Memorandum

To: General Faculty

Date: November 11, 2015

Regarding: Agenda, Faculty Senate Meeting, November 13 at 3:00 p.m., TLC 1-203

The agenda for the November 13, 2015 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes for October 9 (see Addendum I)

4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)
Action Items (see Addendum II)**:**

  A) College of Arts and Humanities

    1) Foreign Languages Department

      a) FREN 3211 Topics in French Culture
        Request: Modify

      b) Bachelor of Arts with a Major in Foreign Languages and Literatures
        Request: Modify

    2) Theater Department

      a) Minor in Theater
        Request: Modify

  B) College of Social Sciences

    1) Political Science Department

      a) POLS 2401 Global Issues
        Request: Add

    2) Psychology Department

      a) Bachelor of Science with a Major in Psychology
        Request: Add

  b) PSYC 2003 Statistics in Psychology
   Request: Add

  c) PSYC 2220 Qualitative Research Methods
   Request: Add

  d) PSYC 2230 Quantitative Research Methods
   Request: Add

  e) PSYC 4884 Integrative Seminar
   Request: Modify

Information Items:

A) College of Education

 1) Leadership and Instruction

  a) Bachelor of Science with a Major in Physics/Secondary Education
   Request: Terminate

B) College of Nursing

 1) NURS 4525 Professional Practice Issues and Concepts
  Request: Modify

 2) NURS 4527 Nursing Leadership in Healthcare Communities
  Request: Modify

Committee II: Graduate Programs Committee (Dawn McCord, Chair)
Action Items (see Addendum III)**:**

A) College of Education

 1) Educational Technology and Foundations course proposals

  a) EDRS 7101 Program Evaluation I: Introduction to Program Evaluation
   Request: Add

  b) EDRS 9101 Program Evaluation I: Introduction to Program Evaluation
   Request: Add

  c) EDRS 7102 Program Evaluation II: Program Evaluation Development
   Request: Add

  d) EDRS 9102 Program Evaluation II: Program Evaluation Development
   Request: Add

e) [EDRS 7103 Program Evaluation III: Program Evaluation Implementation](#)
Request: Add

f) [EDRS 9103 Program Evaluation III: Program Evaluation Implementation](#)
Request: Add

2) Program proposals

a) [Program Evaluation Certificate Program](#)
Request: Add

b) [Master of Education with a Major in Educational Leadership (MED)](#)
Request: Modify

c) [Educational Leadership Tier One Certificate-Only](#)
Request: Add

Information Items:

A) College of Education

1) [Program: Specialist in Education with a Major in Early Childhood Education](#)
Request: Modify
Modification details: Ed. S. in Early Childhood Education—change in delivery format to more than 95% online

Committee IV: Academic Policies Committee (Shelly Elman, Chair)
Action Items (see Addenda IV-V)**:**

A) Math Substitution Policy (Addendum IV)

B) LEAP Resolution (Addendum V)

C) Summer Session Grades Due Policy

The APC set and approved three deadlines for the four main summer sessions:

Maymester: Grades will be due 48 hours after the final exam day.

June Session: Grades will be due 48 hours after the final exam day.

June & July/July Sessions: Grades will be due 48 hours after the last final exam day.

Committee XIII: Rules Committee (Sue Welch, Chair)
Action Item (see Addendum VI)**:**

A) Faculty Senate Census

The Senate Composition Review subcommittee requested verification of the faculty count for the Faculty Senate census from each dean, associate dean, or assistant dean of each college or academic unit (that is, one person from each of these colleges or units: COAH, COSM, COSS, COE, RCOB, SON, and Ingram Library). An email was sent from each of these individuals to the subcommittee verifying the faculty count on behalf of the college or academic unit or adding any corrections that need to be made. Based upon the results of the census, a final Senate composition was created. The Rules committee voted to approve the Faculty Senate census.

5. Old business

6. New business

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Draft Minutes

October 9, 2015

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:04 p.m.

2. Roll Call

Present
Nancy Pencoe (substituting for Banford), Boldt, Christine Johnson (substituting for J. Butler), Robert Kilpatrick (substituting for Connell), L. Crafton (substituting for L. Miller), Elman, Farran, Faucette, Fujita, Chris Berg (substituting for H. Gerhardt), Insenga, Christie Johnson, Lee, Lopez, Mbaye, McCullers, McKendry-Smith, Mindrila, D. Neely, Mary Reid (substituting for Ogletree), Li Yang (substituting for Remshagen), L. Robinson, C. Samples, Schoon, Angela Pashia (substituting for C. Schroer), Self, M. Snipes, Stanfield, Sterling, D. Stuart, Trotman Scott, Mark Parrish (substituting for Varga), Velez-Castrillon, S. Welch, D. Williams, Frances Chumney (substituting for Willox), Xu, L. Yang (substituting for Remshagen), Yates

Absent
Blair, DeFoor, Griffith, McCord, McGuire, J. Roberts, Seay, Tefend, S. Webb

3. Minutes: a motion was made and seconded to approve the minutes of September 11, 2015.

Item approved unanimously by voice vote.

4. Committee reports

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

  A) College of Arts and Humanities

   1) Art Department

       a) ART 3400 Graphic Design Survey for Non-Majors
           Request: Add

Item approved unanimously by voice vote.

   2) Foreign Languages Department

       a) Bachelor of Arts with a Major in Foreign Languages and Literatures
           Request: Modify

Item approved unanimously by voice vote.

B) College of Social Sciences

    1) Anthropology Department

        a) ANTH 2003 Introduction to Physical Anthropology
           Request: Modify

Item approved unanimously by voice vote.

Committee II: Graduate Programs Committee (Lama Farran for Dawn McCord, Chair)
Action Items:

  A) College of Education

    1) Clinical and Professional Studies

        a) CEPD 8138 Advanced Multicultural Counseling
           Request: Add

        b) CEPD 8152 Consultation, Collaboration and Program Developments in Counseling
           Request: Add

        c) CEPD 8156 Designing Effective Programs
           Request: Add

        d) CEPD 8185 Professional Research Writing
           Request: Add

These four items were taken together and approved unanimously by voice vote.

  B) Challenges and Opportunities in UWG Graduate Studies

    1) Preamble: In light of the current growth in graduate programs at UWG and across the state of Georgia, the GPC is proposing that the university look at graduate needs and best practices in graduate studies.

        The Graduate Programs Committee recommends that the institution develop an organizational structure to support and promote graduate education. We affirm the quality of work in graduate studies across campus but believe that a more central structure such as a College/School of Graduate Studies would strengthen graduate programs in the current culture of scholarship, growth, and innovation. This structure should collaborate with colleges and programs to market programs, recruit potential students and support those who enroll, and advocate for the development and support of graduate programs in alignment with the UWG Strategic Plan.

Denise Overfield and Micheal Crafton led the discussion. UWG has about 2000 graduate students. Dr. Overfield commented that the breakup of the former Graduate School created more problems and there have been inconsistencies in policies across campus. Dr. Crafton said that the re-creation of a Graduate School would make UWG more like other schools of our size. There are serious implications for the

deficiencies in the present model. The proposed structure supports what's working well and will help us address what is needed. Of centralized v. decentralized models, a hybrid model is common. Dr. Overfield said that she thinks the new model should have components regarding admissions and financial aid.

Item approved unanimously by voice vote.

Information Items:

A) College of Education

1) Master of Education with a Major in Art Teacher Education (MED) is being terminated.

2) Master of Education with a Major in Secondary Education (MED) is being deactivated.

3) Specialist in Education with a Major in Professional Counseling will be delivered 100% online.

Committee VIII: Technology Committee (Craig Schroer, Chair)
Information Item:

A) Discussion of Plante Moran ITS Assessment Report and campus responses (from Committee minutes)

https://docs.google.com/a/westga.edu/spreadsheets/d/1Gx-OiUWv-jbKt2jIh92-95ptjwTYsaBIuQj6XrxhfVs/edit?usp=sharing

- 19 comments received from UWG faculty and staff in response to the Plante Moran report
    - 5 were supportive of the report and new VP position
    - 5 were negative.
    - Remaining comments couldn't be tallied as strictly positive or negative.
- The Tech Committee favors the creation of a new VP position in conjunction with Kathy as CTO
    - VP could direct strategic approach to IT on campus
    - VP would have "place at the table" with top university admin and planning
    - VP would need to understand, represent, and communicate faculty, staff, and student IT concerns
    - VP will improve our situation only if top admin listen to them when making decisions
- The Tech Committee would like to have a voice in the drafting of the VP for IT job position
- Tech Comm discussed prevalence of having both a CTO and VP among our peer institutions (several have both positions)
- Discussion of whether to go outside UWG for VP search (it was roundly agreed that someone from outside of UWG would be best)
- There are still concerns about the level of funding for ITS at UWG, an example being the limited funding available for training of ITS staff (although Kathy shared that funding has been supplemented in the past couple of years).

There was no further discussion at the meeting on this item.

Committee XII: Budget Committee (Andrea Stanfield, Chair)
Information Items:

   A) Budget update (Kyle Marrero)

The budget process has moved from the departments through the colleges and is now at the divisional/VP level, where they are working on prioritization and needs.

The USG is funded per FTE formula. It is expected due to growth that there will be a $36M addition to the University System budget and $18M in M&O and Fringe (healthcare) increases, increasing the overall USG state allocation to $2.02B. Last year there only $7.6M in growth money available, of which we received $1.5M in new money; last year we got what we asked for, plus. This year's record enrollment is 12,829 students, which is a 5.2+ increase in student growth. There's a little more in graduate student growth and a record number of freshman. The Chancellor will be asking for a 3% across-the-board raise (delivered based on merit as in the past two years). Considering the number of USG employees, it would be $60M in funding ($20M per percentage point), and $450M to fund for all state employees.

Budget requests are due October 21. President Marrero will be ready to show specific budget request lines in two weeks, so look for the complete budget request to be presented at the next Faculty Senate meeting. We'll be asking for a 9% graduate tuition increase and a 2.5% undergraduate tuition increase, which would equate to $350,000 and $1.1M respectively. Due to growth, we are projecting approximately $950,000 of revenue to book for FY17.

The president mentioned that UWG will be receiving the Institution of the Year Award at the upcoming Chancellor's Service awards; we don't know yet if it's the gold, silver, or bronze, but it acknowledges our efforts in Engage West, recognizing us as one of the top three institutions of the System. Dr. Marrero also said that we will receive on October 25 from AASCU the national award in the Leadership Development & Diversity category.

The president identified three budget priorities: 1) promotion and tenure will be funded out of growth money (Tier 4), from centralized funds, not out of the vacancy pool; 2) commitment to contributing to salary equity; 3) and an increase in unit operations funding. In the last two years 73 FTE were increased without additional operational funds for the units in which these positions were funded, thus the recommendation for operational funds. In our current presentation to the USG staff, Tier 1 will have $4.7M in prioritized needs; if we get that out of the $36M available, that will be great. Dr. Marrero mentioned an opportunity may exist for faculty who have lost jobs in the state, like in Valdosta. He also briefly talked about updating the CUPA sampling of 680 institutions and dialogue aimed at attacking compression at associate and professor ranks.

The president's budget presentation to the USG will be the first week of December. He'll have 45 minutes to make our case.

Committee XIII: Rules Committee (Sue Welch, Chair)
Information Item:

   A) Update on the Policy Task Force (http://www.westga.edu/policy): drafting, revising, and
       maintaining institutional policies (Jane Simpson)

Dr. Kramer introduced the topic, explaining that a variety of policies are located everywhere on our website. The Policy Task Force (PTF) is compiling a topic index, called a Proposed Policy Index, on their website, and is asking for comment on Policy 1.2 and Procedure 1.2.1. The Rules Committee of Faculty Senate, led by Sue Welch, is partnering with the PTF, chaired by Dan Lewis, to accomplish the work of (essentially) cataloging and cross-referencing the existing policies.

Jane Simpson (University Counsel) explained that there are five reasons for this initiative:
1. SACS compliance;
2. to make possible to revise and update policies as needed;
3. reorganization for easier access;
4. de-dup and resolve conflicts;
5. develop formatting for consistency among policies.

It was emphasized that the PTF and the Rules Committee do not have the authority to write policy; they may only make recommendations to the president.

Ms. Simpson asked the Faculty Senate to consider the question: does the policy index work?   The proposal for the process is 1.2.1, and this is for **institutional** policy (not, for example, departmental-level policy).

Dr. Boldt expressed a concern about having the University Counsel sign off on every institutional policy; we don't want to create a bottleneck. The reply indicated that the workload to sign off on proposed new policies in the future should not be onerous.

Dr. Kramer recommended having the PTF changed from an ad hoc group to a permanent committee with Faculty Senate representation.

Faculty are encouraged to talk with Dr. Kramer or Dr. Welch about any questions or concerns.

5. Old business: none.

6. New business

   A) Update on Move On When Ready (MOWR) and changes to the Advanced Academy (Kyle Marrero, Micheal Crafton, Michael Hester)

Dr. Marrero apologized for the lack of consultation with the faculty about changes to the Advanced Academy (AA). Historically, it had not been on the Faculty Senate agenda in the last 20 years, but he still expressed regret.

Dr. Marrero talked about the socialization and dialogue process with Deans, VPs, Cabinet and Innovation Squad. Due to new legislation, Move on When Ready Georgia resident students paid $0 tuition and books. In the past (2002), the AAG had 103 students. This year it is 41, with 40-50 being common in recent years. There was no non-resident option. He described the program as a "marvelous distinction" to raise the level of student success.

The president explained the financial ramifications associated with the AAG. Dual enrolled students have increased from 30 to 365 now (of which 110 are in Newnan) and about 500 expected next year. There is one FTE staff for the dual enrolled students, whereas the AAG has 4 FTEs (including an RA) to serve the 41 students. The president mentioned that the changes were discussed with the vice presidents,

the cabinet, Innovation Squad (twice), and the deans, and all agreed. In order to define full immersion MOWR, the new AAG students will keep the high admissions standard and remove the residency requirement. It will still be a special program.

A total of 16 of the 41 in AAG are the current class. They will be allowed to complete through Spring 2017 with the residency option, but not the new students beyond this year. It is possible that a host family situation among alumni could house the new AAG for international and out-of-state students. This gives the University arm's-length distance for the risk, contrasted to the University risk for on-campus students. The president identified two questions to consider as we move forward: 1) is our brand (reputation) strong enough; and 2) is the quality among the area high schools sufficient? The changes should allow UWG to keep the tenets without the risk liability. It's a matter of striking a balance between financial and legal responsibility and our reputation.

B) Update on the LEAP Initiative and the USG New Models of Learning Initiative (Micheal Crafton)

Dr. Crafton echoed his support for the AAG decision.

Dr. Crafton explained that the USG New Models of Learning Initiative is being promoted by the Chancellor's Office. We were a part of it through eCore, which went from 6000 last year to 9000 enrollments this year. Both eCore and eMajor will be promoted. Dr. Crafton noted that eCore reports to Melanie Clay (not to him). The eMajor initiative is an online consortium of institutions that come together to offer a degree when there are not enough students in that major at one particular institution. It is an adult degree completion program. Since UWG did well with eCore, eMajor is now headquartered here. They are administered for the USG by West Georgia; they're not our programs. The promotion of these programs is congruent with competency-based education (CBE).

The American Association of Colleges and Universities developed LEAP as an initiative to promote and affirm the quality of liberal education in all programs. Dr. Crafton sees it as a quality assurance program. It has also been endorsed by the chancellor and the governor. It has been approved in 16 other states.

Faculty may look for a resolution to be presented at a future Faculty Senate meeting for endorsement.

7. Announcements

A) Elizabeth Kramer and Julia Farmer will be attending the USG Faculty Council meeting in Savannah on Oct. 24th.

8. Adjournment

The meeting adjourned at 4:52 p.m.

Respectfully submitted,
Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Course View (Read Only)

Originator

Foreign Languages Department	College of Arts and Humanities	Kilpatrick, Robert
Department	College	Originator

What would you like to do?

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

Modifications

☑ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☑ See Comments   Senate Action Item

(See Procedure)

Course Details

FREN	3211	Topics in French Culture
Prefix	Number	Course Title

Introduction to contemporary French and Francophone culture through the study of films, popular music, media, newspapers art, and/or television shows.

Course Catalog Description

3.00		3.00	Spring - 2016	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

FREN 2002   Minimum Grade: C or FRE 104   Minimum Grade: C

Corequisites

Rationale

We offer this course every fall, as part of our exchange program at the Université François-Rabelais, and during our summer study abroad program. It is possible for students to take FREN 3211 four times within the space of 2-3 years and this change will make each of those courses count on their transcripts without having to request special permission from the Provost/Registrar. Currently, the course only counts once for credit.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Modify catalog language for FREN 3211 (Topics in French culture) to read, "May be taken up to four times for credit with different content."

The content for FREN 3211 is entirely different every time it is taught. This modification will be in effect for any and all FREN 3211 courses involving different content as identified by the title and/or subject matter, regardless of when the credit was earned, and up to the limit.

College Approvals

Robert Kilpatrick   [APPROVED 2015-09-19]

Chair, Course Department

Pauline Gagnon   [APPROVED 2015-10-27]

Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED 2015-11-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Program View (Read-Only)

Attachments
Current File: Final version of proposal for revised core area F (double majors).docx

Originator

College of Arts and Humanities	Foreign Languages Department	Kilpatrick, Robert
College	Department	Originator

What would you like to do?
○ Add New Program ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Reactivate Existing Program

Modifications
☐ Program Name ☑ Program Description ☐ Degree Name ☑ See Details
☐ Senate Action Item (See Procedure)

Program Selection

College of Arts and Humanities	Bachelor of Arts with a Major in Foreign Languages and Literatures
College	Program

Bachelor of Arts with a Major in Foreign Languages and Literatures
Program Name

Bachelor of Arts
Degree Name

On Campus	Undergraduate
Program Location	Degree Level
Spring 2016	
Effective Semester/Year	

Modification Details

Change Core Area F and major requirements to include two options (see attachment), one of which will better accommodate double majors

(Max 4000 characters)

Rationale

A major in Foreign Languages and Literatures can complement any other major on campus by adding a strong international and cross-cultural dimension. We want to make this option more accessible to students. This change would also be in line with recent changes to area F recommendations for FLL degrees within the USG:

1) To advance proficiency in a spoken language other than English

2) To gain foundational knowledge in a discipline that would be complementary to the foreign language major

*we consider ANY UWG discipline to be complementary to a degree in FLL.

(Max 4000 characters)

Attachments
Current File: Final version of proposal for revised core area F (double majors).docx

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? YES (See Policy)
Present or Projected Annual Enrollment: 65

Comments

area F and major requirements will not change for students enrolled in a teacher certification programs (French or Spanish)

(Max 4000 characters)

College Approvals

Pauline Gagnon   [APPROVED 2015-10-08]
Chair, Course Department

Pauline Gagnon   [APPROVED 2015-10-27]
Dean, College of Arts and Humanities

Other Approvals

Cale Self   [APPROVED 2015-11-06]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Modification for Minor in Theatre

Requirements for a **minor in theatre** equals 18 credit hours and are as follows:

3 hours	Performance and Production THEA 1111 or 1112 or 2111 or 2112 or 3111 or 3112
3 hours	THEA 2100 Play Analysis
3 hours	THEA 2291 Acting I **OR THEA 2214 Concepts in Theatre Design**
3 hours	THEA 3357 Theatre History I or 4457 Theatre History II
6 hours	Upper Level Electives (Must be 3000-4000 level THEA courses, choose two.)

