: _____

Completion Date
_____ Initial Advising
_____ SPED 6706*
_____ Application for Candidacy
_____ Department written exam
_____ GACE Content Assessment
_____ Pass GACE Basic (if needed)**
_____ Exempted: hold teaching certificate
_____ Exempted: SAT, GRE, ACT Score

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 7130 Assessment and Effective Use of Data in Schools	3		Fall/Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6180 Professional School Counselor	3		Fall/Spring		
CEPD 6101 Psychology of Classroom Learning	3		Fall/Spring/Sum		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
MEDT 6401 Instructional Technology (a section is designated for school counseling students) if this requirement is met, an elective approved by advisor, may be taken	3		Fall/Spring		
IX. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6187 Practicum (CEPD 6160, 6131, 6140 Prerequisites)	3		Fall/Spring		
CEPD 6186 Internship: School Counseling (CEPD 6187, 6180 Prerequisites)	6		Fall/Spring		
X. CEPD ELECTIVE					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	3		Fall/Spring/Sum		

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, you must take SPED 6706: Special Education in the Regular Classroom. This may not be counted as your program elective and will be in addition to the 48 hour program. You should obtain the practicum and internship handbook as soon as possible.

**Note: If you do not hold a clear, renewable teaching or service certificate, UWG will not recommend you for certification, until you pass or exempt the GACE Basic Skills Assessment Exam.

Student signature: _____

Date: _____

Advisor signature: _____

Date: _____

GRADUATE PROGRAM PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT				
CEPD 8102 Lifespan Human Development	3			
II. SOCIAL AND CULTURAL				
CEPD 7138 Multicultural Counseling and Education	3			
III. HELPING RELATIONSHIPS				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6131 Counseling Theories	3			
IV. GROUP WORK				
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3			
V. CAREER AND LIFESTYLE DEVELOPMENT				
CEPD 7112 Career Counseling	3			
VI. APPRAISAL				
CEPD 7130 Assessment and Effective Use of Data in Schools	3			
VII. RESEARCH				
CEPD 7152 Research and Program Evaluation	3			
VIII. PROFESSIONAL ORIENTATION				
CEPD 6180 Professional School Counselor	3			
CEPD 6101 Psychology of Classroom Learning	3			
CEPD 7185 Leadership and Advocacy	3			
MEDT 6401 Instructional Technology (if this requirement is met, an elective approved by advisor, may be taken)	3			
IX. CLINICAL INSTRUCTION				
CEPD 6187 Practicum (CEPD 6160, 6131, 6140 Prerequisites)	3			
CEPD 6186 Internship: School Counseling (CEPD 6187, 6180 Prerequisites)	6			
X. ELECTIVE				
Must have approval by advisor	3			

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, you must take SPED 6706: Special Education in the Regular Classroom. This will be in addition to the 48 hour program. You should obtain the practicum and internship handbook as soon as possible.

**Note: If you do not hold a clear, renewable teaching or service certificate, UWG will not recommend you for certification, until you pass or exempt the Praxis I.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Counseling and Educational Psychology College: College of Education

Current course catalog listing: (for modifications or deletions)

JAN 20 2010

Prefix Course Title Ed.S. in Professional Counseling 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 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: 30 (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: Better Grade Pass/Fail Other

Approval:

Rebecca Samuel 12-3-09 Department Chair Date
Quinn Kelly 12/3/2009 Department Chair (if cross listed) Date
Michelle Rotman Scott 1/2/10 Dean of College 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).

Chair, Undergraduate Academic Programs Committee Charles W. Clark Date 2-17-10
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale for Modification to Ed.S. in Professional Counseling

1. **Modification of the curriculum:** The current Ed.S. degree in Professional Counseling consists of 2 tracks, a school counseling and a community counseling track, each with coursework specific to the work of practitioners within those settings. The proposed change combines those two tracks into a single track. The curriculum has been changed to prepare practitioners with advanced skills required to work in any setting. Courses within the program will be delivered in a combination of face to face, hybrid, and online formats. The curriculum is structured so that those students who choose to attend on a full time basis can graduate within one year.
2. **Moving to a cohort model:** Under the current structure students are admitted every semester. We propose admissions of cohorts in Summer and in Fall (admissions in Spring are not possible due to sequencing of courses) which will permit more efficient scheduling and use of faculty resources.
3. **Change the title of the degree:** The title of the program will be changed from Ed.S. in Professional Counseling to Ed.S. in Professional Counseling and Supervision. The change in title is more reflective of the content and is consistent with the title of our Ed.D. program (for which this is a feeder program).