Course View (Read Only)

Attachments
Current File: pols2401_syl.docx

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

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

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☑ See Comments   Senate Action Item
(See Procedure)

Course Details

POLS	2401	Global Issues
Prefix	Number	Course Title

This course introduces the student to contemporary issues in international affairs. It is designed for those who have no prior knowledge of international relations or global issues. We will examine some of the most pressing, political, environmental and economic problems currently facing the global community today. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems.

Course Catalog Description

3		3	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

The course is an introduction to globalization, global problems, and attempts at addressing global problems. The course supports the internationalization and critical thinking goals of the core and also incorporates both written and oral communication in the form of a video-based presentation and regular blog posts. This course is part of an effort to bring the POLS curriculum at UWG into line with what is offered at other USG schools. This course is a commonly offered course as Core Area B-2 in the USG and is part of the standard course name and number system for the Core Curriculum published by the USG. This course addition constitutes both the addition of this course to the course offerings and a request to add this course to Area B-2 of the Core. While most B-2 courses are 1 or 2 units, this course is normally offered as a 3-unit course at other universities. This course would also meet the Global Perspective and Critical Thinking Overlay Requirements of the Core. The 3-unit standard will also allow the course to serve as an area F course for Political Science majors and other social science majors with a breadth requirement.

Planning Info

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

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

Present or Projected Annual Enrollment: 80

Comments

THIS IS A REQUEST TO ADD THE COURSE TO THE CATALOG AND TO CORE AREA B-2.
This request should be routed to the appropriate committees for both
undergraduate programs and the Core.

Attachments

Current File: pols2401_syl.docx

College Approvals

J. Salvador Peralta [APPROVED 2015-10-29]

Chair, Course Department

Amber Smallwood [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

POLITICAL SCIENCE 2401 – GLOBAL ISSUES
University of West Georgia

Instructor: Gregory C. Dixon   Office: Pafford 125
Email: gdixon@westga.edu   Office Hours: TBD

COURSE DESCRIPTION:
This course introduces you to contemporary issues in international affairs. It is designed for those who have no prior knowledge of international relations or global issues. We will examine some of the most pressing, political, environmental and economic problems currently facing the global community today. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems. The first part of this course will introduce basic concepts and key actors on the international stage while the second half will explore several pressing global issues.

REQUIRED LEARNING RESOURCES:

Author	Title	ISBN	Edition	Publisher
D'Anieri, Paul	*International Politics: Power and Purpose in Global Affairs*, digital edition with MindTap	9781133?????	4th	Cengage
Economist Newspaper	12-week subscription, available at: https://subscriptions.economist.com/NAM/SRCH/G/STU/?cid1=d/se/google/sub/none/n/paid/none/none/Elite/theeconomiststudentsubscription/sub/na/stu&gclid=CPDy98y448gCFZYkgQod5aQKPQ			

Additional learning resources will be placed in CourseDen

LEARNING OUTCOMES:
- Identify key actors in the global arena including state and non-state actors.
- Identify key issues facing the global community
- Identify significant current international events and relate them to themes of the course.
- Evaluate core concepts such as sovereignty, security, development, and sustainability.
- Develop and debate alternative solutions to global issues.
- Evaluate the relationships between local and global issues.
- Evaluate the role of individual engagement in addressing global issues
- Prepare and deliver an effective video presentation on a specific global issue.

GRADING:
- Online Exercises   500 points   900 and up **A**
- Video project   800 - 899 B
  - PowerPoint script   60 points   700 - 799 C
  - Final Video   160 points   600 - 699 D
- Current Events Blog (7 entries)   280 points   599 and under F

NATURE OF THE ONLINE EXERCISES:
In the MindTap online platform there are exercises that align to the chapters of the textbook every week. Students are required to complete the exercises each week. At the end of the semester, the total percentage score for the MindTap exercises will be multiplied by 500 points to provide the total points for the online assignments.

CURRENT EVENTS BLOG:
Students are required to subscribe to the *Economist Newspaper*. Every two weeks the students are to submit a blog entry related to global issues based on an article in the *Economist*. The blog assignment will be between 250 and 500 words in length. Details of the blog assignment in can be found the Course Guide posted in CourseDen.

VIDEO ASSIGNMENT:

Students will be divided into groups. The group will produce a short video introducing one of the global issues in the course. The video will be between 2 and 3 minutes long. The students will submit a script for the video in the form of a PowerPoint presentation as well as the final version of the video. Details of the video assignment can be found the Course Guide posted in CourseDen.

MISSED OR LATE ASSIGNMENTS:
Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

CLASS PARTICIPATION:
It is expected that students will participate in the discussion. Education is not simply a one-way process. The discussions will be based on the cases in the Snow textbook. Students are expected to participate on a regular basis. In addition, students are expected to attend the in-class presentations of student research.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:
Students with special needs as identified by the University of West Georgia will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Please note that accommodation in the group project may be problematic without informing group members of the nature of the special need. If the special need includes issues of privacy that cannot be accommodated within the group framework, students must inform the professor, in writing as soon as possible. In such cases, an alternative assignment will be used for the relevant portion of the student's grade.

ATTENDANCE:
Attendance will not be taken and is not required as part of the course grade. However, this course is based on discussion and students who do not attend the class generally do poorly. The professor reserves the right to install an attendance component if attendance during the in-class paper presentations do not have enough students in attendance.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:
Students are advised that the professor will not remind them of add, drop, or any other university deadline. The professor does not administratively drop students from the course except for serious violations of the student conduct code. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

ASSUMPTION OF ADULTHOOD:
This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:
On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience _truly exceptional_ life events may be made if the circumstances warrant.

INCOMPLETE GRADES:
Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

PRIVACY RIGHTS AND EMAIL CONTACT
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material,

lectures, etc. may be asked via email, but only through the student's official university accounts. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:
There will be *NO* extra credit given in this course beyond the simulation score.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:
Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times. Actions that create a "hostile environment" in the classroom in any manner will not be tolerated. This includes actions aimed at students, faculty, staff, and other employees of the university.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:
All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on *any* assignment will receive an F *in the course* (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for *any and all* violations of the University of West Georgia Honor Code regardless of the value of the individual assignment**. If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:
The University of West Georgia requires that instructors state an inclement weather policy. In-person class meetings will be held on dates when the University is open. Students are advised to make themselves aware of the UWG Emergency Closing Policy found on the UWG website. This policy is intended to make students aware of weather related and other emergency closings on campus.

STUDENT ENGAGEMENT:
The University of West Georgia requires that instructors evaluate student "engagement" in the early weeks of a course. The University does not provide a definition of "engagement" and leaves the task of determining "engagement" up to the individual professor. Students who fail to "engage" in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from, and unrelated to, the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:
The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. As attendance is not taken in this course, the professor will not track whether or not you are present on a given day. "Last Attended" reporting will be based on the following standard: 1) the withdrawal date for students who have withdrawn, 2) the last date of a submitted assignment in the course, or 3) the second Friday of the semester (in the case of no assignments submitted and no withdrawal from the course). Please note that the report of the second Friday of the semester may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

GOVERNMENT COMPLIANCE STATEMENTS:
ADA Statement:
"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:

"No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG."

Affirmative Action Statement:
"University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students."

UWG COMMON SYLLABUS LANGUAGE:
This syllabus includes the UWG Common Syllabus Language that can be found at:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

MODIFICATIONS TO THIS SYLLABUS:
The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:
By remaining enrolled in the course after the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

Program View (Read-Only)

Attachments
Current File: CSS-B.S. Proposal.doc

Originator

College of Social Sciences	Psychology Department	Dillon, James
College	Department	Originator

What would you like to do?

● Add New Program   ○ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Details
☐ Senate Action Item   (See Procedure)

Program Selection

College of Social Sciences	Psychology Department
College	Department

Bachelor of Science with a Major in Psychology
Program Name

Bachelor of Science
Degree Name

On Campus	Undergraduate
Program Location	Degree Level
Fall 2016	
Effective Semester/Year	

Modification Details

This proposal calls for the creation of a Bachelor of Science Degree with a Major in Psychology. The program goals, learning outcomes, and list of required courses are contained in the attached file. The program also contains several new courses in psychology. These new course requests have been filed separately through CSS.

(Max 4000 characters)

Rationale

As a result of our five-year program review in 2014, the Psychology Department decided that one of its major priorities was to have all undergraduate students formulate a formal research proposal in their 2000 level psychology gateway course and then to conduct an original research project in their capstone seminar as seniors. We decided that changing the curriculum from a Bachelor of Arts to a Bachelor of Science would be the best way to help us achieve these research-focused goals goals.

In our new B.S. curriculum, we changed several program goals to focus on research, scientific thinking, reading research, as well as formal writing and communication (see proposal). We also introduced several new courses to our list of required courses that will better prepare our students to be able to conduct research in psychology. The B.S. curriculum is thus crucial to our ability to achieve our new program goals and outcomes.

In our B.S. curriculum, we have also attempted to streamline the number of required courses for a psychology major (see the prior B.A. curriculum for comparison: http://www.westga.edu/assets/docs/catalogs/UG-full-current/5573.htm). We hope this change will help students to better progress and graduate with a degree in Psychology. We have eliminated several stand-alone required courses that were causing a bottleneck for our nearly 700 majors and placed most of our new requirements within a larger block of courses that students can choose from. We hope that this increased flexibility within the B.S. curriculum will enable students to make better choices based on their professional interests and avoid curriculum bottlenecks that have been delaying their progress through the program toward graduation.

The adoption of a B.S. degree will also bring the Department of Psychology into line with all the other departments within the College of Social Sciences at the University of West Georgia, which all have the Bachelor of Science degree, as well align us with other psychology departments within the University System of Georgia, which are almost exclusively Bachelor of Science degrees.

(Max 4000 characters)

Attachments
Current File: CSS-B.S. Proposal.doc

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? YES   (See Policy)
Present or Projected Annual Enrollment: 650 s

Comments

(Max 4000 characters)

College Approvals

Donadrian Rice   [APPROVED 2015-10-19]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self   [APPROVED 2015-11-06]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Bachelor of Science Degree with a Major in Psychology

The Undergraduate Psychology program at the University of West Georgia affirms and builds upon the liberal arts and science goals of the University Core Curriculum and provides discipline-specific training designed to achieve the following program learning goals and outcomes:

1. **Knowledge Base in Psychology**—Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Specifically, students will:
   - Identify and explain the primary objectives of psychology
   - Compare and contrast the assumptions and methods of psychology with those of other disciplines
   - Articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, critical, humanistic, and transpersonal
   - Compare, contrast and describe advantages and limitations of these perspectives.

2. **Scientific Inquiry**—Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students will:
   - Formulate a researchable topic that can be supported by database search strategies
   - Locate and choose relevant sources from appropriate media
   - Read and accurately summarize professional literature in psychology
   - Design and conduct a research project to address psychological questions using appropriate research methods.

3. **Critical & Creative Thinking**—Students will employ critical and creative thinking to solve problems related to behavior and mental processes. Specifically, students will:
   - Identify and evaluate the source, context, and credibility of information
   - Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement
   - Make linkages between diverse facts, theories, and observations
   - Intentionally pursue unusual approaches to problems
   - Recognize and encourage creative thinking and behaviors in others

4. **Ethical and Social Responsibility in a Diverse World**—Students will become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and building a society responsive to multicultural and global concerns. Specifically, students will:
   - Apply ethical standards to evaluate psychological science and practice
   - Adopt values that build community at local, national, and global levels

5. **Communication**—Students will communicate effectively in a variety of formats. Specifically, students will:

- Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers)
- Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
- Use APA style effectively in research reports, literature reviews, and theoretical papers

6. **Personal and Professional Development**—Students will gain knowledge about their identity, values, aspirations, emotions, strengths and weaknesses. Specifically, students will:
- Identify their personal and professional values
- Demonstrate insight into, and awareness of, their emotions, motives, and attitudes using psychological ideas and principles.
- Describe preferred career paths in conjunction with their advisor and on the basis of an accurate self-assessment of abilities, achievement, motivation, and work habits.
- Apply knowledge of psychology (e.g., decision strategies, life-span processes, psychological assessment, and types of psychological careers) to the formulation of career choices.

Core Area A-E   42
Core Area F (Major Specific Courses)   18
PSYC 1101
PSYC 2010

TWO Courses (6 hours) from the following list: PSYC 2220 Qualitative Research Methods (recommended); PSYC 2230 Quantitative Research Methods (recommended); PSYC 2003 Statistics in Psychology (recommended); MATH 1401 Introduction to Statistics (recommended); MATH 2063 Introductory Statistics (recommended); POLS 2601; any 1000/2000 BIOL, CHEM, CISM, MATH, ECON, CS, PHYS

TWO courses (6 hours) from the following list: PHIL 2010 (recommended); PHIL 2030 (recommended); PSYC 1030 (recommended); ART 1201, 2000, 2201, 2202; any 1000 MUSC; any 2000 ENGL; any 1000/2000 ANTH, COMM, CRIM, FREN/SPAN/GRMN/FORL, GEOG, POLS, PSYC, SOCI, THEA, XIDS

Major Courses   31
Select a minimum of 2 (TWO) courses from among the following list
(Please note that you may take MORE than 2 of these):   8
PSYC 3010 Human Growth and Development
PSYC 3150 Abnormal Psychology
PSYC 3730 Social Psychology
PSYC 3800 Psychology of Mind/Body
PSYC 3900 Personality Theories
PSYC 4000 Humanistic Psychology
PSYC 4010 Theories of Psychology

PSYC 4030 History and Philosophy of Psychology
PSYC 4130 Eastern & Transpersonal Psychologies
PSYC 4350 Culture & Psychology

Advanced Topics
19 hours of PSYC courses at or above 3000   19

Capstone
PSYC 4884 Integrative Seminar (Required for Majors Only)   4

Minor   15-18

Electives   11-14

Total   120

✱ Please note multiple event dates

UNIVERSITY of WestGeorgia

Phone: 678-839-4167

Event Reservation Form for COAH, COSM, & COSS

Student Organization Name: _Student Government Association (SGA)_

Student Organization Representative: _Ethan Shles_

Representative's Phone Number & UWG Email: _eshles1@my.westga.edu_

Event Information

Event Name _Coffee and Concerns_
Name of Person in Charge of Event _Ethan Shles_
Purpose of Event _student outreach_
Event Activities _free food and drink, optional survey_
Day (s)/Date(s) of Event _2/1/16 , 3/7/16 , 4/4/2016_

Facility/Facilities Requested	Alternate Facility
~~Classrooms~~ TLC Lobby/Atrium	
Time Requested: Start _10:00 am_	End _12:00 pm_

If additional A/V equipment is needed for the event, contact **CLASSROOM SUPPORT AND MULTIMEDIA @ 96459.**

For events incorporating copyrighted materials, please refer to the "Copyright and Public Performance Regulations" policy at http://www.westga.edu/campus/index_8612.php

For more information, please refer to the Registered Student Organization Handbook.

DEPENDING ON THE SIZE OR NATURE OF THE EVENT, THE STUDENT ORGANIZATION MAY BE REQUIRED TO COMPLETE THE LARGE EVENT FORM & OBTAIN SECURITY PERSONNEL. The Large Event From must be completed and submitted five working days prior to the event.

Expected Audience Attendance: _40_ / How many volunteers will be working the event? _5-10_
Admission Charge: _____ Yes _✓_ No If yes, how much _____
✱ Will the University Advisor attend the event? _____ Yes _____ No Advisor: _____
Will the event include a film _____ music _____ dancing _____ or food _✓_ ?
If the event incorporates a film presentation or music, proof of copyright permission must be presented with the request. All events involving food must also be approved through Auxiliary Services and Risk Management.

Please list tables or chair needs for the event (appropriate areas only) _3 tables 10 chairs_

Keep in mind that your request may not be appropriate for all spaces and, therefore, may be denied. For additional information, please refer to the appropriate section in the Registered Student Organization Handbook under the "Procedures" heading.

REQUIRED SIGNATURES
Student Organizations MUST be registered with the Center for Student Involvement.

Student Organization's President/Representative _[signature]_ Date _11/9/15_

✱ Student Organization's University Advisor _[signature]_ Date _11/10/15_

I understand that my group is responsible for:
  1. Any technological equipment that is lost or damaged while in our possession
  2. Returning the facility to a clean and orderly condition
  3. Following all rules and regulations put forth in the Registered Student Organization Handbook

  Signature: _[signature]_ *Date:* _11/9/15_

Course View (Read Only)

Attachments
Current File: PSYC 2003 syllabus.doc

Originator

Psychology Department	College of Social Sciences	Dillon, James
Department	College	Originator

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

Modifications
☑ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item
(See Procedure)

Course Details

PSYC	2003	Statistics in Psychology
Prefix	Number	Course Title

This course provides an introduction to the application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

Course Catalog Description

3	3	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

PSYC 1101

Corequisites

Rationale

This course is part of the new Bachelor of Science Degree in Psychology. It is central to the program goals of developing student research skills.

Planning Info

○ Library Resources are Adequate

☐ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 80

Comments

Attachments

Current File: PSYC 2003 syllabus.doc

College Approvals

Donadrian Rice   [APPROVED 2015-10-19]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

PSYC 2003 Statistics in Psychology

Course Description and Overview

This course provides an introduction to the application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

Psychology developed scientific methods to explore questions about humanity. This course will introduce students to the statistics used to interpret and evaluate research findings. The goal is to provide students with a foundation to continue training in psychology and to think critically about psychological findings reported in research articles and the media.

Course Goals

- To provide assistance in the design of a senior research project
- To use statistics to share observations and understand statistical inferences
- To use SPSS and other statistical programs to analyze data, and interpret results obtained during analysis.
- Develop the ability to write clearly and concisely about scientific research.

Learning Outcomes

By the end of this course, students will:

- Know key terms and major contributors pertaining to psychological statistics
- Know how to set up and interpret datasets in charts, graphs, and distributions in meaningful and useful ways
- Understand the concepts of central tendency and dispersion, and be able to compute relative statistics
- Describe and utilize principles of probability and hypothesis testing
- Understand correlation, and other inferential methods
- Understand the difference between descriptive and inferential statistics
- Be able to do calculations for descriptive and inferential statistics, and test hypotheses using the appropriate inferential distributions and formulae
- Be able to apply the basic methods studied in this class in limited research endeavors.

Texts and Assignments

Gravetter, F. J. & Wallnau, L. B. (1996). *Statistics for the behavioral sciences: A first*

    course for students of psychology and education, 4th Edition. New York: West

Publishing.

Holcomb, Z. C. (1998). *Interpreting basic statistics: A guide and workbook based on excerpts from journal articles, 2nd Edition*. Los Angeles, CA: Pyrczak.

Assignments:

1. Homework will typically be due every week at the beginning of class.

2. A group project (4-6 students per group), and will involve using a dataset (provided in class) to answer a few research questions of your choice. Information on each of the assignments will be distributed in advance during class.

3. Midterm and final exam

Calendar

Week	Topic	Reading	Assignment
Week 1:	Intro to Statistics & Measurement	Chapt 1, Gravetter	Homework #1
Week 2:	Frequency Distributions & Central Tendency	Chapt 2 & 3, Grav	Homework #2
Week 3	Variability	Chpt 4, Gravetter	Homework #3
Week 4	Variability cont. Z-scores: Location of Scores	Chpt 4, Gravetter	Homework #4
Week 5	Z-scores: Standardized Distributions Introduction to Probability	Chpt 6, Gravetter	Homework #5
Week 6	Probability cont.		
Week 7	Exam Chpts 1-6 Probability, Samples, & the Distrib. of Sample Means	Chpt 7, Gravetter	Homework #6
Week 8	Prob & Dist of Means cont.		

	Intro to Hypothesis Testing	Chpt 8, Gravetter	Homework #7
Week 9	Introduction to the t-statistic		
	Hypothesis testing w/ 2 indepedent samples	Chpt 9 & 10, Grav.	Homework #8
Week 10	Hypothesis testing w/ 2 related Samples, Estimation	Chpt 11 & 12, Grav	Homework #9
Week 11	More on Estimation		Homewk #10
Week 12	Introduction to ANOVA	Chpt 13, Grav	Homewk #11
Week 13	Correlations and Regression	Chpt 16, Grav	Homewk #12
Finals Week	FINAL EXAM		

Course View (Read Only)

Attachments
Current File: PSYC 2220 syllabus.doc

Originator

Psychology Department	College of Social Sciences	Dillon, James
Department	College	Originator

What would you like to do?

☉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

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

Course Details

PSYC	2220	Qualitative Research Methods
Prefix	Number	Course Title

This course provides an historical and philosophical overview of the foundations of qualitative research methodology as well as the major research strategies and design in qualitative research. This course is intended for undergraduate students planning to conduct qualitative research.

Course Catalog Description

3		3	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

PSYC 1101

Corequisites

Rationale

This course is part of the new Bachelor of Science degree in Psychology. It is central to the program's focus on developing student research skills.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 80

Comments

Attachments

Current File: PSYC 2220 syllabus.doc

College Approvals

Donadrian Rice   [APPROVED 2015-10-19]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

PSYC 2220 Qualitative Research Methods

Course Description and Overview

This course provides an historical and philosophical overview of the foundations of qualitative research methodology as well as the major research strategies and design in qualitative research. This course is intended for undergraduate students planning to conduct qualitative research.

Course Goals

- To increase awareness of the ways in which choices of methodology are closely linked to broader theoretical and conceptual issues;

- To provide students with a critical understanding of the philosophical commitments and behavioral assumptions in social science research;

- To sensitize students to the ethical issues in social science research;

- To provide assistance in the design of a senior research project

Learning Outcomes

By the end of this course, students will:

- Be able to consider the appropriateness of different methodologies and types of evidence to test alternative hypotheses and to construct various arguments;

- Know the range of qualitative research methods in the field, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources;

- Be able to evaluate published studies in various social science fields, focusing on the logic of their argument, their methodologies, and the relationship between the evidence presented and their argument.

Text

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five*

approaches. Thousand Oaks, CA: Sage.

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Thousand

Oaks, CA: Sage.

Assignments

In addition to regular class attendance:

- Students are required to complete weekly assignments. These assignments are explained after each week's readings. They are due at the beginning of the

appropriate class session. They will not be accepted after the due date. Essays are to be three to four pages.

- Students will present 15 minute oral presentations of their research proposals during weeks 10-12. On the Monday prior to the oral presentations a one or two page summary of the research proposals should be distributed to all participants in this class.

- A 5 page research proposal is due by week #12.

- There will be a mid-term and final exam

Calendar

Date	Topic	Homework
Class 1	Introduction Why qualitative methods?	
Class 2	Generating an Overarching Qualitative Research Question	Maxwell (p. 23-48)
Class 3	Writing Personal Interests	Maxwell (p. 30-31)
Class 4	Reviewing the Literature	Maxwell (p. 31-32)
Class 5	Writing a Practical Goals Statement	
Class 6	Proposal Introduction	Maxwell Ch. 5
Class 7	Cultural Competence in Qualitative Research	Maxwell Ch. 5
Class 8	Participant Pool and Recruitment Sample	Maxwell Ch. 6
Class 9	Prediction and Assumptions	Creswell Ch. 7 Maxwell Ch. 5
Class 10	Sources of Data and Data Collection	Creswell Ch. 2
MID TERM EXAM		
Class 11	Naturalistic observation	Creswell Ch. 3
Class 12	Nonparticipant Observation	Creswell Ch. 4
Class 13	Strengthening Naturalistic Observation Skills	Creswell Ch. 5
Class 14	Strengthening Interviewing Skills (Digital Recorders)	
Class 15	Generating a Structured Interview Protocol	Creswell Ch. 7, Maxwell Ch. 5
Class 16	Focus Group Non-verbal Observation Interview	Creswell Ch. 8
Class 17	Transcribing data	Creswell (p. 190-191)
Class 18	Data Sharing	
Class 19	Sample Feasibility	
Class 20	APA Forma	

Research Proposal Due at Final Exam

Course View (Read Only)

Attachments
Current File: PSYC 2230 syllabus.doc

Originator

Psychology Department	College of Social Sciences	Dillon, James
Department	College	Originator

What would you like to do?

○ Add New Course   Modify Existing Course   Delete Existing Course

Modifications

✓ Prerequisites   Corequisites   Description   Title   Credit   See Comments   Senate Action Item
(See Procedure)

Course Details

PSYC	2230	Quantitative Research Methods
Prefix	Number	Course Title

This course provides an historical and philosophical overview of the foundations of quantitative research methodology as well as the major research strategies and design in quantitative research.

Course Catalog Description

3		3	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

PSYC 1101

Corequisites

Rationale

This course is part of the new Bachelor of Science degree in Psychology. It is a central part of the program's emphasis on developing student research skills.

Planning Info

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

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

Present or Projected Annual Enrollment: 80

Comments

Attachments

Current File: PSYC 2230 syllabus.doc

College Approvals

Donadrian Rice   [APPROVED 2015-10-19]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

PSYC 2230 Quantitative Research Methods

Course Description

This course provides an historical and philosophical overview of the foundations of quantitative research methodology as well as the major research strategies and design in quantitative research.

Course Overview

This course begins with a focus on defining research problems, theory testing, causal inference, and basic statistics. It moves to explore a range of research designs and methodological techniques available for empirical research including: Descriptive and Inferential Statistics, General Linear Models, and Non-Linear Models. The course concludes with an introduction to special topics in quantitative research methods, including: Factor Analysis, Social Network Analysis, and Time-Series Forecasting. This course is intended for undergraduate students planning to conduct quantitative research and not intended to replace a course in statistics.

Course Goals

- To increase awareness of the ways that which choices of methodology are closely linked to broader theoretical and conceptual issues;

- To provide students with a critical understanding of the philosophical commitments and behavioral assumptions in social science research;

- To sensitize students to the ethical issues in social science research;

- To provide assistance in the design of a senior research project

Learning Outcomes

By the end of this course, students will:

- Be able to consider the appropriateness of different methodologies and types of evidence to test alternative hypotheses and to construct various arguments;

- Know the range of quantitative research methods in the field;

- Be able to evaluate published studies in various social science fields, focusing on the logic of their argument, their methodologies, and the relationship between the evidence presented and their argument;

- Understand the value and limitations of quantitative methods in social science research;
- Acquire basic understanding of the conventions, theory, and practice associated with a traditional manuscript or proposal for a quantitative study.

Texts and Assignments

Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edition). New York: Sage.

Myers, J. L. *Research Design and Statistical Analysis* (2nd Edition). New York: Routledge.

There are four assignments in this class:

1. A short exercise about issues in research methodology.

2. Using a statistical software package to conduct some simple statistical tests on a dataset that provided in class.

3. A group project (4-6 students per group), and will involve using a dataset (provided in class) to answer a few research questions of your choice. Information on each of the assignments will be distributed in advance during class.

4. A 5-page research proposal written in APA format.

Calendar

Week 1: Elements of Research - Course Introduction

Reading: None

Week 2: Research Questions: Defining and Justifying Problems; Defining Hypotheses.

Readings: Problem Formulation

Week 3: Theory and Measurement: Causation, Validity and Reliability.

Reading: The Layman's Guide to Social Research Methods

Week 4: Surveys: Asking Questions to Collect Data / Data Coding.

ASSIGNMENT 1 DUE IN CLASS.

Readings: What is a Survey, Survey Design, Survey Research

Week 5: Experiments: Causal Relationships and Experimental Control.

Reading: The Basics of Experimental Design, Experimental Design

Week 6: Understanding One Variable and the Association Between Two Variables

Week 7: Descriptive Statistics: Probability, Distribution, Univariate Data

Reading: HyperState Online: Describing Univariate Data

Week 8: Bivariate Statistics: Correlations, t-Tests, Chi-Square.

Reading: The t-Test, Correlation, HyperStat Online: Chi Square

Week 9: Exploratory Data Analysis

Reading: Data Analysis

Week 10: Analysis of Variance.

Reading: Conceptual Introduction to the Analysis of Variance

Week 11: The General Linear Model/ Linear Regression

Reading: Models and Regression

ASSIGNMENT 2 DUE IN CLASS.

Week 12: Finding data for quantitative data analysis and using it

Reading: TBA

ASSIGMENT 3 DUE IN CLASS.

Week 13: Regression for Binary Outcomes: Logistic Regression.

Course Wrap-Up and Preparation for Final Projects

Final: Project Presentations. Assignment 4 write-up due.

Course View (Read Only)

Originator

Psychology Department	College of Social Sciences	Dillon, James
Department	College	Originator

What would you like to do?

Add New Course   ● Modify Existing Course   Delete Existing Course

Modifications

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

Course Details

PSYC	4884	Integrative Seminar
Prefix	Number	Course Title

An attempt to help the student put into perspective his or her understanding of psychology and to put this into meaningful context of his or her general education. Comprehensive assessment. Senior status required.

Course Catalog Description

4.00	4.00	Fall - 2016	Every Term	Letter Grade
Lec Hrs Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

PSYC 1101 and PSYC 2010

Corequisites

Rationale

As part of the new Bachelor of Science degree in psychology, PSYC 4884 will involve the student in completing an original research project. Changing the credit hours from 3 to 4 hours will allow for a more intensive focus on developing and conducting student research. Changing the prerequisite course from PSYC 1101 only to both PSYC 1101 AND PSYC 2010 ensures that students will take the appropriate gateway courses before registering for their capstone PSYC 4884. Making the corequisite of 90 completed hours ensures that students will take the capstone seminar PSYC 4884 when they are seniors.

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

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

Present or Projected Annual Enrollment: 160

Comments

College Approvals

Donadrian Rice   [APPROVED 2015-10-23]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-10-30]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Physics Department	Talbot, Julie
College	Department	Originator

What would you like to do?

☐ Add New Program   ☐ Modify Existing Program   ☐ Deactivate Existing Program   ◉ Terminate Existing Program   ☐ Reactivate Existing Program

Modifications

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

☐ Senate Information Item   (See Procedure)

Program Selection

College of Education	Bachelor of Science with a Major in Physics/Secondary Education
College	Program

Bachelor of Science with a Major in Physics/Secondary Education		On Campus		Undergraduate
Program Name		Program Location		Degree Level
Bachelor of Science		Spring	2016	
Degree Name		Effective Semester/Year		

Modification Details

Program was supposed to be a concentration in the Physics major, instead of a separate Physics/Secondary Education major. The only student to carry this designation has graduated, and the Bachelor's in Physics with a concentration in Secondary Education has been created.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate

☐ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 0

Comments

(Max 4000 characters)

┌─ College Approvals ─────────────────┐ ┌─ Other Approvals ─────────────────┐ ┌─ Final Approval ──────────────────┐
│   │ │   │ │   │
│   Brian Mosier   [APPROVED 2015-09-30] │ │   Cale Self   [APPROVED 2015-11-06] │ │   Myrna Gantner   [REQUIRED]   │
│ Chair, Course Department   │ │ Chair, Undergraduate Programs Committee │ │ Final Approver   │
│   │ └───────────────────────────────────┘ └───────────────────────────────────┘
│   Laura Smith   [APPROVED 2015-10-01] │
│ Associate Dean, College of Education │
└─────────────────────────────────────┘

11/11/2015 10:08 AM

Course View (Read Only)

Attachments
Current File: NURS 4525 Profess Prac Issues Concepts RNs UAPC 4-19-13 (1) (1).docx

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

What would you like to do?

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

Modifications

☑ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☑ See Comments ☐ Senate Information Item

(See Procedure)

Course Details

NURS	4525	Professional Practice Issues and Concepts
Prefix	Number	Course Title

This course provides an introduction and overview of contemporary nursing practice concepts and issues which explore the roles of the professional nurse within the current healthcare environment.

Course Catalog Description

3.00		3.00	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the RN-BSN program

Corequisites

Rationale

The THS School of Nursing recognizes that there is an increased local and national trend/interest for 100% online nursing educational programs. The current RN-BSN "D" 50% -90% online program enrollment has been declining. It is anticipated that student enrollment will substantially increase with the proposed change of a RN-BSN 100% online nursing education program.

Planning Info

○ Library Resources are Adequate

☐ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 80

Comments

The THS School of Nursing recognizes that there is an increased local and national trend/interest for 100% online nursing educational programs. The current RN-BSN "D" 50% -90% online program enrollment has been declining. It is anticipated that student enrollment will substantially increase with the proposed change of a RN-BSN 100% online nursing education program.

Attachments

Current File: NURS 4525 Profess Prac Issues Concepts RNs UAPC 4-19-13 (1) (1).docx

College Approvals

Cynthia Epps   [APPROVED 2015-10-02]

Associate Dean, Nursing

Jennifer Schuessler   [APPROVED 2015-10-02]

Dean, School of Nursing

Other Approvals

Cale Self
[APPROVED 2015-11-06]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

University of West Georgia

Tanner Health System School of Nursing

Course: Nursing 4525 Professional Practice Issues and Concepts

Credit: 3-0-3

Prerequisites: Admission to the RN-BSN Program

Co-requisites: NA

Course Description: This course provides an introduction and overview of contemporary nursing practice concepts and issues which explore the roles of the professional nurse within the current healthcare environment.

Learning Goals:

1. Demonstrate understanding of concepts required for advancement into evidence-based professional nursing practice (1,2,3,4,8)
2. Explore the impact of caring collaborative relationships within inter-professional teams to promote evidence-based care and quality patient outcomes (4, 8)
3. Examine quality caring from a person-centered perspective which engenders the essence of nursing within a holistic and culturally sensitive paradigm to promote health and disease/injury prevention across the lifespan. (1, 2)
4. Participate in analysis and critique of health care systems and regulatory systems that govern nursing and basic legal and ethical concepts to promote quality and safety in the delivery of care. (5, 6)
5. Utilize technology and information systems to collaborate with inter-professional teams to improve health outcomes and healthcare systems. (4)
6. Critique selected healthcare system issues that influence the practice of professional nursing and the health of persons. (6, 7)*

* Indicates relationship between course learning goals and BSN program objectives.

Course Concepts/Exemplars:
- The Context of Professional Nursing
- Historical perspectives, educational patterns and the image of nursing
- Professional roles and domains of practice
- Healthcare delivery systems
- Finance of health care delivery
- Ethical/Legal principles of professional practice
- Teaching and Learning
- Concepts Essential to Professional Practice

- Caring for self and others/Compassion Fatigue
- Cultural diversity
- Genetics/Genomics
- Holism and health (Health and illness and *Healthy People 2020*)
- Communication through scholarly writing
- Critical thinking
- Competencies & Standards for Nursing Practice:
- BSN Essentials, Institute of Medicine (IOM), Quality and Safety Education for Nurses (QSEN)
  - ➤ Evidence-based practice
  - ➤ Safety and Quality improvement
  - ➤ Informatics
  - ➤ Interdisciplinary Teams/Teamwork and Collaboration
  - ➤ Patient Centered Care

Required Textbooks: TBD

Learning Activities: TBD

Methods of Evaluation: TBD

Course View (Read Only)

Attachments
Current File: NURS 4527 Leader-Comm RNs UAPC 4-19-13 (1).docx

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

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

Modifications
☑ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☑ See Comments   ☐ Senate Information Item
(See Procedure)

Course Details

NURS	4527	Nursing Leadership in Healthcare Communities
Prefix	Number	Course Title

This course is designed to focus on the theoretical concepts relevant to the practice of nursing leadership in the healthcare community. The role of the nurse as leader in caring for persons will be explored. Classroom and clinical experiences will facilitate application of community health and leadership principles.

Course Catalog Description

4.00	8.00	8.00	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 4521 and NURS 4523 and NURS 4525

Corequisites

Rationale

The THS School of Nursing recognizes that there is an increased local and national trend/interest for 100% online nursing educational programs. The current RN-BSN "D" 50% -90% online program enrollment has been declining. It is anticipated that student enrollment will substantially increase with the proposed change of a RN-BSN 100% online nursing education program.

Planning Info

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

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

Present or Projected Annual Enrollment: 50

Comments

The THS School of Nursing recognizes that there is an increased local and national trend/interest for 100% online nursing educational programs. The current RN-BSN "D" 50% -90% online program enrollment has been declining. It is anticipated that student enrollment will substantially increase with the proposed change of a RN-BSN 100% online nursing education program.

Attachments

Current File: NURS 4527 Leader-Comm RNs UAPC 4-19-13 (1).docx

College Approvals

Cynthia Epps   **[APPROVED 2015-10-02]**
Associate Dean, Nursing

Jennifer Schuessler   **[APPROVED 2015-10-02]**
Dean, School of Nursing

Other Approvals

Cale Self
[APPROVED 2015-11-06]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   **[REQUIRED]**
Final Approver

University of West Georgia

Tanner Health System School of Nursing

Course:	NURS 4527: Nursing Leadership in Healthcare Communities
Credit:	4-8-8
Prerequisites:	NURS 4521, 4523, 4525
Co-requisites:	NA

Course Description: This course is designed to focus on the theoretical concepts relevant to the practice of nursing leadership in the healthcare community. The role of the nurse as leader in caring for persons will be explored. ~~Classroom and~~ Clinical experiences will facilitate application of community health and leadership principles.