All of these changes are directed at making the program more attractive to potential students, thus increasing enrollment.

The mission statement and goals of the program are as follows:

Mission Statement

The mission of the Ed.S. in Professional Counseling and Supervision is to provide professional counselors with advanced skills and knowledge to be exemplary practitioners and supervisors.

Program Goals

Students will demonstrate:

1. the ability to apply advanced theories of individual and group counseling in practice;
2. the ability to apply research methods to counseling interventions and/or program evaluation and use the information to improve programming;
3. knowledge and skills required to provide quality clinical supervision;
4. an understanding of current issues in counseling and supervision;
5. advanced skills in specialty areas of interest; and
6. knowledge, skills, and dispositions relevant to practice in a multicultural society.

OLD PROGRAM SHEET

Program Sheet and Plan of Study Ed.S. in Guidance and Counseling emphasis School Counseling

Department of Counseling and Educational Psychology
University of West Georgia

The Ed.S. degree program in School Counseling is designed for graduate students who currently hold S-5 certification in School Counseling. The successful completion of the program leads to S-6 certification in School Counseling. Those desiring to meet the educational requirements for licensure in Georgia as an LPC must include in their program 300 hours of Internship. The degree requires 27 semester hours. Starting Spring 2009 semester, students must have 2 years of experience as a school counselor.

Name: _____ ID#: _____

Address: _____ Telephone: _____

Advisor: _____ email: _____

Master's Degree/Major: _____

Current Certification: _____

Colleges previously attended: _____

<u>Admission Requirements</u>	<u>Completion Dates</u>
_____ Graduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Application for Candidacy
_____ S-5 Certification verified	_____ Departmental Oral Exam
_____ Letters of Reference	
_____ Personal Narrative	
_____ Department Interview (if required)	
_____ Date Admitted to Graduate School	
_____ 2 years of school counseling experience	

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
Guidance and Counseling Content Field (18 Hours)				
CEPD 6101 Psychology for Classroom Learning	3			
CEPD 8131 Advanced Theories or approved elective	3			
CEPD 8184 Research Seminar	3			
CEPD 8140 Advanced Group Counseling	3			
CEPD 8141 Clinical Supervision in Counseling	3			
CEPD 8190 Advanced Practicum or approved elective	3			
ELECTIVES/COGNATE AREA (9 HOURS)				
Each student must choose 3 of the following courses clearly indicating a specialty direction based on professional interest and goals. These courses or their substitutes must be approved by the advisor prior to registration.	3 3 3			
CEPD 6130 Behavior Modification				
CEPD 7132 Gestalt				
CEPD 7133 Transactional Analysis				
CEPD 7134 Family Therapy: Theory & Practice				
CEPD 7135 Cognitive Behavioral Therapy				
CEPD 7136 Play Therapy				
CEPD 6151 Psychological Appraisal				
CEPD 8150 Individual Psychological Testing				
CEPD 7185 Sexual Abuse Counseling				
CEPD 8183 Research Project				
EDRS 8402 Quantitative Research				
EDRS 8403 Qualitative Research				

Student Signature

Date

Advisor Signature

Date

OLD PROGRAM SHEET

Program Sheet and Plan of Study Ed.S in Guidance and Counseling emphasis Community Counseling

Department of Counseling and Educational Psychology
University of West Georgia

The Ed.S. Degree program in Community Counseling is designed for graduate students who currently hold a master's degree in counseling or a closely related field. It is expected that a prospective student will have taken, as a minimum, CEPD 6131, CEPD 7138, CEPD 6151, CEPD 6160, CEPD 6189, CEPD 6160, CEPD 6143, and EDRS 6301 (or their equivalents). A student who is admitted without having all these prerequisites will be expected to successfully complete them **before** proceeding with coursework in the Ed.S. program. These prerequisite courses will not count toward meeting degree requirements. Students who have not completed the master's degree in community counseling from the CEPD department must work closely with their advisors in developing a program that will meet the educational requirements for licensure in Georgia as an LPC. Courses such as CEPD 8102, CEPD 7111, CEPD 6141, CEPD 7112, and CEPD 6142 are strongly advised. The degree program requires 27 semester hours.