Learning Goals*:
1. Provide holistic nursing care to persons of diverse cultures, focusing on health promotion and disease and injury prevention across the lifespan in acute and/or community health settings. (1)
2. Communicate and collaborate effectively with inter-professional and inter-disciplinary team members, utilizing technology and information systems.
3. Implement evidence-based practice to enhance quality and safety and improve health outcomes and healthcare systems. (3, 4, 5, 8)
4. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.(6)
5. Demonstrate legal and ethical responsibility and accountability for professional behavior while engaging in clinical activities. (7)
6. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles. (2)
    *Program objectives indicated in parentheses

Concepts/Exemplars:

Concepts	Exemplars
Teamwork & Collaboration	Interprofessional, Intraprofessional
	Delegating and managing change
Healthcare Systems	Organization of HC Delivery: Access,

	Microsystem/Macrosystem
Healthcare Quality Systems	Quality Improvement (QI), QI process
	Evidence-based practice (QSEN)
Regulatory Systems	Legislation
	Public and Community Health
	Epidemiology; Environmental Health and Safety
	Prevention and Risk Reduction
Economic Systems	Cost effective care; Cost containment measures
	Reimbursement measures/systems/issues
Safety Systems	Culture of Safety (QSEN)
	Scope & Standards of Practice
	Risk: Sentinel event; Failure to rescue; Root cause analysis
Management	Management theories, strategies
	Maintaining patient care standards
Leadership	Leadership theories, strategies
Policy	Vulnerable populations

	Healthcare policy and advocacy
	Policy process: Institutional and legislative
	Political process: Role of nurse and nursing
Caring **Holism**	

Textbooks: TBD

Learning Activities: TBD

Methods of Evaluation: TBD

Addendum III

Course View (Read Only)

Attachments
Current File: EDRS 7101 9101 Program Evaluation I Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

What would you like to do?

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

Modifications

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

Course Details

EDRS	7101	Program Evaluation I: Introduction to Program Evaluat
Prefix	Number	Course Title

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This course is the first course proposed to be offered in the new Program Evaluation Certificate. It will also be open to currently enrolled UWG students. Students holding ONLY a bachelor's degree will register for the 7101 section of the course.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: EDRS 7101 9101 Program Evaluation I Syllabus.pdf

College Approvals

Deborah Jenkins   [APPROVED 2015-08-24]

Chair, Course Department

Laura Smith   [APPROVED 2015-09-15]

Associate Dean, College of Education

Other Approvals

Dawn McCord
[APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

EDRS 7101/9101
Program Evaluation I
Introduction to Program Evaluation

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                       Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
                        D2L Home Page
                        https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION
This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

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

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

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards (*American Evaluation Association Guiding Principles for Evaluators*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Outline important components of high-quality program evaluation practice. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Demonstrate an understanding of key evaluation theories. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Differentiate between quantitative, qualitative, and mixed methods research approaches in program evaluation studies. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Describe how evaluation can impact a program. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
5. Develop a program evaluation outline. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbook
Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction.* Belmont, CA: Wadsworth.

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

Course References

American Psychological Association. (2010). *Publication manual of the American Psychological
    Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)
    Los Angeles, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA:
    Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International
    Journal of Contemporary Research,* 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles.
    American Journal of Evaluation, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research:
    Integrating quantitative and qualitative approaches in the social and behavioral sciences.*
    Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester.
All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date
specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late.
Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment
will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

1. **Readings & Online Discussions (25 points)**
   Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**
   Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **Professional Interview (10 points)**
   Interview a professional in your area of interest about their experience and thoughts on program evaluation. More details and example interview questions will be provided. * Students enrolled in EDRS 9101 will conduct two professional interviews. (Course Objectives 1, 4, 5)

4. **Program Evaluation Critique (15 points)**
   Critique a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **Logic Model (15 points)**
   Develop a logic model applicable for a program in a setting of your choice. (Course Objectives 1-5)

6. **Program Evaluation Proposal Outline (15 points)**
   Prepare a program evaluation proposal outline applicable for a program evaluation in setting of your choice. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
Professional Interview	10	
Program Evaluation Critique	15	
Logic Model	15	
Program Evaluation Proposal Outline	15	
TOTAL POINTS	**100**	

Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Extra Credit
There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.

- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the <u>Common Language for Course Syllabi</u> located on the Provost's website. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.

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

PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center (678-839-6428; 123 Row Hall) or UWG Health Services (678-839-6452) during normal business hours. For after-hours emergencies, please contact University Police (678-839-6000). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (http://www.suicidepreventionlifeline.org/) and by phone 1-800-273-8255. For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website athttp://www.westga.edu/prevent/index.php

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview What is Program Evaluation?	Online Discussion 1
Week 2	History of Program Evaluation	
Week 3	Ethical Issues in Program Evaluation Expectations of Evaluators	Reaction Paper 1
Week 4	Community Partnerships & Stakeholders	Online Discussion 2
Week 5	Evaluation Design, Sampling, Methods, Collection, and Analysis Developing Evaluation Questions	Professional Interview
Week 6	Logic Models Designing your Logic Model	Reaction Paper 2
Week 7	Program Evaluation Theory Needs Assessment	Online Discussion 3
Week 8	Process Evaluation Outcome Evaluation	Logic Model
Week 9	Overview of Quantitative Research Designs	Reaction Paper 3
Week 10	Overview of Qualitative Research Designs	Online Discussion 4
Week 11	Overview of Mixed Methods Research Designs Overview of Survey Research Design	Reaction Paper 4
Week 12	Writing & Reviewing Evaluation Proposals	Program Evaluation Critique
Week 13	Program Evaluation Guest Speaker	Online Discussion 5
Week 14	Issues in Program Evaluation Implementation	Program Evaluation Proposal Outline
Week 15	Program Evaluation Proposal: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Course View (Read Only)

Attachments
Current File: EDRS 7101 9101 Program Evaluation I Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

What would you like to do?

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

Modifications

- ☑ Prerequisites
- ☐ Corequisites
- ☐ Description
- ☐ Title
- ☐ Credit
- ☑ See Comments
- Senate Action Item

(See Procedure)

Course Details

EDRS	9101	Program Evaluation I: Introduction to Program Evaluat
Prefix	Number	Course Title

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This is the first course proposed for the Program Evaluation Certificate program. The course is also available for currently enrolled UWG graduate students. This course will be cross-listed with EDRS 7101 (for students holding only a bachelor's degree). Students holding a master's degree or higher will register for the 9101 section of the course, which will have additional course assignments and requirements than the 7101 post-baccalaureate section.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Syllabus for EDRS 7101 and 9101 are combined (attached).

Attachments

Current File: EDRS 7101 9101 Program Evaluation | Syllabus.pdf

College Approvals

Deborah Jenkins [APPROVED 2015-08-24]

Chair, Course Department

Laura Smith [APPROVED 2015-09-15]

Associate Dean, College of Education

Other Approvals

Dawn McCord [APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

EDRS 7101/9101
Program Evaluation I
Introduction to Program Evaluation

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                     Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
                     D2L Home Page
                     https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

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The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards (*American Evaluation Association Guiding Principles for Evaluators*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Outline important components of high-quality program evaluation practice. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Demonstrate an understanding of key evaluation theories. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Differentiate between quantitative, qualitative, and mixed methods research approaches in program evaluation studies. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Describe how evaluation can impact a program. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
5. Develop a program evaluation outline. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbook
Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction.* Belmont, CA: Wadsworth.

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

Course References

American Psychological Association. (2010). *Publication manual of the American Psychological
Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.)
Los Angeles, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA:
Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International
Journal of Contemporary Research,* 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles.
American Journal of Evaluation, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research:
Integrating quantitative and qualitative approaches in the social and behavioral sciences.*
Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester.
All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date
specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late.
Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment
will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

1. **Readings & Online Discussions (25 points)**
   Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**
   Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **Professional Interview (10 points)**
   Interview a professional in your area of interest about their experience and thoughts on program evaluation. More details and example interview questions will be provided. * Students enrolled in EDRS 9101 will conduct two professional interviews. (Course Objectives 1, 4, 5)

4. **Program Evaluation Critique (15 points)**
   Critique a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **Logic Model (15 points)**
   Develop a logic model applicable for a program in a setting of your choice. (Course Objectives 1-5)

6. **Program Evaluation Proposal Outline (15 points)**
   Prepare a program evaluation proposal outline applicable for a program evaluation in setting of your choice. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
Professional Interview	10	
Program Evaluation Critique	15	
Logic Model	15	
Program Evaluation Proposal Outline	15	
TOTAL POINTS	**100**	

Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Extra Credit
There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.

- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the <u>Common Language for Course Syllabi</u> located on the Provost's website. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.

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

PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center (678-839-6428; 123 Row Hall) or UWG Health Services (678-839-6452) during normal business hours. For after-hours emergencies, please contact University Police (678-839-6000). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (http://www.suicidepreventionlifeline.org/) and by phone 1-800-273-8255. For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website at http://www.westga.edu/prevent/index.php

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview What is Program Evaluation?	Online Discussion 1
Week 2	History of Program Evaluation	
Week 3	Ethical Issues in Program Evaluation Expectations of Evaluators	Reaction Paper 1
Week 4	Community Partnerships & Stakeholders	Online Discussion 2
Week 5	Evaluation Design, Sampling, Methods, Collection, and Analysis Developing Evaluation Questions	Professional Interview
Week 6	Logic Models Designing your Logic Model	Reaction Paper 2
Week 7	Program Evaluation Theory Needs Assessment	Online Discussion 3
Week 8	Process Evaluation Outcome Evaluation	Logic Model
Week 9	Overview of Quantitative Research Designs	Reaction Paper 3
Week 10	Overview of Qualitative Research Designs	Online Discussion 4
Week 11	Overview of Mixed Methods Research Designs Overview of Survey Research Design	Reaction Paper 4
Week 12	Writing & Reviewing Evaluation Proposals	Program Evaluation Critique
Week 13	Program Evaluation Guest Speaker	Online Discussion 5
Week 14	Issues in Program Evaluation Implementation	Program Evaluation Proposal Outline
Week 15	Program Evaluation Proposal: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Course View (Read Only)

Attachments
Current File: EDRS 7102 9102 Program Evaluation II Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

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

Modifications
- ✓ Prerequisites
- ☐ Corequisites
- ☐ Description
- ☐ Title
- ☐ Credit
- ☐ See Comments
- ☐ Senate Action Item

(See Procedure)

Course Details

EDRS	7102	Program Evaluation II: Program Evaluation Developme
Prefix	Number	Course Title

This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

Course Catalog Description

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

Prerequisites
None

Corequisites

Rationale
This is the second course proposed for the Program Evaluation Certificate program. It is also open to currently enrolled UWG students. This course will be cross-listed with EDRS 9102 (for students holding master's degree or higher). EDRS 9102 will have additional course assignments and requirements than the EDRS 7102 section.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES   (See Policy)
Present or Projected Annual Enrollment: 25

Comments

Attachments
Current File: EDRS 7102 9102 Program Evaluation II Syllabus.pdf

College Approvals

Deborah Jenkins   [APPROVED 2015-08-24]
Chair, Course Department

Laura Smith   [APPROVED 2015-09-15]
Associate Dean, College of Education

Other Approvals

Dawn McCord [APPROVED 2015-10-30]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

EDRS 7102/9102
Program Evaluation II
Program Evaluation Development

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                     Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
                     D2L Home Page
                     https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION
This course provides an in-depth examination of research designs and methods appropriate for
program evaluation. An emphasis will be placed on the process of developing a program evaluation
proposal adhering to professional and ethical standards.

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APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Complete CITI Training reviewing important ethical and cultural considerations in conducting research with human subjects. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Identify characteristics, advantages, and disadvantages of common research designs used in evaluation work. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Differentiate between quantitative, qualitative, and mixed methods research designs and analytic techniques. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Develop a program evaluation proposal and accompanying IRB. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbook
Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction.* Belmont, CA: Wadsworth.

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

Course References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.) Los Angeles, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International Journal of Contemporary Research, 1*(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles. American Journal of Evaluation, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences.* Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

1. **Readings & Online Discussions (25 points)**
   Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**

Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **CITI Training Completion (10 points)**
Complete two CITI Training modules. CITI Training reviews important ethical considerations for conducting research. (Course Objectives 1, 4, 5)

4. **Program Evaluation Methods Critique (15 points)**
Critique the methods in a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **IRB Submission (10 points)**
Prepare an IRB application based on an approved program evaluation proposal. (Course Objectives 1-5)

6. **Program Evaluation Proposal (20 points)**
Prepare a program evaluation proposal applicable for a program evaluation in setting of your choice. This proposal will be submitted for IRB and implemented in EDRS 7103/9103. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
CITI Training Completion	10	
Program Evaluation Methods Critique	15	
IRB Submission	10	
Program Evaluation Proposal	20	
TOTAL POINTS	**100**	

Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%

C	70-79%
D	60-69%
F	Below 60%

Extra Credit
There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

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Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

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PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center (678-839-6428; 123 Row Hall) or UWG Health Services (678-839-6452) during normal business hours. For after-hours emergencies, please contact University Police (678-839-6000). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (http://www.suicidepreventionlifeline.org/) and by phone 1-800-273-8255. For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website at http://www.westga.edu/prevent/index.php

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview	Online Discussion 1
	Overview of Quantitative, Qualitative, & Mixed Methods Research Designs	
Week 2	Participants & Sampling Techniques in Quantitative Research	Reaction Paper 1
	Experimental & Non-experimental Research Designs	
Week 3	Standard Deviation, Correlation, and Descriptive Statistics	CITI Training
	Statistical Inferences	
Week 4	Reliability & Validity	Online Discussion 2
	Quantitative Data Analysis Software	
Week 5	Qualitative Data Collection Techniques	Reaction Paper 2
Week 6	Qualitative Data Analysis Techniques	Online Discussion 3
	Qualitative Data Analysis Software	
Week 7	Subjectivity & Reflexivity	Reaction Paper 3
	Trustworthiness in Qualitative Research	
Week 8	Mixed Methods Research Designs	Online Discussion 4
	Participants & Sampling in Mixed Methods Research	
Week 9	Mixed Methods Data Collection	Reaction Paper 3
Week 10	Mixed Methods Data Analysis	Reaction Paper 4
Week 11	SCHOOL BREAK	
Week 12	Linking Research Designs & Logic Models	Program Evaluation Methods Critique
Week 13	Stakeholders & Data Collection: Establishing Relationships	Program Evaluation Proposal & IRB Submission
Week 14	Program Evaluator Guest Speaker: Data Collection Tips	Online Discussion 5
Week 15	Implementing a Program Evaluation: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Course View (Read Only)

Attachments

Current File: EDRS 7102 9102 Program Evaluation II Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

What would you like to do?

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

Modifications

☑ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item

(See Procedure)

Course Details

EDRS	9102	Program Evaluation II: Program Evaluation Developme
Prefix	Number	Course Title

This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This is the second course proposed for the Program Evaluation Certificate program. It is also open to currently enrolled UWG graduate students. This course will be cross-listed with EDRS 7102 (for students holding only a bachelor's degree). Students holding a master's degree or higher will register for the 9102 section of the course, which will have additional course assignments and requirements than the 7102 section.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: EDRS 7102 9102 Program Evaluation II Syllabus.pdf

College Approvals

Deborah Jenkins [APPROVED 2015-08-24]

Chair, Course Department

Laura Smith [APPROVED 2015-09-15]

Associate Dean, College of Education

Other Approvals

Dawn McCord [APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

EDRS 7102/9102
Program Evaluation II
Program Evaluation Development

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                       Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
                       D2L Home Page
                       https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION
This course provides an in-depth examination of research designs and methods appropriate for
program evaluation. An emphasis will be placed on the process of developing a program evaluation
proposal adhering to professional and ethical standards.

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

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APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Complete CITI Training reviewing important ethical and cultural considerations in conducting research with human subjects. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Identify characteristics, advantages, and disadvantages of common research designs used in evaluation work. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Differentiate between quantitative, qualitative, and mixed methods research designs and analytic techniques. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Develop a program evaluation proposal and accompanying IRB. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbook
Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction.* Belmont, CA: Wadsworth.

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

Course References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.) Los Angeles, CA: Sage.

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Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International Journal of Contemporary Research,* 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles. American Journal of Evaluation, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences.* Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

1. **Readings & Online Discussions (25 points)**
   Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**

Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **CITI Training Completion (10 points)**
   Complete two CITI Training modules. CITI Training reviews important ethical considerations for conducting research. (Course Objectives 1, 4, 5)

4. **Program Evaluation Methods Critique (15 points)**
   Critique the methods in a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **IRB Submission (10 points)**
   Prepare an IRB application based on an approved program evaluation proposal. (Course Objectives 1-5)

6. **Program Evaluation Proposal (20 points)**
   Prepare a program evaluation proposal applicable for a program evaluation in setting of your choice. This proposal will be submitted for IRB and implemented in EDRS 7103/9103. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
CITI Training Completion	10	
Program Evaluation Methods Critique	15	
IRB Submission	10	
Program Evaluation Proposal	20	
TOTAL POINTS	**100**	

Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%

C	70-79%
D	60-69%
F	Below 60%

Extra Credit
There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.

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

PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center (678-839-6428; 123 Row Hall) or UWG Health Services (678-839-6452) during normal business hours. For after-hours emergencies, please contact University Police (678-839-6000). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (http://www.suicidepreventionlifeline.org/) and by phone 1-800-273-8255. For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website at http://www.westga.edu/prevent/index.php

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview Overview of Quantitative, Qualitative, & Mixed Methods Research Designs	Online Discussion 1
Week 2	Participants & Sampling Techniques in Quantitative Research Experimental & Non-experimental Research Designs	Reaction Paper 1
Week 3	Standard Deviation, Correlation, and Descriptive Statistics Statistical Inferences	CITI Training
Week 4	Reliability & Validity Quantitative Data Analysis Software	Online Discussion 2
Week 5	Qualitative Data Collection Techniques	Reaction Paper 2
Week 6	Qualitative Data Analysis Techniques Qualitative Data Analysis Software	Online Discussion 3
Week 7	Subjectivity & Reflexivity Trustworthiness in Qualitative Research	Reaction Paper 3
Week 8	Mixed Methods Research Designs Participants & Sampling in Mixed Methods Research	Online Discussion 4
Week 9	Mixed Methods Data Collection	Reaction Paper 3
Week 10	Mixed Methods Data Analysis	Reaction Paper 4
Week 11	SCHOOL BREAK	
Week 12	Linking Research Designs & Logic Models	Program Evaluation Methods Critique
Week 13	Stakeholders & Data Collection: Establishing Relationships	Program Evaluation Proposal & IRB Submission
Week 14	Program Evaluator Guest Speaker: Data Collection Tips	Online Discussion 5
Week 15	Implementing a Program Evaluation: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Course View (Read Only)

Attachments
Current File: EDRS 7103 9103 Program Evaluation III Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

What would you like to do?

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

Modifications

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

Course Details

EDRS	7103	Program Evaluation III: Program Evaluation Implemen'
Prefix	Number	Course Title

This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This is the third and final course proposed for the Program Evaluation Certificate program. It is also open to currently enrolled UWG students. This course will be cross-listed with EDRS 9103 (for students holding a master's degree or higher). EDRS 9103 will have additional course assignments and requirements than the 7103 section.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: EDRS 7103 9103 Program Evaluation III Syllabus.pdf

College Approvals

Deborah Jenkins   **[APPROVED 2015-08-24]**
Chair, Course Department

Laura Smith   **[APPROVED 2015-09-15]**
Associate Dean, College of Education

Other Approvals

Dawn McCord
[APPROVED 2015-10-30]
Chair,
Graduate
Programs
Committee

Final Approval

Myrna Gantner   **[REQUIRED]**
Final Approver

EDRS 7103/9103
Program Evaluation III
Program Evaluation Implementation

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
                       Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
                       D2L Home Page
                       https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION

This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

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APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Implement important data management concepts, including database development, data entry, and codebook creation. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Collect quantitative and/or qualitative data outlined in an approved program evaluation proposal. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Analyze quantitative and/or qualitative data to answer evaluation questions. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Develop and present a comprehensive program evaluation report. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbook
Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction.* Belmont, CA: Wadsworth.

Required Tk20 Subscription

These are available at the University Bookstore or at
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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester.
All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date
specified in the course schedule.

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Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment
will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

    1. Readings & Online Discussions (25 points)

Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**
   Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **Database Creation (15 points)**
   Create a database for collected data that will be used for analysis. (Course Objectives 1, 4, 5)

4. **Program Evaluation Report Critique (10 points)**
   Critique the findings and recommendations in a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **Program Evaluation Report Presentation (15 points)**
   Present program evaluation findings to classmates and program stakeholders. (Course Objectives 1-5)

6. **Program Evaluation Report Paper (20 points)**
   Prepare a comprehensive program evaluation report outlining evaluation questions, data collection methods, findings, and recommendations. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
CITI Training Completion	10	
Program Evaluation Report Critique	10	
Program Evaluation Report Presentation	15	
Program Evaluation Report Paper	20	
TOTAL POINTS	**100**	

Late Work
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Grading

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Extra Credit
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Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview	Online Discussion 1
	Overview of Quantitative & Qualitative Analysis Databases	
Week 2	Creating a Database: Format, Data Entry, Transcription, Codebooks	Reaction Paper 1
Week 3	Reporting Standard Deviation, Correlation, and Descriptive Statistics	Online Discussion 2
	Statistical Inferences: Parametric & Nonparametric Computations	
Week 4	Conducting T-tests	Reaction Paper 2
	Conducting ANOVAs	
Week 5	Transcribing & Coding Qualitative Data	Online Discussion 3
Week 6	Analyzing Mixed Methods Data	Database Creation
Week 7	Writing & Interpreting Quantitative, Qualitative, and Mixed Methods Findings	Reaction Paper 3
Week 8	Applying Findings to Utilized-Focused Evaluation	Online Discussion 4
	Ethics in Reporting Evaluation Findings	
Week 9	Guest Speaker: Reporting Controversial Evaluation Findings	Reaction Paper 4
Week 10	SCHOOL BREAK	
Week 11	Writing the Evaluation Report	Online Discussion 5
Week 12	Guest Speaker: Presenting Evaluation Findings to Stakeholders	Program Evaluation Report Critique
Week 13	Program Evaluation Presentations	Program Evaluation Report Presentations
Week 14	Program Evaluator Guest Speaker: Implementing Evaluation Findings	Program Evaluation Report
Week 15	Implementing Program Evaluation Findings: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Course View (Read Only)

Attachments
Current File: EDRS 7103 9103 Program Evaluation III Syllabus.pdf

Originator

Educational Technology and Foundat	College of Education	Varga, Mary Alice
Department	College	Originator

What would you like to do?

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

Modifications

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

Course Details

EDRS	9103	Program Evaluation III: Program Evaluation Implemen'
Prefix	Number	Course Title

This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This is the third and final course proposed for the Program Evaluation Certificate program. It is also open to currently enrolled UWG students. This course will be cross-listed with EDRS 7103 (for students holding only a bachelor's degree). Students holding a master's degree or higher will register for the 9103 section of the course, which will have additional course assignments and requirements than the 7103 section.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: EDRS_7103_9103_Program_Evaluation_II_Syllabus.pdf

College Approvals

Deborah Jenkins   [APPROVED 2015-08-24]

Chair, Course Department

Laura Smith   [APPROVED 2015-09-15]

Associate Dean, College of Education

Other Approvals

Dawn McCord [APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

EDRS 7103/9103
Program Evaluation III
Program Evaluation Implementation

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone   Direct Line:
              Department Line:

Email

Online Support   *Insert those applicable to your course, for example:*
              D2L Home Page
              https://westga.view.usg.edu/

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

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

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

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

COURSE DESCRIPTION
This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

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APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Implement important data management concepts, including database development, data entry, and codebook creation. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Collect quantitative and/or qualitative data outlined in an approved program evaluation proposal. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Analyze quantitative and/or qualitative data to answer evaluation questions. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
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resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References

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Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International
Journal of Contemporary Research,* 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles.
American Journal of Evaluation, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research:
Integrating quantitative and qualitative approaches in the social and behavioral sciences.*
Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester.
All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date
specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late.
Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment
will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

*Note: Assignments will vary for students enrolled in EDRS 9101.

Evaluation Procedures

1. **Readings & Online Discussions (25 points)**

Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. **Reaction Papers (20 points)**
Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. *Reaction papers guidelines will vary for students enrolled in EDRS 9101. (Course Objectives 1-5)

3. **Database Creation (15 points)**
Create a database for collected data that will be used for analysis. (Course Objectives 1, 4, 5)

4. **Program Evaluation Report Critique (10 points)**
Critique the findings and recommendations in a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. *Students enrolled in EDRS 9101 will critique two program evaluation reports. (Course Objectives 1-5)

5. **Program Evaluation Report Presentation (15 points)**
Present program evaluation findings to classmates and program stakeholders. (Course Objectives 1-5)

6. **Program Evaluation Report Paper (20 points)**
Prepare a comprehensive program evaluation report outlining evaluation questions, data collection methods, findings, and recommendations. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
CITI Training Completion	10	
Program Evaluation Report Critique	10	
Program Evaluation Report Presentation	15	
Program Evaluation Report Paper	20	
TOTAL POINTS	**100**	

Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Extra Credit
There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Communication for this course will also occur through CourseDen,

the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.

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

PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center (678-839-6428; 123 Row Hall) or UWG Health Services (678-839-6452) during normal business hours. For after-hours emergencies, please contact University Police (678-839-6000). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (http://www.suicidepreventionlifeline.org/) and by phone 1-800-273-8255. For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website athttp://www.westga.edu/prevent/index.php

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview	Online Discussion 1
	Overview of Quantitative & Qualitative Analysis Databases	
Week 2	Creating a Database: Format, Data Entry, Transcription, Codebooks	Reaction Paper 1
Week 3	Reporting Standard Deviation, Correlation, and Descriptive Statistics	Online Discussion 2
	Statistical Inferences: Parametric & Nonparametric Computations	
Week 4	Conducting T-tests	Reaction Paper 2
	Conducting ANOVAs	
Week 5	Transcribing & Coding Qualitative Data	Online Discussion 3
Week 6	Analyzing Mixed Methods Data	Database Creation
Week 7	Writing & Interpreting Quantitative, Qualitative, and Mixed Methods Findings	Reaction Paper 3
Week 8	Applying Findings to Utilized-Focused Evaluation	Online Discussion 4
	Ethics in Reporting Evaluation Findings	
Week 9	Guest Speaker: Reporting Controversial Evaluation Findings	Reaction Paper 4
Week 10	SCHOOL BREAK	
Week 11	Writing the Evaluation Report	Online Discussion 5
Week 12	Guest Speaker: Presenting Evaluation Findings to Stakeholders	Program Evaluation Report Critique
Week 13	Program Evaluation Presentations	Program Evaluation Report Presentations
Week 14	Program Evaluator Guest Speaker: Implementing Evaluation Findings	Program Evaluation Report
Week 15	Implementing Program Evaluation Findings: Next Steps	

* Weekly readings and resources will be posted on CourseDen.

Program View (Read-Only)

Attachments
Current File: Program Evaluation Certificate Overview and Program Sheet.pdf

Originator

College of Education	Educational Technology and Foundations	Varga, Mary Alice
College	Department	Originator

What would you like to do?

⦿ Add New Program ○ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Reactivate Existing Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Details
☐ Senate Action Item (See Procedure)

Program Selection

College of Education	Educational Technology and Foundations
College	Department

Program Evaluation Certificate Program		On Line	Graduate
Program Name		Program Location	Degree Level
Certificate		Fall 2017	
Degree Name		Effective Semester/Year	

Modification Details

(Max 4000 characters)

Rationale

Companies and organizations in a variety of settings are seeking individuals skilled in program evaluation, often for funding, accreditation, or programmatic decision-making purposes. The Program Evaluation Certificate is designed to prepare graduate students and professionals to meet the growing demand for working individuals with specific program evaluation skills. The certificate is open to new students and graduate programs throughout the university are welcome to embed the certificate in their programs of study. Three graduate programs in the College of Education have expressed interest in this approach.

There is currently not an existing program at UWG that offers this type of preparation and professional development. It varies from the Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods because the focus is on program evaluation, and students are required to have research skills prior to beginning the certification. It also differs from the Undergraduate Certificate in Social Science Research Skills, a certificate program specific to undergraduate students focused on research skills.

(Max 4000 characters)

Attachments
Current File: Program Evaluation Certificate Overview and Program Sheet.pdf

Planning Info

⦿ Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? YES (See Policy)
Present or Projected Annual Enrollment: 25

Comments

The Program Evaluation Certificate will have two tracks - one for students who hold a bachelor's degree, and one for students who hold a master's or higher degree.

The 7000 track will be available to any individuals (former UWG students, other students, or individuals in the community) who have earned a bachelor's degree and are interested in obtaining the certificate for professional development purposes.

The 9000 track will be available to current UWG graduate students who are interested in obtaining the certificate in addition to their program area degree.

(Max 4000 characters)

College Approvals

Stephen Bronack   [APPROVED 2015-07-27]
Chair, Course Department

Rebecca Stanard   [APPROVED 2015-09-15]
Associate Dean, College of Education

Other Approvals

Dawn McCord   [APPROVED 2015-10-30]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Department of Educational Technology and Foundations
Program Evaluation Certificate

Justification

Companies and organizations in a variety of settings are seeking individuals skilled in program evaluation, often for funding, accreditation, or programmatic decision-making purposes. The Program Evaluation Certificate is designed to prepare graduate students and professionals to meet the growing demand for working individuals with specific program evaluation skills. The certificate is open to new students and graduate programs throughout the university are welcome to embed the certificate in their programs of study. Three graduate programs in the College of Education have expressed interest in this approach.

There is currently not an existing program at UWG that offers this type of preparation and professional development. It varies from the Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods because the focus is on program evaluation, and students are required to have research skills prior to beginning the certification. It also differs from the Undergraduate Certificate in Social Science Research Skills, a certificate program specific to undergraduate students focused on research skills.

Program

A. Eligibility
   - Professionals in the community (currently non-UWG students) with a completed bachelor's degree may apply. The Program Evaluation Certificate can also be completed by any UWG graduate student who has been granted graduate admission. All students must also apply to the certificate program.
   - All applicants must submit a Letter of Commitment outlining 1) the need, purpose, or motivation for completing the program, and 2) access to a program evaluation project setting.

B. Course Requirements
   - The Program Evaluation Certificate will have two tracks - one for post-baccalaureate students (7000 level), and one for graduate-level students (9000 level). Students enrolled in the 7000 track will be available to any individuals (former UWG students, other students, or individuals in the community) who have earned a bachelor's degree and are interested in obtaining the certificate for professional development purposes. The 9000 track will be available to current UWG graduate students who are interested in obtaining the certificate in addition to their program area degree.

   - The certificate consists of three graduate-level courses covering theoretical, methodological, and practical aspects of evaluation. Each course will be offered and cross-listed at the masters/specialist level (7000) and doctoral level (9000). To receive the certificate, each student is required to conduct an approved program evaluation during the EDRS 7103/9103 Program Evaluation III course.

      • EDRS 7101/9101 - Program Evaluation I: Introduction to Program Evaluation

- EDRS 7102/9102 - Program Evaluation II: Program Evaluation Development
- EDRS 7103/9103 - Program Evaluation III: Program Evaluation Implementation

Courses will be offered online once a semester (semesters TBD when the certificate program is approved).

C. Certification

The Department of Educational Technology and Foundations will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Department of Educational Technology and Foundations.

Catalog Copy

The Program Evaluation Certificate will include courses taught in the Department of Educational Technology and Foundations. The program can be completed by any graduate student enrolled at the University of West Georgia or individuals outside the university with a completed Bachelor's degree with previous coursework or experience with research methods. Individuals interested in the Program Evaluation Certificate program can enroll in the Department of Educational Technology and Foundations.

Program Sheet
Program Evaluation Certificate

Name_____ Student ID_____

Courses	Credits	Semester Planned	Grade
Program Evaluation Certificate Courses			
1. EDRS 7101/9101 Program Evaluation I: Introduction to Program Evaluation	3		
2. EDRS 7102/9102 Program Evaluation II: Program Evaluation Development	3		
3. EDRS 7103/9103 Program Evaluation III: Program Evaluation Implementation	3		
Total Program Evaluation Certificate Courses	**9**		
Courses recommended by advisor as pre-entry requirements	**Credits**	**Semester Planned**	

Student Signature_____ Date_____
Advisor Signature_____ Date_____

Updated: March 16, 2015

Advisement Sheet

Name:_____Student ID:_____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Previous Degrees/Majors: _____

Colleges and Dates Previously Attended: _____

_____

Description of Program Evaluation Site: _____

Admission Requirements

____ Letter of Commitment outlining the need, purpose, or motivation for completing the program.

____ Access to a program evaluation project setting.

____ Bachelor's degree from an accredited institution (for post-baccalaureate level 7000 enrollment).

____ Master's degree from an accredited institution (for graduate level 9000 enrollment).

Program View (Read-Only)

Attachments
Current File: Master

Originator

College of Education	Leadership and Instruction	Nixon, Andy
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

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

Senate Action Item   (See Procedure)

Program Selection

College of Education	Master of Education with a Major in Educational Leadership (MED)
College	Program

Master of Education with a Major in Educational Leadership (MED)		
Program Name	On Campus	Graduate
	Program Location	Degree Level
Master of Education	Summer 2016	
Degree Name	Effective Semester/Year	

Modification Details

The Georgia Professional Standards Commission has adopted a new leadership rule (April, 2015) which creates a new Tier One Certification available as a part of a master's degree or as a certificate-only program.

This submission replaces the program sheet and course of study from the currently approved MED in Educational Leadership and if approved will allow students to meet the requirements for the Tier One Leadership Certificate.

(Max 4000 characters)

Rationale

Students will be able to benefit by adding the new Tier One Leadership Certification.

(Max 4000 characters)

Attachments
Current File: Master

Planning Info

○ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

I have attached the proposed program sheet, the "old" program sheet, and relevant documentation regarding recent actions regarding this degree.

(Max 4000 characters)

College Approvals

Brian Mosier   [APPROVED 2015-09-30]

Chair, Course Department

Laura Smith   [APPROVED 2015-10-13]

Associate Dean, College of Education

Other Approvals

Dawn McCord   [APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

"NEW"

Educational Leadership Program Sheet
Master's Degree and Tier One Certificate

Name: _____ Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____

Present Certification (Field and Level): _____

Mentor: _____ Mentor Certificate Number: _____

Admission Requirements		Completion Requirements
_____ Date Admitted		_____ 250 hours of clinical practice
_____ Advising Professor Assigned		_____ GACE (see note below)
		_____ Georgia PSC Ethics Assessment
		_____ Certification Forms

PLAN OF STUDY	Hrs	Gr	Semester Planned	Transfer/Sub
Required Courses				
A. Instructional Leadership				
EDLE 6312 Principles of Leadership	3			
EDLE 6320 Supervision of Instruction	3			
EDLE 6323 Promoting Teaching and Learning	3			
EDLE 6341 Using Data to Improve the School	3			
EDLE 6342 School and Classroom Assessment	3			
B. School Culture				
EDLE 6325 Leadership Formation	3			
EDLE 6327 Professional Learning Communities	3			
EDLE 6330 Building School Culture	3			
EDLE 6331 Advanced Culture Seminar	3			
C. Leading Schools				
EDLE 6316 School Law, Policy, and Ethics	3			
EDLE 6329 School Operations for Learning	3			
EDLE 7312 Schools and Community Engagement	3			
Total Program	36			

PROGRAM NOTES

1. Admission requires a Bachelor's degree and T4 or S4 certificates (and evidence of meeting the Georgia Exceptional Children Requirement).
2. The Georgia PSC Ethics Assessment shall be completed at program entry for diagnostic purposes and passed as a certification requirement near the completion of the program.
3. Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership to achieve state certification.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

College of Education
University of West Georgia

Department of Leadership & Instruction
Updated Fall 2015

MASTER OF EDUCATION
Educational Leadership
Program Sheet

Name: _____ Student # _____
Home Address: _____
Home Phone: _____ E-mail: _____
School Name: _____ School Phone: _____
Present Certification (Field and Level): _____ Undergraduate Degree/Major: _____
Colleges Previously Attended/Dates: _____

	Admission Requirements		Completion Dates
_____	Undergraduate GPA	_____	Initial Advising
_____	GRE Scores	_____	Application for Candidacy
_____	Letters of Reference	_____	Graduation Forms
_____	Date Admitted to Graduate School	_____	Portfolio Review
_____	Advisor	_____	GACE

PLAN OF STUDY	Hrs	Gr	Semester Planned	Trf/Sub
A. Instructional Leadership				
EDLE 6320 Supervision of Instruction	3			
EDLE 6323 Promoting Teaching and Learning	3			
EDLE 6341 Using Data to Improve the School	3			
EDLE 6342 School and Classroom Assessment	3			
B. School Culture				
EDLE 6330 Building School Culture	2			
EDLE 6321 Professional Learning	2			
EDLE 6325 Leadership Formation	2			
EDLE 6331 Advanced Culture Seminar²	3			
C. Leading Schools				
EDRS 6303 School Based Research Methods	3			
EDLE 6313 Understanding Systems and Change	3			
EDLE 6315 Managing School Operations	3			
EDLE 6316 School Law and Ethics	3			
EDLE 6332 Advanced Change and Improvement⁴	3			
Total Program	38			

PROGRAM NOTES

1. Admission to this program requires a clear professional teaching or service certificate.
2. Course has a prerequisite (EDLE 6330 must be taken prior to EDLE 6331 and EDLE 6313 must be taken prior to taking EDLE 6332)
3. The following EDLE courses have required field experiences: 6313, 6315, 6316, 6320, 6321, 6323, 6330, 6341 and 6342. All 3 semester hour courses carry a requirement of 15 hours of field experience and 2 semester hour courses carry a requirement of 10 hours of field experience.
4. Maximum of nine (9) semester hours for enrollment any semester, without specific permission of ELPS.
5. Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester preceding graduation.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

UNIVERSITY of West Georgia

November 11, 2011

Dr. Marci Middleton
Academic Programs Coordinator
Board of Regents, University System of GA
270 Washington St., SW
Atlanta, GA   30334

Dear Dr. Middleton:

I am writing to notify the USG system office that the University of West Georgia will reactivate the M.Ed. in Educational Leadership effective spring semester 2012. The University of West Georgia Faculty Senate approved this request on September 9, 2011. The Georgia PSC is now exploring standards that would allow for and support a degree in "Teacher Leadership." It is anticipated that this will be a degree of choice for public school teachers.