Name: _____ Student ID #: _____

Address: _____ Telephone: _____

Email: _____ Advisor: _____

Master's Degree/Major: _____

<u>Admission Requirements</u>	<u>Completion Dates</u>
_____ Graduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Application for Candidacy
_____ Letters of Reference	_____ Department Oral Exam
_____ Personal Narrative	Prerequisite Courses: _____ CEPD 6131
_____ Department Interview	_____ CEPD 7138 _____ CEPD 6140
	_____ CEPD 6151 _____ CEPD 6189
_____ Date Admitted to Graduate School	_____ CEPD 6160 _____ EDRS 6301
	_____ CEPD 6143

PLAN OF STUDY

I. REQUIRED CORE COURSES (15 SEMESTER HOURS)	HRS	GR	SEMESTER PLANNED	SUB
CEPD 8184 Research Seminar (Prerequisite: EDRS 6401 or equivalent and admission to Ed.S. Program)	3			
CEPD 8131 Advanced Theories of Counseling and Psychotherapy (Prerequisite: CEPD 6131 or equivalent and admission to the Ed.S. program)	3			
CEPD 6185 Internship: Community Counseling** (150 hours) (Prerequisite: CEPD 6189 or equivalent and admission to Ed.S. program)	3			
CEPD 8140 Advanced Group Counseling** (Prerequisite: CEPD 6160 or equivalent and admission to Ed.S. program)	3			
CEPD 8141 Clinical Supervision in Counseling (Prerequisite: Admission to Ed.S. program)	3			
II. ELECTIVE/COGNATE AREA (12 SEMESTER HOURS)**				
	3			
	3			
	3			
	3			

Total Hours 27

****IMPORTANT NOTE****

Ed.S. Elective courses **MUST** be selected in consultation with advisor and reflect student's professional counseling specialization (e.g., families, children, testing, etc). All Ed.S. Clinical work must be focused on professional counseling specialization or emphasize teaching/supervision. Below are elective courses from the CEPD department (courses may be selected from other departments to formulate a professional counseling specialization):

CEPD 6130 Behavior Modification
 CEPD 7133 Transactional Analysis
 CEPD 7135 Cognitive Behavioral Therapy
 CEPD 8150 Individual Psychological Testing
 CEPD 8183 Research Project
 EDRS 8402 Quantitative Research

CEPD 7132 Gestalt
 CEPD 7134 Family Therapy: Theory & Practice
 CEPD 7136 Play Therapy
 CEPD 7137 Sexual Abuse Counseling
 CEPD 8191 Advanced Practicum: Community Counseling
 EDRS 8403 Qualitative Research

Student Signature

Advisor's Signature

Date

Professional Counseling Specialization

PROPOSED PLAN OF STUDY

Program Sheet and Plan of Study

Ed.S. in Professional Counseling and Supervision
Department of Counseling and Educational Psychology
University of West Georgia

The Ed.S. degree program in Professional Counseling and Supervision is designed for practitioners who currently hold a master’s degree in counseling or a master’s degree in psychology. The degree requires completion of 27 semester hours and is designed to be completed in one year by students attending on a full time basis (9 hours/semester, including summer). Prospective students who are not employed in a school or community setting as counselors will be required to enroll in multiple internships as part of their degree program.