If you have any questions or need additional information, I look forward to complying with your requests.

Sincerely,
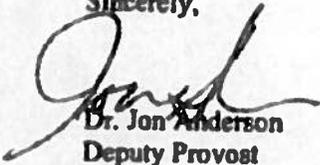
Dr. Jon Anderson
Deputy Provost

cc: Dr. Kim Metcalf
        Dr. Frank Butts

Course or Program Addition, Deletion or Modification Request

Department: Leadership & Applied Instruction　　**College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix　　Course　　Title　　　　　　　　　　　　　　　　　Hours: Lecture/Lab/Total

Action	Credit	Frequency
☐ Course　☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify　☐ Add　☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number		
☐ Title	*Variable credit must be explained	
☐ Description		
☑ 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):

Reactivate the M. Ed. in Educational Leadership degree

Prerequisite(s) _____

Present or Projected Enrollment:　　(Students per year)　　　　　**Effective Date*:** Spring　/2012
*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]　　　　　　4-26-2011
Department Chair　　　　Date　　　　　Department Chair (if cross listed)　　Date

[signature]　　　　　　5/3/2011
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).

Chair, Undergraduate Academic Programs Committee　　Date　　_[signature]_　Chair, Committee on Graduate Studies　　8/23/2011 Date

[signature]　　　　　　9/9/11
Vice President for Academic Affairs　　Date

Revised 1/09/02

Rationale for "Reactivation of the M. Ed. in Educational Leadership"

Submitted April 26, 2011

The M. Ed. in Educational Leadership was deactivated in the Fall, 2010 due to Georgia Legislative and subsequent Georgia PSC rulings which virtually rendered the degree useless for public school teachers and aspiring leaders. The degree no longer was the vehicle to receive "leadership" certification and it no longer served to promote public school teachers to a higher pay tier.

The Georgia PSC is now exploring standards that would allow for and support a degree in "Teacher Leadership" or a pathway within a degree to meet the same goal. It is anticipated that the PSC will establish the standards for the "Teacher Leadership" pathway or degree, such that it could be part of a "Leadership" degree. It is thought that this will serve as a vehicle for public school teacher leaders and aspiring leaders to reach a higher pay tier. To be prepared for this opportunity, the Leadership and Applied Instruction Department is submitting this request to reactivate the degree effective Spring, 2012. It is anticipated that this will be a degree of choice for public school teachers wanting to achieve a Masters that will both further their education and be aligned with the standards for an increase in pay grade.

Program View (Read-Only)

Attachments
Current File: TierOne Cert Only Program Sheet.pdf

Originator

College of Education	Leadership and Instruction	Nixon, Andy
College	Department	Originator

What would you like to do?

◉ Add New Program   ○ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Details
Senate Action Item   **(See Procedure)**

Program Selection

College of Education	Leadership and Instruction		
College	Department		
Educational Leadership Tier One Certificate-Only		On Line	Graduate
Program Name		Program Location	Degree Level
Educational Leadership Tier One Certificate-Only		Summer 2016	
Degree Name		Effective Semester/Year	

Modification Details

The Georgia Professional Standards Commission has adopted a new leadership rule (April, 2015) which creates a new Tier One Certification available as a certificate-only program.

(Max 4000 characters)

Rationale

The new Georgia Leadership Rule creates a Two-Tiered Certification Process. Approval of this program will allow UWG students to become certified with the Leadership Tier One Certificate.

(Max 4000 characters)

Attachments
Current File: TierOne Cert Only Program Sheet.pdf

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

I have attached the proposed course of study to meet the certificate requirements as outlined by the GaPSC.

(Max 4000 characters)

College Approvals

Brian Mosier   [APPROVED 2015-09-30]

Chair, Course Department

Laura Smith   [APPROVED 2015-10-13]

Associate Dean, College of Education

Other Approvals

Dawn McCord   [APPROVED 2015-10-30]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Educational Leadership Program Sheet
Tier One Certificate-Only

Name: _____ Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____

Present Certification (Field and Level): _____

Mentor: _____ Mentor Certificate Number: _____

Admission Requirements		Completion Requirements	
_____ Date Admitted		_____ 250 hours of clinical practice	
_____ Advising Professor Assigned		_____ GACE (see note below)	
		_____ Georgia PSC Ethics Assessment	
		_____ Certification Forms	

PLAN OF STUDY	Hrs	Gr	Semester Planned	Transfer/Sub
Required Courses				
EDLE 6312 Principles of Leadership	3			
EDLE 6316 School Law, Policy, and Ethics	3			
EDLE 6327 Professional Learning Communities	3			
EDLE 6329 School Operations for Learning	3			
EDLE 6341 Using Data to Improve Schools	3			
EDLE 7312 Schools and Community Engagement	3			
Total Program	18			

PROGRAM NOTES

1. Admission requires a Master's degree and T5 or S5 certificates (and evidence of meeting the Georgia Exceptional Children Requirement).
2. The Georgia PSC Ethics Assessment shall be completed at program entry for diagnostic purposes and passed as a certification requirement near the completion of the program.
3. Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership to achieve state certification.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

College of Education
University of West Georgia

Department of Leadership & Instruction
Updated Fall 2015

Program View (Read-Only)

Attachments
Current File: Ed. S. Program Sheets and Notification 9-11-15.pdf

Originator

College of Education	Learning and Teaching	Harkins, Donna
College	Department	Originator

What would you like to do?

○ Add New Program ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Reactivate Existing Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Details ☐ Senate Information Item   (See Procedure)

Program Selection

College of Education	Specialist in Education with a Major in Early Childhood Education
College	Program

Specialist in Education with a Major in Early Childhood Education
Program Name

On Line
Program Location

Graduate
Degree Level

Specialist in Education
Degree Name

Spring   2016
Effective Semester/Year

Modification Details

Change in delivery format to more than 95% online.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments
Current File: Ed. S. Program Sheets and Notification 9-11-15.pdf

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

Ed. S. in Early Childhood Education - change in delivery format to more than 95% online. Senate information item.

(Max 4000 characters)

College Approvals

Donna Harkins   [APPROVED 2015-09-02]
Chair, Course Department

Laura Smith   [APPROVED 2015-09-11]
Associate Dean, College of Education

Other Approvals

Dawn McCord   [APPROVED 2015-10-30]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Specialist in Education
Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

ADVISEMENT SHEET/PLAN OF STUDY MUST BE FILED IN C & I DEPARTMENT WITH ALL SIGNATURES BEFORE THE END OF SECOND SEMESTER.

Name:_____ ID# 917_____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Masters Degree/Major: _____

ADMISSION REQUIREMENTS	COMPLETION DATES
_____ Graduate GPA	_____ Initial Advising
(V) _____ (Q) _____ GRE Scores	_____ Application for Candidacy
_____ Letters of Recommendation	_____ Comprehensive Exam
_____ Date Admitted to Graduate School	

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUBSTITUTION
Professional Education Sequence				
Students as Learners	3			
*CEPD 8102 Lifespan Human Development	3			
Societal Issues	6			
*ECED 8272 Teacher as Leader *	3			
Select one of the following: EDFD 7303 Culture & Society in Education EDFD 7305 History of American Education EDFD 7307 Critical Issues in Education EDFD 7309 Philosophical Foundations of Education EDFD 7311 Ethics in Education PTED 7246 Comparative Education	3			
Classroom Issues				
*ECED 8271 Advanced Curriculum Seminar	3			
Arts and Science or Methods/Content	3			
Research and Inquiry (must be taken in sequence)	9			
*ECED 8284 Research Seminar [b]	3			
*EDRS 8304 Data Analysis in Educational Research [b]	3			
*ECED 8297 Professional Seminar [c]	3			
Elective	3			
	3			
Total Program	27			

Program Notes

1. * Denotes required course.
   a. ECED 8271 and ECED 8272 should be taken early in the Ed. S. program.
   b. ECED 6290 or EDRS 6301 is required as a prerequisite for this course.
   b. ECED 8284 is required as a prerequisite for this course.
   c. EDRS 8304 is required as a prerequisite for this course.

2. Admission to this program requires a Level 5 clear, professional certificate in Early Childhood Education based on an earned degree in an approved program.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____ DATE: _____

College of Education
University of West Georgia

Ed.S./ECED
LAT   9/15

Specialist in Education
Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

Name:_____ ID# 917_____ Advisor: _____
Permanent Address: _____
Work/Campus Address: _____
Telephone: _____ FAX: _____ Email: _____
Masters Degree/Major: _____

ADMISSION REQUIREMENTS	COMPLETION DATES
_____ Graduate GPA	_____ Initial Advising
(V) _____ (Q) _____ GRE Scores	_____ Application for Candidacy
_____ Letters of Recommendation	_____ Comprehensive Exam
_____ Date Admitted to Graduate School	

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUBSTITUTION
Professional Education Sequence				
Students as Learners	3			
*CEPD 8102 Lifespan Human Development	3			
Societal Issues	6			
*ECED 8272 Teacher as Leader [a]	3			
Select one of the following: EDFD 7303 Culture & Society in Education EDFD 7305 History of American Education EDFD 7307 Critical Issues in Education EDFD 7309 Philosophical Foundations of Education EDFD 7311 Ethics in Education PTED 7246 Comparative Education	3			
Classroom Issues				
*ECED 8271 Advanced Curriculum Seminar [a]	3			
Arts and Science or Methods/Content	3			
Research and Inquiry (must be taken in sequence)	9			
*ECED 8284 Research Seminar [b]	3			
*EDRS 8304 Data Analysis in Educational Research [c]	3			
*ECED 8297 Professional Seminar [d]	3			
Elective	3			
	3			
Total Program	27			

Program Notes
1. * Denotes required course.
    a. ECED 8271 and ECED 8272 should be taken early in the Ed. S. program.
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    d. EDRS 8304 is required as a prerequisite for this course.

2. Admission to this program requires a Level 5 clear, professional certificate in Early Childhood Education based on an earned degree in an approved program.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____ DATE: _____

College of Education   Ed.S./ECED
University of West Georgia   LAT   9/15

Ed. S. in Early Childhood Education
Information Item – Offering an Existing Program More than 95% Online

Incompliance with the UWG Shared Governance Procedures for Modifications to Academic Programs, please allow this statement to serve as notification that the Ed. S. in Early Childhood Education will be delivered in a format that is more than 95% online effective Spring 2016. The link to the Shared Governance site is: http://www.westga.edu/assetsDept/vpaa/UWG_Shared_Governance_Procedures_for_Modifications_to_Academic_Programs_Final_Adopted_by_the_senate_9March2012.pdf.

Addendum IV

Core Mathematics Course Substitution Policy

Accessibility Services, 123 Row Hall, counseling@westga.edu, (678) 839-6428,
http://www.westga.edu/accessibility
Created November, 2015

All USG students are required to complete three hours of coursework that address learning outcomes in quantitative reasoning. A student is determined to be eligible for a Core Mathematics Course Substitution (CMCS), per USGBOR policy, based on a documented learning disability in math. Students must still complete this core requirement, but may petition for a substitution of the requirement. See the USGBOR Academic and Student Affairs Handbook for a full explanation of the policy.

To be eligible, it must be determined that:

- A student has a disability that impacts his/her math skills and that the disability precludes academic success despite the student's efforts and/or reasonable accommodations.
- A substitution of this requirement will not result in a fundamental alteration of the student's major/program of study.

CMCS Accommodation Process:

- The requesting student will meet with an Accessibility Services counselor and provide the following documentation:
    - A formal written request for the CMCS accommodation
    - High school transcript(s) and college transcript(s) (if the student has taken math classes at other institution(s))
    - Documentation of a disability that substantially limits mathematics skills; documentation:
        - May be obtained by the student from a qualified professional OR the student can be referred by his//her accessibility counselor to the RCLD at Georgia State for an evaluation. Evaluations are at the student's expense.
        - Must meet guidelines for a learning disability as outlined on the Accessibility Services website.
- The student will be asked to complete a release of information form to allow the USG reviewing committee (comprised of the directors of the three RCLDs in Georgia) access to the above listed documentation. The documentation will be submitted to the RCLD at Georgia State by Accessibility Services for review by the USG reviewing committee.
    - The USG reviewing committee may request additional documentation to aid their determination.
    - Accessibility Services will communicate the decision to the student's UWG email within three business days of receiving the USG reviewing committee's decision.
- Every effort will be made to determine eligibility for the CMCS accommodation in time to allow for an informed decision concerning the following semester's registration. However, requests received after the semester begins may not have a final decision in time for early registration for the following semester.
- A UWG committee comprised of the director of the Counseling Center, the assistant director of Accessibility Services, the chair of the Mathematics Department (or the chair's designee), the student's academic advisor, a faculty representative from the student's major, and the chair of the

Undergraduate Program Committee (or the chair's designee) will determine if the core mathematics requirement constitutes an essential component of the student's major/program of study. This committee will be contacted by the assistant director of Accessibility Services, or the AD's designee, and a meeting scheduled to discuss the student's request. All committee members must come to a consensus concerning this student's request. Every effort will be made to convene this committee within ten business days of receiving notification that the student's request has been approved by the USG reviewing committee.

- o If the student is found by the UWG committee to be pursuing a major/program of study for which mathematics is considered an essential component, the student will be notified via email by the assistant director of Accessibility Services, or the AD's designee, that he/she is not eligible for the CMCS for his/her current major/program of study.
- o If the student is found to be pursuing a major/program of study for which mathematics is NOT considered an essential component, the UWG committee will identify a substitute course(s) best suited to the student's major/program of study. The student will be notified via email by the assistant director of Accessibility Services, or the AD's designee, of the course (or courses from which the student is allowed to choose) that the UWG committee has selected.

- Students wishing to appeal the decision of the UWG committee and request that a major/program of study be further considered for the CMCS accommodation can do so by preparing a written request. The request should include:
  - o The major/program of study the student wishes to have considered.
  - o The reason(s) the student believes the major/program of study should be approved for the CMCS. Specifically, the appeal should explain how math does NOT represent a fundamental component of the major/program of study.
- Appeals should be submitted to the assistant director of Accessibility Services, or the AD's designee, who will submit this request to the dean of the college of the student's major for consideration. The decision by the dean will be communicated by the AD, or the AD's designee, to the student within ten business days of the appeal request. In the unlikely event the dean is unavailable and more time is needed, the AD, or the AD's designee, will communicate to the student when a final decision will be available.
- Once approved by the UWG committee, the student registers for the substitution course and must meet with the instructor to discuss the course requirements and why they are taking the course. Students should refer instructor questions to his/her accessibility counselor.
- **Upon satisfactory completion of the approved substitution course, the student must email his/her accessibility counselor with the following information: full name, 917#, name of course, course CRN#, and the semester completed.**
  - o The accessibility counselor will email the Registrar's Office (registrar@westga.edu) with this information, who will then note appropriately in the student's Wolf Watch.
- If a student changes his/her major/program of study, he/she must submit a new request for CMCS to be reviewed by the institutional committee as outlined in this policy.

Addendum V

Liberal Education and America's Promise (LEAP)

A Resolution to support University of West Georgia joining other institutions in the State of Georgia to seek LEAP State designation from the Association of American Colleges and Universities (AAC&U).

Whereas, associate provosts at most all public universities in the State of Georgia have begun exploring the AAC&U LEAP State Initiative;

Whereas, University of West Georgia supports the basic philosophy and merits of a liberal education as articulated by the AAC&U;

Whereas, the value of higher education has come under fire in recent years;

Whereas, higher education institutions have yet to effectively communicate to the public-at-large the benefit of a bachelor's degree;

Whereas, higher education institutions across the state can benefit from discussions across institutional boundaries of common concerns;

Whereas, Georgia institutions of higher education could benefit from the facilitated interaction and opportunities for collaboration with other LEAP states through the AAC&U;

Therefore Be It Resolved, that University of West Georgia formally accepts inclusion into the Georgia LEAP State Initiative and pledges participation in the process to establish Georgia as an AAC&U LEAP State.

Addendum VI

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Education	Educational Technology and Foundations	Director of Center for Teaching & Learning	Hendricks	Cher H.	Dr.	T
College of Arts and Humanities	Art		Collins	David	Mr.	T
College of Arts and Humanities	Art		Crean-Wojcik	Eilis	Ms.	T
College of Arts and Humanities	Art		Dixon	Erin M.	Ms.	N2
College of Arts and Humanities	Art		Dougan	Mary Anne	Ms.	N2
College of Arts and Humanities	Art		Galloway	Angus	Mr.	N2
College of Arts and Humanities	Art		Hannaford	Joey	Ms.	T
College of Arts and Humanities	Art		Iamiceli	Myda	Ms.	
College of Arts and Humanities	Art		Kirk	Perry R.	Mr.	N2
College of Arts and Humanities	Art		Lamfers	Ryan	Mr.	N2
College of Arts and Humanities	Art		McGuire	Casey	Ms.	T
College of Arts and Humanities	Art		Morris	John	Mr.	N2
College of Arts and Humanities	Art		O'Donnell	James	Mr.	N1
College of Arts and Humanities	Art	Assistant Chair of English	Samples	Clint	Mr.	T
College of Arts and Humanities	Art		Santini	Debrah A.	Ms.	T
College of Arts and Humanities	Art		Schoon	Mark	Mr.	N1
College of Arts and Humanities	Art	Chair of Art	Shunn	Kevin D.	Mr.	T
College of Arts and Humanities	Art		Smith	Stephanie	Ms.	N2
College of Arts and Humanities	Art		Tekippe	Rita W.	Dr.	T
College of Arts and Humanities	Art		Vinson	Heather	Dr.	N1
College of Arts and Humanities	English/Philosophy		Adams	Bonnie J.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Barker	Richard	Mr.	N2
College of Arts and Humanities	English/Philosophy		Beasley	Laura L.	Dr.	N2
College of Arts and Humanities	English/Philosophy		Black	Joshua N.	Mr.	N2
College of Arts and Humanities	English/Philosophy		Boyd	Stacy C.	Dr.	T
College of Arts and Humanities	English/Philosophy		Campbell	Amanda	Ms.	N2
College of Arts and Humanities	English/Philosophy		Casper	Kevin M.	Dr.	N1
College of Arts and Humanities	English/Philosophy		Chaple	Katherine L.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Crafton	Lisa P.	Dr.	T
College of Arts and Humanities	English/Philosophy	Provost and Vice President for Academic A	Crafton	Micheal	Dr.	T
College of Arts and Humanities	English/Philosophy	Director of School of Arts	Davidson	Chad A.	Dr.	T
College of Arts and Humanities	English/Philosophy	Honors Dean and Director of Philosophy	Donohoe	Janet A.	Dr.	T
College of Arts and Humanities	English/Philosophy	Director of Intl Services & Programs	Doyle	Maria-Elena	Dr.	T
College of Arts and Humanities	English/Philosophy		Drummond	Brittney	Ms.	N2
College of Arts and Humanities	English/Philosophy		Dycus	Ashley L.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Ellison	Amy	Ms.	N2
College of Arts and Humanities	English/Philosophy		Erben	Patrick M.	Dr.	T
College of Arts and Humanities	English/Philosophy		Finck	Shannon	Dr.	N2
College of Arts and Humanities	English/Philosophy		Frank	Kelley M.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Franks	Matthew	Dr.	N1
College of Arts and Humanities	English/Philosophy		Fraser	Gregory A.	Dr.	T
College of Arts and Humanities	English/Philosophy		Garner	John V.	Dr.	N2
College of Arts and Humanities	English/Philosophy		Grosse	Patricia	Ms.	
College of Arts and Humanities	English/Philosophy		Harrison	Rebecca	Dr.	T
College of Arts and Humanities	English/Philosophy		Haught	Leah	Dr.	N1
College of Arts and Humanities	English/Philosophy		Hawk	Julie	Dr.	N2
College of Arts and Humanities	English/Philosophy	Dean of College of Arts and Humanities	Hendricks	Randy J.	Dr.	T
College of Arts and Humanities	English/Philosophy		Hendricks	Sarah E.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Hipchen	Emily	Dr.	T
College of Arts and Humanities	English/Philosophy		Insenga	Angela S.	Dr.	T
College of Arts and Humanities	English/Philosophy		Jackson	Melissa	Ms.	N2
College of Arts and Humanities	English/Philosophy		James	Brandy L.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Jordan	Melanie A.	Dr.	N2
College of Arts and Humanities	English/Philosophy		Kellison	Rosemary	Dr.	N1
College of Arts and Humanities	English/Philosophy		Kesler	Jason	Mr.	N2

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Arts and Humanities	English/Philosophy		Lane	Robert E.	Dr.	T
College of Arts and Humanities	English/Philosophy		Livingston-Martin	Molly	Dr.	N2
College of Arts and Humanities	English/Philosophy		Loicano	Jade K.	Ms.	N2
College of Arts and Humanities	English/Philosophy		MacComb	Debra Ann	Dr.	T
College of Arts and Humanities	English/Philosophy		Masters	Joshua	Dr.	T
College of Arts and Humanities	English/Philosophy		McFarland	Mitzi	Ms.	N2
College of Arts and Humanities	English/Philosophy		McKee	Laura S.	Ms.	N2
College of Arts and Humanities	English/Philosophy		McRae	Rod Gordon	Mr.	N2
College of Arts and Humanities	English/Philosophy		Miller	Laura	Dr.	N1
College of Arts and Humanities	English/Philosophy	Associate Chair of English	Mitchell	Margaret E.	Dr.	T
College of Arts and Humanities	English/Philosophy		Mock	Erin Lee	Dr.	N1
College of Arts and Humanities	English/Philosophy		Morin	Stacey A.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Murphy	Pamela C.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Newton	David W.	Dr.	T
College of Arts and Humanities	English/Philosophy		Oglesbee	April	Ms.	N2
College of Arts and Humanities	English/Philosophy	Interim Chair of English & Philosophy	Pearson	Meg	Dr.	T
College of Arts and Humanities	English/Philosophy		Peterson	Jeffrey W.	Mr.	N2
College of Arts and Humanities	English/Philosophy		Riker	Walter	Dr.	N1
College of Arts and Humanities	English/Philosophy		Sewell	Joshua M.	Mr.	N2
College of Arts and Humanities	English/Philosophy		Shelnutt	Crystal R.	Ms.	N2
College of Arts and Humanities	English/Philosophy		Sherling	Matthew R.	Mr.	N2
College of Arts and Humanities	English/Philosophy		Shoemake	Amanda	Ms.	N2
College of Arts and Humanities	English/Philosophy		Snaith	Lorraine W.	Dr.	N2
College of Arts and Humanities	English/Philosophy		Umminger	Alison	Dr.	T
College of Arts and Humanities	Foreign Languages		Anderson	Lynn S.	Dr.	T
College of Arts and Humanities	Foreign Languages		Blair	John	Dr.	T
College of Arts and Humanities	Foreign Languages		Cabral	Omar	Mr.	N2
College of Arts and Humanities	Foreign Languages		Connell	Lisa	Dr.	N1
College of Arts and Humanities	Foreign Languages		Cormican	Muriel	Dr.	T
College of Arts and Humanities	Foreign Languages		Dahms	Elizabeth	Dr.	N1
College of Arts and Humanities	Foreign Languages		Farmer	Julia	Dr.	T
College of Arts and Humanities	Foreign Languages		Fuentes	Yvonne	Dr.	N1
College of Arts and Humanities	Foreign Languages		Guzman-Medrano	Gael	Dr.	N2
College of Arts and Humanities	Foreign Languages		Hill	Laura	Ms.	N2
College of Arts and Humanities	Foreign Languages	Interim Chair of Foreign Languages & Liter	Kilpatrick	Robert M.	Dr.	T
College of Arts and Humanities	Foreign Languages		Koczkas	Anca	Dr.	N1
College of Arts and Humanities	Foreign Languages		Moore	Ann Marie	Ms.	
College of Arts and Humanities	Foreign Languages	Associate VP of Research and Sponsored O	Overfield	Denise M.	Dr.	T
College of Arts and Humanities	Foreign Languages		Solis	Elizabeth	Ms.	N2
College of Arts and Humanities	Foreign Languages		Tweraser	Felix	Dr.	T
College of Arts and Humanities	Foreign Languages		Zamostny	Jeffrey	Dr.	N1
College of Arts and Humanities	Foreign Languages		Zapata-Calle	Ana	Dr.	N1
College of Arts and Humanities	History		Adams	Margaret "Keri"	Ms.	N2
College of Arts and Humanities	History		Bohannon	Keith S.	Dr.	T
College of Arts and Humanities	History		Brock	Julia	Dr.	N1
College of Arts and Humanities	History		Chalifoux	Stephanie	Dr.	N1
College of Arts and Humanities	History		de Nie	Michael W.	Dr.	T
College of Arts and Humanities	History	Chair of History	Goodson	Howard Steven	Dr.	T
College of Arts and Humanities	History		Hild	Matthew George	Dr.	N2
College of Arts and Humanities	History		Leslie	Teresa E.	Dr.	N2
College of Arts and Humanities	History	Coordinator of Canadian Studies	Lipp	Charles	Dr.	T
College of Arts and Humanities	History		MacKinnon	Elaine M.	Dr.	T
College of Arts and Humanities	History		McCleary	Ann E.	Dr.	T
College of Arts and Humanities	History		McCullers	Molly	Dr.	N1
College of Arts and Humanities	History		Pacholl	Keith A.	Dr.	T

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Arts and Humanities	History		Pidhainy	Ihor	Dr.	N1
College of Arts and Humanities	History		Pitts	Timothy	Mr.	N2
College of Arts and Humanities	History		Pollard	Sandra	Ms.	N2
College of Arts and Humanities	History		Primuth	Richard	Mr.	N2
College of Arts and Humanities	History		Rivers	Larry	Dr.	N1
College of Arts and Humanities	History		Schroer	Timothy L.	Dr.	T
College of Arts and Humanities	History		Van Valen	Gary	Dr.	T
College of Arts and Humanities	History		Vasconcellos	Colleen	Dr.	T
College of Arts and Humanities	History		Williams	Nadejda	Dr.	T
College of Arts and Humanities	History		Williams	Daniel	Dr.	T
College of Arts and Humanities	Music		Bakos	Daniel F.	Dr.	T
College of Arts and Humanities	Music		Bleuel	John S.	Dr.	T
College of Arts and Humanities	Music		Breckling	Molly	Dr.	N2
College of Arts and Humanities	Music	Director of Bands	Byrd	Joshua	Dr.	N1
College of Arts and Humanities	Music		Gingerich	Carol J.	Dr.	T
College of Arts and Humanities	Music	Chair of Music	Hibbard	Kevin R.	Dr.	T
College of Arts and Humanities	Music		Hunt	Emily	Ms.	N2
College of Arts and Humanities	Music		Kramer	Elizabeth	Dr.	T
College of Arts and Humanities	Music		Marrero	Kyle	Dr.	
College of Arts and Humanities	Music		McCord	Dawn H.	Dr.	T
College of Arts and Humanities	Music		Neely	Dawn	Dr.	N1
College of Arts and Humanities	Music		Self	Travis Cale	Dr.	N1
College of Arts and Humanities	Theatre		Cabral	Adriano	Mr.	N1
College of Arts and Humanities	Theatre		Cuomo	Amy L.	Dr.	T
College of Arts and Humanities	Theatre		Darvas	Bradley	Mr.	N1
College of Arts and Humanities	Theatre		Elman	Rochelle D.	Ms.	T
College of Arts and Humanities	Theatre	Chair of Theatre	Gagnon	Pauline	Dr.	T
College of Arts and Humanities	Theatre		Monaghan	Joseph	Mr.	N2
College of Arts and Humanities	Theatre		Polhemus	Stephanie	Ms.	N2
College of Arts and Humanities	Theatre		Yeong	Alan	Mr.	T
College of Education	Clinical and Professional Studies		Boes	Susan R.	Dr.	T
College of Education	Clinical and Professional Studies		Bronkema	Ryan H.	Mr.	N1
College of Education	Clinical and Professional Studies		Chibbaro	Julia S.	Dr.	T
College of Education	Clinical and Professional Studies		Farran	Lama	Dr.	N1
College of Education	Clinical and Professional Studies		Land	Christy	Dr.	N1
College of Education	Clinical and Professional Studies		Leak	Emily	Ms.	N2
College of Education	Clinical and Professional Studies		Matthews	Jairus J.	Dr.	N1
College of Education	Clinical and Professional Studies		Mayfield	Adra	Ms.	N2
College of Education	Clinical and Professional Studies		Norton	Aleah	Ms.	N2
College of Education	Clinical and Professional Studies	Chair of Clinical & Professional Studies	Parrish	Mark S.	Dr.	T
College of Education	Clinical and Professional Studies		Perjessy	Caroline	Dr.	N1
College of Education	Clinical and Professional Studies		Perryman	Twyla Y.	Dr.	N1
College of Education	Clinical and Professional Studies		Ricks	Lacey	Dr.	N1
College of Education	Clinical and Professional Studies	Interim Asst. Dean & Dir. of Comp. Comm.	Smith	Laura H.	Dr.	N1
College of Education	Clinical and Professional Studies		Uwamahoro	Olivia	Dr.	N1
College of Education	Clinical and Professional Studies		Varga	Matthew	Dr.	N1
College of Education	Clinical and Professional Studies		Whisenhunt	Julia	Dr.	N1
College of Education	Clinical and Professional Studies		Wilson	Kimberly	Dr.	N1
College of Education	Educational Technology and Foundations		An	Yun-Jo	Dr.	T
College of Education	Educational Technology and Foundations		Baylen	Danilo M.	Dr.	T
College of Education	Educational Technology and Foundations	Interim Assistant Dean	Bronack	Stephen	Dr.	T
College of Education	Educational Technology and Foundations		Cao	Li	Dr.	T
College of Education	Educational Technology and Foundations		Chumney	Frances L.	Dr.	N1
College of Education	Educational Technology and Foundations		Cooper	O. P.	Dr.	N1
College of Education	Educational Technology and Foundations		D'Alba	Bertha A.	Dr.	N1

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Education	Educational Technology and Foundations		Gilbert	Kristen	Ms.	N2
College of Education	Educational Technology and Foundations		Haynes	Linda L.	Dr.	T
College of Education	Educational Technology and Foundations		Head	Crill	Ms.	N2
College of Education	Educational Technology and Foundations		Huett	Kimberly C.	Ms.	N1
College of Education	Educational Technology and Foundations	Associate Dean of USG eCore and Online D	Huett	Jason Bond	Dr.	T
College of Education	Educational Technology and Foundations	Interim Chair, Educational Tech & Foundati	Jenkins	Deborah B.	Dr.	T
College of Education	Educational Technology and Foundations		Johnston	Melissa	Dr.	N1
College of Education	Educational Technology and Foundations		Kawulich	Barbara B.	Dr.	T
College of Education	Educational Technology and Foundations		Mindrila	Diana	Dr.	N1
College of Education	Educational Technology and Foundations		Packard	Abbot L.	Dr.	T
College of Education	Educational Technology and Foundations		Peterson	Thomas A.	Dr.	T
College of Education	Educational Technology and Foundations		Putney	Linda D.	Dr.	T
College of Education	Educational Technology and Foundations		Sethna	Madhavi	Dr.	N2
College of Education	Educational Technology and Foundations		Slone	Mary Beth	Dr.	T
College of Education	Educational Technology and Foundations		Snipes	Phyllis R.	Dr.	T
College of Education	Educational Technology and Foundations		Varga	Mary Alice	Dr.	N1
College of Education	Educational Technology and Foundations		Westine	Carl	Dr.	N1
College of Education	Educational Technology and Foundations		Yang	Yan	Dr.	T
College of Education	Leadership and Instruction		Butler	Judy D.	Dr.	T
College of Education	Leadership and Instruction		Clevenger	Karen	Dr.	N2
College of Education	Leadership and Instruction		Eick	Charles	Dr.	N1
College of Education	Leadership and Instruction		Evans	Georgia	Dr.	N2
College of Education	Leadership and Instruction	Associate Vice President of Academic Affai	Gantner	Myrna W.	Dr.	T
College of Education	Leadership and Instruction	Interim Assistant Dean	Heidorn	Brent	Dr.	T
College of Education	Leadership and Instruction		Henderson	Markesha M.	Dr.	N1
College of Education	Leadership and Instruction	Dean of College of Education	Hoff	Dianne L.	Dr.	T
College of Education	Leadership and Instruction		Hooper	Mary	Dr.	T
College of Education	Leadership and Instruction		Huss	Robyn	Dr.	N1
College of Education	Leadership and Instruction		Johnson	Jeffrey T.	Dr.	T
College of Education	Leadership and Instruction		Johnson	Christie	Dr.	N1
College of Education	Leadership and Instruction		Johnson	Christine	Dr.	N2
College of Education	Leadership and Instruction		Knoll	Christine	Ms.	N2
College of Education	Leadership and Instruction		Moore	Melody "Lorie"	Ms.	N2
College of Education	Leadership and Instruction		Morris	Robert C.	Dr.	T
College of Education	Leadership and Instruction		Morris	Doris	Ms.	N2
College of Education	Leadership and Instruction	Interim Chair, Leadership & Instruction	Mosier	Brian	Dr.	T
College of Education	Leadership and Instruction		Nixon	Andrew M.	Dr.	T
College of Education	Leadership and Instruction		Parker	Alison	Ms.	N2
College of Education	Leadership and Instruction		Scremin	Glaucio	Dr.	N1
College of Education	Leadership and Instruction		Stewart	Bridgette A.	Ms.	N2
College of Education	Leadership and Instruction		Suh	Young Ik	Dr.	N1
College of Education	Leadership and Instruction		Teed	Kenneth	Dr.	N1
College of Education	Leadership and Instruction		Voelkel	Robert H.	Dr.	N1
College of Education	Learning and Teaching		Brown	Janet	Ms.	N2
College of Education	Learning and Teaching		Bucholz	Jessica Lynn	Dr.	T
College of Education	Learning and Teaching	Director of Field Based Preparation	Calhoun	Wanda	Ms.	N2
College of Education	Learning and Teaching		Chaffin	Anne	Ms.	
College of Education	Learning and Teaching		Cooper	Margaret A.	Dr.	T
College of Education	Learning and Teaching	Interim Chair or Learning & Teaching	Drake	Jill Mizell	Dr.	T
College of Education	Learning and Teaching		Dunbar	Rachel	Dr.	N2
College of Education	Learning and Teaching		Edelman	Jennifer	Ms.	N1
College of Education	Learning and Teaching		Frazier-Trotman	Michelle	Dr.	T
College of Education	Learning and Teaching		Green	Katherine B.	Dr.	N1
College of Education	Learning and Teaching		Harkins	Donna M.	Dr.	T
College of Education	Learning and Teaching		Heidorn	Jennifer K.	Ms.	N2

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Education	Learning and Teaching		Lozo	Deborah	Ms.	N2
College of Education	Learning and Teaching		Ogletree	Tamra W.	Dr.	T
College of Education	Learning and Teaching	Director of COE Graduate School	Ponder	John M.	Dr.	T
College of Education	Learning and Teaching		Ramanathan	Hema	Dr.	T
College of Education	Learning and Teaching		Reid	Mary	Ms.	N2
College of Education	Learning and Teaching		Robbins	Sandra	Dr.	N1
College of Education	Learning and Teaching		Roberts	Elaine	Dr.	N2
College of Education	Learning and Teaching		Steed	Lyn J.	Ms.	N2
College of Education	Learning and Teaching		Stonier	Francis	Dr.	N1
College of Education	Learning and Teaching		Strain	Robin	Ms.	N2
College of Education	Learning and Teaching		Strickland	Janet S.	Dr.	T
College of Education	Learning and Teaching		Wadlington	Cynthia	Ms.	N2
College of Education	Learning and Teaching	Director of School Improvement	Willox	Lara M.	Dr.	N1
College of Science and Mathematics	Biology		Banford	Heidi M.	Dr.	T
College of Science and Mathematics	Biology		Duckett	Erin	Ms.	N2
College of Science and Mathematics	Biology		Edelman	Andrew	Dr.	N1
College of Science and Mathematics	Biology		Fisher	Janet E.	Dr.	N1
College of Science and Mathematics	Biology		Fontanella	Frank	Dr.	N1
College of Science and Mathematics	Biology		Garner	Yvette L.	Dr.	N1
College of Science and Mathematics	Biology		Gorga	Catherine	Ms.	N2
College of Science and Mathematics	Biology		Graham	Meghan	Ms.	N2
College of Science and Mathematics	Biology		Heard	Phillip	Mr.	N2
College of Science and Mathematics	Biology		Hendricks	Joseph J.	Dr.	T
College of Science and Mathematics	Biology		Hullender	Melissa E.	Ms.	N2
College of Science and Mathematics	Biology		Johnson	Melissa	Dr.	T
College of Science and Mathematics	Biology		Kenyon	William J.	Dr.	T
College of Science and Mathematics	Biology		Kral	Leos G.	Dr.	T
College of Science and Mathematics	Biology		Mitra	Mautusi	Dr.	T
College of Science and Mathematics	Biology	Assistant Chair	Molesworth-Kenyon	Sara	Dr.	T
College of Science and Mathematics	Biology		Morgan	David	Dr.	T
College of Science and Mathematics	Biology	Interim Associate Dean, COSM	Payne	Gregory T.	Dr.	T
College of Science and Mathematics	Biology		Pencoe	Nancy L.	Dr.	T
College of Science and Mathematics	Biology		Swamy-Mruthinti	Satyanarayana	Dr.	T
College of Science and Mathematics	Biology	Interim Chair of Biology	Tabit	Christopher	Dr.	T
College of Science and Mathematics	Biology		Zot	Henry G.	Dr.	T
College of Science and Mathematics	Biology		Zot	Anita R.	Dr.	N2
College of Science and Mathematics	Chemistry	Chair of Chemistry	Basu-Dutt	Sharmistha	Dr.	T
College of Science and Mathematics	Chemistry		Boatright	David L.	Dr.	N2
College of Science and Mathematics	Chemistry		Fujita	Megumi	Dr.	T
College of Science and Mathematics	Chemistry		Gaquere	Anne	Dr.	T
College of Science and Mathematics	Chemistry		Geisler	Victoria J.	Dr.	T
College of Science and Mathematics	Chemistry		Hansen	John E.	Dr.	T
College of Science and Mathematics	Chemistry		Khan	Farooq A.	Dr.	T
College of Science and Mathematics	Chemistry		Leslie	Logan	Mr.	N2
College of Science and Mathematics	Chemistry		McPhail	Martin	Dr.	N1
College of Science and Mathematics	Chemistry		Ray	Partha S.	Dr.	T
College of Science and Mathematics	Chemistry		Slattery	Spencer J.	Dr.	T
College of Science and Mathematics	Chemistry		Stuart	Douglas	Dr.	T
College of Science and Mathematics	Computer Science	Chair of Computer Science	Abunawass	Adel M.	Dr.	T
College of Science and Mathematics	Computer Science		Baumstark	Lewis B.	Dr.	T
College of Science and Mathematics	Computer Science		Church	James C.	Mr.	N1
College of Science and Mathematics	Computer Science		Orsega	Michael	Dr.	T
College of Science and Mathematics	Computer Science		Remshagen	Anja	Dr.	T
College of Science and Mathematics	Computer Science		Yang	Li	Dr.	T
College of Science and Mathematics	Computer Science		Yoder	Duane A.	Dr.	T