Prospective students with a master’s degree in psychology will likely be required to take several prerequisite courses before proceeding with the course work in the Ed.S. program. Those courses at a minimum include the following courses (or their equivalent as determined by the student’s advisor):

- CEPD 6131: Counseling Theories
- CEPD 6140: Introduction to Counseling Practice
- CEPD 6151: Psychological Appraisal
- CEPD 6160: Group Counseling
- CEPD 6189: Practicum: Community Counseling
- CEPD 7138: Multicultural Counseling and Education
- CEPD 7152: Research and Program Evaluation

Completion of these prerequisite courses will not count toward meeting degree requirements.

Name: _____ ID#: _____

Address: _____ Telephone: _____

Advisor: _____ email: _____

Master’s Degree/Major: _____

Current Licensure/Certification: _____

Completion Dates

_____ Initial Advising

_____ Application for Candidacy

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
CEPD 8131 Advanced Theories	3		FALL	
CEPD 8184 Research Seminar I (Prerequisite: CEPD 7152 or equivalent and admission to Ed.S. Program)	3		FALL	
CEPD elective (or CEPD 8189) approved by advisor	3		FALL	
CEPD 8194 Research Seminar II (Prerequisite: CEPD 8184 or equivalent and admission to Ed.S. program)	3		SPRING	
CEPD 8141 Clinical Supervision in Counseling (Prerequisite: Admission to Ed.S. program)	3		SPRING	
CEPD 8189 Advanced Internship (150 hours) (Prerequisite: Admission to Ed.S. program)	3		SPRING	
CEPD 8171 Current Issues in Counseling and Supervision	3		SUMMER	
CEPD 8140 Advanced Group Counseling (Prerequisite: CEPD 6160 or equivalent)	3		SUMMER	
CEPD elective (or CEPD 8189) approved by advisor	3		SUMMER	

Student Signature

Date

Advisor Signature

Date

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Management

College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

JAN 20 2010

Prefix Course Title Business Education Initial Certification 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 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):

See Attached Rationale

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 5/14/09
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 5/18/09
 Dean of College Date Dean of College (if cross listed) Date

[Signature] 11-17-09
 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).

[Signature] 2-17-10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

INITIAL CERTIFICATION PROGRAM SHEET (9-29-08)

ABED 3106 INTEGRATION

Rationale

Content from this course will be integrated into ABED 4118, Web Page Design, based on the new, 2007 Georgia Performance Standards curriculum.

ABED 4117 REQUIREMENT CHANGE

Rationale

Content from this course has been revised and approved by the College of Education to meet the PSC Special Technology Requirement to prepare ABED students with the skills and content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. This course must be taken at the University of West Georgia to meet the PSC certification requirements.

ABED 4118 REQUIREMENT CHANGE

Rationale

By requiring a Web Page Design course, ABED majors will develop updated skills required by the new, 2007 Georgia Performance Standards curriculum. Students will acquire specific, advanced content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. Content from ABED 3106 will be integrated into this course.

CEPD 2102 DELETION

Rationale

This College of Education course is no longer required for non-degree certification programs.

SEED 2271 DELETION

Rationale

This College of Education course is no longer required for non-degree certification programs.

SPED 2706 NAME/NUMBER CHANGE

Rationale

This course name and number has been changed by the Board of Regents to SPED 3715, The Inclusive Classroom: Differentiating Instruction, a required course for certification.

HC

Proposed

**UNIVERSITY OF WEST GEORGIA
BUSINESS EDUCATION INITIAL CERTIFICATION**

Date:	GPA:
Name:	SS#
Address:	City, State ZIP
Home Phone:	Work Phone:
GACE Basic Skills: – Math: Reading: Writing:	Exemption Scores:
Email:	GACE Content:
Student's Signature:	Date:

AREA A: COLLEGE OF BUSINESS COURSES

	ABED	3100	Business Communication	Grade:
EE	ABED	3104	Document Processing	Grade:
EE PRE	ABED	3160	Advanced Keyboarding	Grade:
①	ABED	4117	Technology Support Systems	Grade:
	ABED	4118	Web Page Design	Grade:
TE	ABED	4507	Curriculum in Business Education	Grade:
TE	ABED	4537	Methods in Teaching Business Education	Grade:
	ACCT	2101	Principles of Accounting I	Grade:
	ACCT	2102	Principles of Accounting II	Grade:
	BUSA	2106	Legal Environment of Business	Grade:
	CISM	2201	Fundamentals of Computer Applications	Grade:
	ECON	2105	Principles of Macroeconomics	Grade:
	ECON	2106	Principles of Microeconomics	Grade:
TE	ABED	*	Teaching Internship (ABED 4586, 4587, 4588 – See information below)	Grade:
TE	ABED	*	Teaching Internship (ABED 4586, 4587, 4588 – See information below)	Grade:
TE	ABED	4589	Teaching Seminar	Grade:

AREA B: COLLEGE OF EDUCATION COURSES

TE	CEPD	4101	Educational Psychology	Grade:
TE	SPED	3715	The Inclusive Classroom: Differentiating Instruction	Grade:

BUSINESS EDUCATION	DATE	CURRICULUM & INSTRUCTION	DATE

EE –Exemption Exam: Contact the Director of Business Education to schedule an Exemption Exam.

PRE – Prerequisite required: A minimum grade of C in a beginning technical college keyboarding course or an exemption timing of at least 35 words a minute.

TE – Admission to Teacher Education required. GACE Basic Skills or exemption scores must be submitted to COE prior to enrollment in the courses.

****Teaching Internship** courses depend on whether or not the candidate is teaching on a provisional license.

---Provisional License: Teaching Internship – 2 semesters – ABED 4587 and 4589, 1st Semester; ABED 4588, 2nd Semester

----Non-Provisional: Teaching internship – 1 semester – ABED 4586 and 4589

Deadline Dates: Application for Field Experience form due to the COE

----Fall Teaching Internship = February 1 prior to Fall Semester

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Admission to Teacher Education is a prerequisite for ABED 4507, 4537, 4586, 4587, 4588, 4589, CEPD 4101, and SPED 3715.

ABED 4507 and 4537 and Area B courses must be taken prior to the teaching internship.

①ABED 4117 has been approved by the College of Education to meet the PSC Special Technology Requirement (STR) and must be taken at UWG.

Candidates must successfully meet all program/COE requirements and pass the content-specific GACE exam **prior** to recommendation for certification.

This agreement reflects an analysis of official transcripts. This program sheet will be deemed invalid should discrepancies be noted in official transcripts submitted.

Current

**UNIVERSITY OF WEST GEORGIA
BUSINESS EDUCATION INITIAL CERTIFICATION**

Date:		GPA:	
Name:		SS#	
Address:		City, State ZIP	
Home Phone:		Work Phone:	
Praxis I – Math:	Praxis I – Reading:	Praxis I – Writing:	Exemption Scores:
Email:		Praxis II:	

AREA A: COLLEGE OF BUSINESS COURSES

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EE	ABED	3104	Document Processing	Grade:
EE	ABED	3106	Desktop Publishing	
	OR			Grade:
EE	ABED	4118	Web Page Design	
EE PRE	ABED	3160	Advanced Keyboarding	Grade:
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AREA B: COLLEGE OF EDUCATION COURSES

AP	CEPD	2102	Developmental Psychology	Grade:
TE	CEPD	4101	Educational Psychology	Grade:
AP	SEED	2271	Introduction to Secondary Education	Grade:
AP	SPED	2706	Special Education	Grade:

BUSINESS EDUCATION	DATE	CURRICULUM & INSTRUCTION	DATE

EE –Exit Exam: Contact the Director of Business Education to obtain an exit exam to test out of the course(s).

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 ABED 4507, 4537, and Area B courses must be taken prior to the teaching internship.

AP – Advisor Permission required with form verifying GPA to COE/Registrar. See Business Education Advisor.

Course or Program Addition, Deletion or Modification Request

Department: Marketing and Real Estate

College: Richards College of Business

RECEIVED

Current course catalog listing: (for modifications or deletions)

JAN 20 2010

Prefix Course Title Business Education Initial Certification 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 checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL
<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):

See Attached Rationale.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)

Effective Date*: Fall 09 / 2009-2010 **JAN**
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature] 8/26/09
Department Chair Date Department Chair (if cross listed) Date

[Signature] 9-1-09
Dean of College Date Dean of College (if cross listed) Date

[Signature] 1-12-10
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).

[Signature] 2-17-10
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

INITIAL CERTIFICATION PROGRAM SHEET (12-15-09)

ABED 3106 INTEGRATION

Rationale

Content from this course will be integrated into ABED 4118, Web Page Design, based on the new, 2007 Georgia Performance Standards curriculum.

ABED 4117 REQUIREMENT CHANGE

Rationale

Content from this course has been revised and approved by the College of Education to meet the PSC Special Technology Requirement to prepare ABED students with the skills and content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. The state technology requirement also may be satisfied by taking MEDT 3401 at UWG or completing a PSC-approved course.

ABED 4118 REQUIREMENT CHANGE

Rationale

By requiring a Web Page Design course, ABED majors will develop updated skills required by the new, 2007 Georgia Performance Standards curriculum. Students will acquire specific, advanced content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. Content from ABED 3106 will be integrated into this course.

CEPD 2102 DELETION

Rationale

This College of Education course is no longer required for non-degree certification programs.

SEED 2271 DELETION

Rationale

This College of Education course is no longer required for non-degree certification programs.

SPED 2706 NAME/NUMBER CHANGE

Rationale

This course name and number has been changed by the Board of Regents to SPED 3715, The Inclusive Classroom: Differentiating Instruction, a required course for certification. SPED 3715 does not require prior admission to the Teacher Education Program for enrollment.

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Candidates must successfully pass the Praxis II exam before certification is granted by the State of Georgia.
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Sandra Thompson <sandthomp@gmail.com>

FW: Initial Certification in Business Education

Nancy Lott <nlott@westga.edu>

Tue, Aug 25, 2009 at 11:40 AM

To: Sandra Thompson <sandthomp@gmail.com>, fraztrot@westga.edu

Cc: Alexa North <anorth@westga.edu>, Salil Talpade <stalpade@westga.edu>, sthompso@westga.edu,

Faye McIntyre <fmcintyre@westga.edu>

Elmira Eidson, Admin Assistant from History said she forwarded the packet from us in May. She called the College of Education to see who to sent the packet to , but does not remember the person's name. Sandra would you please have Karen recreate the paperwork?

Nancy

*Paperwork
redone on 8/25/09
(kl)*

*Initial
Certification
Program
Sheet*

From: Sandra Thompson [mailto:sandthomp@gmail.com]

Sent: Tuesday, August 25, 2009 9:09 AM

To: fraztrot@westga.edu

Cc: Nancy Lott; Alexa North; Salil Talpade; sthompso@westga.edu

Subject: Re: FW: Initial Certification in Business Education

[Quoted text hidden]

Spam

Not spam

Forget previous vote

Addendum VI

Current Faculty

Who Were Senate Members 2007-2010

Aanstoos, Chris – Psychology

Austin, Adrian – Economics

Best, Ron – Accounting and Finance

Boldt, David – Economics

Bray, Marty – Media and Instructional Technology

Chowns, Tim – Geosciences

Crean, Eilis - Art

Donohoe, Janet – Philosophy

Elman, Shelly – Mass Communications and Theater Arts

Epps, Cynthia - Nursing

Gantner, Myrna – Ed. Leadership

Harkins, Donna – Curriculum and Instruction

Hasbun, Javier – Physics

Hazari, Sunil – Management

Hendricks, Randy – English and Philosophy

Hodges, Charles – Accounting and Finance

Holland, Laurel – Sociology and Criminology

Huff, Chris – Library

Kirk, Perry – Art

Lloyd, William – Computer Science

Luken, Paul – Sociology and Criminology

MacKinnon, Aran – History

Mayer, James – Geosciences

McCord, Dawn – Music

Moffeit, Kathy – Accounting and Finance

Packard, Abbot – Educational Leadership and Professional Studies

Payne, Greg – Biology

Pencoe, Nancy – Biology

Ramanathan, Hema – Curriculum and Instruction