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Science and Mathematics	Geosciences		Berg	Christopher	Dr.	T
College of Science and Mathematics	Geosciences		Bush	David	Dr.	T
College of Science and Mathematics	Geosciences		Deline	Bradley	Dr.	T
College of Science and Mathematics	Geosciences		DeWeese	Georgina	Dr.	T
College of Science and Mathematics	Geosciences		Gerhardt	Hannes	Dr.	T
College of Science and Mathematics	Geosciences		Hollabaugh	Curtis	Dr.	T
College of Science and Mathematics	Geosciences		Hong	Jung Eun	Dr.	N1
College of Science and Mathematics	Geosciences		Kath	Randal	Dr.	T
College of Science and Mathematics	Geosciences	Chair of Geosciences	Mayer	James	Dr.	T
College of Science and Mathematics	Geosciences		Rose	Leanna Shea	Dr.	T
College of Science and Mathematics	Geosciences		Seong	Jeong Chang	Dr.	T
College of Science and Mathematics	Geosciences		Tefend	Karen	Dr.	T
College of Science and Mathematics	Geosciences	Director of Center for Interdisciplinary Stu	Walter	Nathan Andy	Dr.	T
College of Science and Mathematics	Mathematics		Bellon	James F.	Mr.	N2
College of Science and Mathematics	Mathematics		Boumenir	Amin	Dr.	T
College of Science and Mathematics	Mathematics		Brodsky	Brian	Mr.	N2
College of Science and Mathematics	Mathematics		Carmack	Carrie	Ms.	N2
College of Science and Mathematics	Mathematics		Carter	Kyle	Mr.	N2
College of Science and Mathematics	Mathematics		Faucette	William M.	Dr.	T
College of Science and Mathematics	Mathematics	Associate Dean of COSM	Gordon	Michael K.	Dr.	T
College of Science and Mathematics	Mathematics		Gu	Xiaofeng	Dr.	N1
College of Science and Mathematics	Mathematics		Hoang	Nguyen Si	Dr.	N1
College of Science and Mathematics	Mathematics		Jett	Christopher	Dr.	N1
College of Science and Mathematics	Mathematics		Johnson	Ricky	Mr.	N2
College of Science and Mathematics	Mathematics		Kang	Jeong-Hyun	Dr.	T
College of Science and Mathematics	Mathematics		Khodkar	Abdollah	Dr.	T
College of Science and Mathematics	Mathematics		Kim	Chulmin	Dr.	N1
College of Science and Mathematics	Mathematics	Chair of Mathematics	Landman	Bruce M.	Dr.	T
College of Science and Mathematics	Mathematics		Leach	Charles David	Dr.	T
College of Science and Mathematics	Mathematics		Moon	Kyunghee	Dr.	N1
College of Science and Mathematics	Mathematics		Paliwal	Veena	Dr.	N1
College of Science and Mathematics	Mathematics		Rivera	Sheila D.	Dr.	N2
College of Science and Mathematics	Mathematics		Robinson	David G.	Dr.	N2
College of Science and Mathematics	Mathematics		Sheng	Wenhui	Mr.	N1
College of Science and Mathematics	Mathematics		Shin	Kwang	Dr.	T
College of Science and Mathematics	Mathematics		Staples	Robert	Mr.	N2
College of Science and Mathematics	Mathematics		Sykes	Scott R.	Dr.	T
College of Science and Mathematics	Mathematics		Vu	Tuan Kim	Dr.	T
College of Science and Mathematics	Mathematics		Wei	Fengrong	Dr.	T
College of Science and Mathematics	Mathematics		Xu	Rui	Dr.	T
College of Science and Mathematics	Mathematics		Yao	Senmei	Dr.	
College of Science and Mathematics	Mathematics		Yazdani	Mohammad	Dr.	T
College of Science and Mathematics	Mathematics		Zhang	Meng	Mr.	N2
College of Science and Mathematics	Physics		Chesnut	Gary (Neal)	Dr.	T
College of Science and Mathematics	Physics		DeSilva	Landewatte A.	Dr.	T
College of Science and Mathematics	Physics		Hasbun	Javier E.	Dr.	T
College of Science and Mathematics	Physics	Director of Observatory	Powel	Bobby E.	Dr.	T
College of Science and Mathematics	Physics		Sterling	Nicholas	Dr.	N1
College of Science and Mathematics	Physics	Chair of Physics	Talbot	Julie L.	Dr.	T
College of Science and Mathematics	Physics		Team	Benjamin	Mr.	N2
College of Social Sciences	Anthropology	Chair of Anthropology	Gezon	Lisa L.	Dr.	T
College of Social Sciences	Anthropology		Jennings	Thomas A.	Dr.	N2
College of Social Sciences	Anthropology		Maggiano	Corey	Dr.	N1
College of Social Sciences	Anthropology		Maggiano	Isabel	Dr.	N2
College of Social Sciences	Anthropology		Smallwood	Ashley	Dr.	N1

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Social Sciences	Anthropology		Snipes	Marjorie M.	Dr.	T
College of Social Sciences	Anthropology		Tucker	Megan	Ms.	N2
College of Social Sciences	Criminology		Ayers	Herman	Mr.	N2
College of Social Sciences	Criminology		Bagwell	William	Mr.	N1
College of Social Sciences	Criminology		Bounds	Christopher W.	Dr.	N1
College of Social Sciences	Criminology		Christopher	Kelley	Ms.	N2
College of Social Sciences	Criminology	Chair of Criminology	Jenks	David	Dr.	T
College of Social Sciences	Criminology	Associate Vice President	Jenks	Catherine	Dr.	T
College of Social Sciences	Criminology		Johnson	Lee Mike	Dr.	T
College of Social Sciences	Criminology		Lee	Gavin M.	Dr.	N1
College of Social Sciences	Criminology		Naito	Mai E.	Dr.	N1
College of Social Sciences	Criminology		Pazzani	Lynn M.	Dr.	N1
College of Social Sciences	Criminology		Riley	Patricia	Ms.	N2
College of Social Sciences	Criminology		Stupi	Elizabeth	Dr.	N1
College of Social Sciences	Criminology		Woodward	Vanessa	Dr.	N1
College of Social Sciences	Mass Comm		Barton	Stacy	Ms.	N1
College of Social Sciences	Mass Comm		Cole	Hazel	Dr.	N1
College of Social Sciences	Mass Comm		Conrad	Melanie	Dr.	N2
College of Social Sciences	Mass Comm		Daniel	Bruce R.	Mr.	N2
College of Social Sciences	Mass Comm	Chair of Mass Communications	Gant	Camilla V.	Dr.	T
College of Social Sciences	Mass Comm		Hadley	Patrick	Dr.	T
College of Social Sciences	Mass Comm		Kay	Deon	Mr.	N1
College of Social Sciences	Mass Comm		Moon	Soo Jung	Dr.	T
College of Social Sciences	Mass Comm		Morris	Randahl F.	Dr.	N1
College of Social Sciences	Mass Comm	Director of Speech Communication	Reid	Gail	Ms.	N2
College of Social Sciences	Mass Comm		Renaud	Christopher	Mr.	N1
College of Social Sciences	Mass Comm	West Georgian Advisor	Sewell, Jr.	John Ike	Dr.	N1
College of Social Sciences	Mass Comm	Associate Dean of College of Social Science	Smallwood	Amber	Dr.	T
College of Social Sciences	Mass Comm		Willox	Andrew		
College of Social Sciences	Mass Comm		Wilson	Misty	Dr.	N2
College of Social Sciences	Mass Comm		Yates	Bradford	Dr.	T
College of Social Sciences	Political Science/Planning		McLean	Dylan	Dr.	
College of Social Sciences	Political Science/Planning		Barrett	Kathleen	Dr.	N2
College of Social Sciences	Political Science/Planning		Caress	Stanley	Dr.	T
College of Social Sciences	Political Science/Planning		Dixon	Gregory	Dr.	T
College of Social Sciences	Political Science/Planning		Drammeh	Sheikh	Mr.	N2
College of Social Sciences	Political Science/Planning		Fleming	Anthony	Dr.	N1
College of Social Sciences	Political Science/Planning		Howe	Louis	Dr.	T
College of Social Sciences	Political Science/Planning		Hunter	Thomas	Dr.	T
College of Social Sciences	Political Science/Planning		Kieh, Jr.	George	Dr.	T
College of Social Sciences	Political Science/Planning		Lee	Sooho	Dr.	T
College of Social Sciences	Political Science/Planning		Mbaye	Heather A.D.	Dr.	T
College of Social Sciences	Political Science/Planning	Chair of Political Science and Planning	Peralta	Jesus Salvador	Dr.	T
College of Social Sciences	Political Science/Planning		Rutledge	Paul	Dr.	T
College of Social Sciences	Political Science/Planning		Sanders	Robert M.	Dr.	T
College of Social Sciences	Political Science/Planning		Schaefer	Robert M.	Dr.	T
College of Social Sciences	Psychology		Aanstoos	Christopher	Dr.	T
College of Social Sciences	Psychology		Diaz-Laplante	Jeannette	Dr.	T
College of Social Sciences	Psychology		Dillon	James J.	Dr.	T
College of Social Sciences	Psychology		Dodson	Eric L.	Dr.	T
College of Social Sciences	Psychology		Hart	Tobin R.	Dr.	T
College of Social Sciences	Psychology		Helminiak	Daniel A.	Dr.	T
College of Social Sciences	Psychology	Director of Psychology Doctoral Program	Korobov	Neill B.	Dr.	T
College of Social Sciences	Psychology		Kunkel	Mark A.	Dr.	T
College of Social Sciences	Psychology		Kurle	Angela M.	Ms.	N2

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
College of Social Sciences	Psychology		Kurtis	Tugce	Dr.	N1
College of Social Sciences	Psychology		Malone	Kareen R.	Dr.	T
College of Social Sciences	Psychology		Mitchell	David	Dr.	N2
College of Social Sciences	Psychology		Osbeck	Lisa M.	Dr.	T
College of Social Sciences	Psychology		Perkins	Krystal	Dr.	N1
College of Social Sciences	Psychology		Pope	Walter Alan	Dr.	T
College of Social Sciences	Psychology	Assistant Chair of Psychology	Reber	Jeffrey S.	Dr.	N1
College of Social Sciences	Psychology	Chair of Psychology and Customer Service	Rice	Donadrian L.	Dr.	T
College of Social Sciences	Psychology		Roberts	John L.	Dr.	N1
College of Social Sciences	Psychology		Schor	Lawrence I.	Dr.	T
College of Social Sciences	Psychology		Simmonds-Moore	Christine	Dr.	N1
College of Social Sciences	Psychology	MA Program Director	Skott-Myhre	Kathleen	Dr.	N1
College of Social Sciences	Sociology		Kirk	Pamela M.	Dr.	T
College of Social Sciences	Sociology		Lee	Celeste	Ms.	N2
College of Social Sciences	Sociology	Chair of Sociology	Luken	Paul C.	Dr.	T
College of Social Sciences	Sociology	Dean of College of Social Sciences	McCandless	Jane	Dr.	T
College of Social Sciences	Sociology		McKendry-Smith	Emily	Dr.	N1
College of Social Sciences	Sociology		Noori	Neema	Dr.	T
College of Social Sciences	Sociology		Parsons	Tiffany A	Ms.	N2
College of Social Sciences	Sociology		Payne	Faith	Ms.	N2
College of Social Sciences	Sociology		Tripp	Winston	Dr.	N1
College of Social Sciences	Criminology		Vito	Anthony	Dr.	N1
College of Social Sciences	Sociology		Weber	Jennifer	Dr.	N1
College of Social Sciences	Sociology		Wood	Viviene	Ms.	N2
Ingram Library	Library	Head of Instructional Services	Barnhart	Anne C.	Ms.	T
Ingram Library	Library		Cook	Jean Marie	Ms.	N1
Ingram Library	Library		Critten	Jessica	Ms.	N1
Ingram Library	Library	Dean of Ingram Library	Flanders	E. Lorene	Ms.	T
Ingram Library	Library	Associate Dean of the Libraries	Huff	Christopher W.	Mr.	T
Ingram Library	Library		Lankford	Shirley O.	Ms.	T
Ingram Library	Library		Masic-Nauenburg	Miriam C.	Ms.	N1
Ingram Library	Library	Head of Special Collections	Olivieri	Blynne K.	Ms.	N1
Ingram Library	Library		Pashia	Angela	Ms.	N1
Ingram Library	Library		Rogers	Shelley	Ms.	T
Ingram Library	Library		Schroer	Craig	Mr.	N1
Ingram Library	Library	Head of Technical Services	Sicignano	Charles R.	Mr.	N1
Ingram Library	Library		Stanfield	Andrea G.	Ms.	N1
Ingram Library	Library		Stuesser	Naomi	Ms.	N1
Ingram Library	Library		Sullivan	Dean W.	Mr.	N1
Ingram Library	Library		[VACANT]			
Ingram Library	Library		[VACANT]			
Ingram Library	Library		[VACANT]			
Richards College of Business	Accounting/Finance		Abrokwa	Joseph	Mr.	N2
Richards College of Business	Accounting/Finance		Best	Ronald W.	Dr.	T
Richards College of Business	Accounting/Finance		Bird	Bruce	Dr.	T
Richards College of Business	Accounting/Finance		Cheng	Yun	Dr.	N1
Richards College of Business	Accounting/Finance	Chair of Accounting and Finance	Colley	James R.	Dr.	T
Richards College of Business	Accounting/Finance		Guo	Rong	Dr.	N2
Richards College of Business	Accounting/Finance		Haynes	Christine M.	Dr.	T
Richards College of Business	Accounting/Finance		Hodges	Charles W.	Dr.	T
Richards College of Business	Accounting/Finance		Hopper	Michael	Mr.	N2
Richards College of Business	Accounting/Finance		Liu	Linxiao	Dr.	N1
Richards College of Business	Accounting/Finance		Seay	Sharon S.	Dr.	N1
Richards College of Business	Accounting/Finance		Yoder	James A.	Dr.	T
Richards College of Business	Accounting/Finance		Yu	Michael D.	Dr.	N1

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
Richards College of Business	Economics		Austin	Adrian M.	Dr.	T
Richards College of Business	Economics		Boldt	David J.	Dr.	T
Richards College of Business	Economics		Bono	Heather R.	Dr.	N2
Richards College of Business	Economics		Dutt	Swarna Dyutt	Dr.	T
Richards College of Business	Economics		Hildebrandt	Melanie Dawn	Ms.	N2
Richards College of Business	Economics		Holder	Mary K.	Ms.	N2
Richards College of Business	Economics		Kassis	Mary M.	Dr.	T
Richards College of Business	Economics		Lopez	Salvador M.	Dr.	N1
Richards College of Business	Economics		Murphy	James	Dr.	T
Richards College of Business	Economics		Patron-Boenheim	Hilde	Dr.	T
Richards College of Business	Economics		Sinkey	Michael	Dr.	N1
Richards College of Business	Economics	Chair of Economics	Smith	William J.	Dr.	T
Richards College of Business	Management		Anderson	Jonathan R.	Dr.	T
Richards College of Business	Management		Bergiel	Erich B.	Dr.	T
Richards College of Business	Management		DeFoor	Leanne M.	Dr.	N2
Richards College of Business	Management		Deng	Liqiong (Joan)	Dr.	T
Richards College of Business	Management	Chair of Management	Gainey	Thomas W.	Dr.	T
Richards College of Business	Management		Green	Kimberly	Dr.	N1
Richards College of Business	Management		Parsa	Faramarz	Dr.	T
Richards College of Business	Management		Pridmore	Jeannie	Dr.	N1
Richards College of Business	Management	Associate Dean of RCOB	Prince	Bradley J.	Dr.	T
Richards College of Business	Management		Reaves	Philip	Mr.	N2
Richards College of Business	Management		Sanchez	Mariana	Ms.	N2
Richards College of Business	Management		Smith	Monica W.	Ms.	N2
Richards College of Business	Management		Turner	Douglas E.	Dr.	T
Richards College of Business	Management		Upson	John W.	Dr.	T
Richards College of Business	Management		Velez-Castrillon	Susana	Dr.	N1
Richards College of Business	Management		White	Samantha Rae	Ms.	N2
Richards College of Business	Management		Zachary	Mary-Kathryn	Dr.	T
Richards College of Business	Marketing/Real Estate		Bergiel	Blaise	Dr.	T
Richards College of Business	Marketing/Real Estate		Brown	Cheryl O.	Ms.	N2
Richards College of Business	Marketing/Real Estate		Burton	James H.	Dr.	T
Richards College of Business	Marketing/Real Estate		Halonen-Rollins	Minna J.	Dr.	T
Richards College of Business	Marketing/Real Estate		Haynes	Joel B.	Dr.	T
Richards College of Business	Marketing/Real Estate		Hazari	Sunil I.	Dr.	T
Richards College of Business	Marketing/Real Estate		Hilderhoff	Kenneth	Mr.	N2
Richards College of Business	Marketing/Real Estate	Dean of Richards College of Business	McIntyre	Faye S.	Dr.	T
Richards College of Business	Marketing/Real Estate		Nickell	David	Dr.	T
Richards College of Business	Marketing/Real Estate		Rickard	Mary Kay	Ms.	N2
Richards College of Business	Marketing/Real Estate		Sethna	Beheruz N.	Dr.	T
Richards College of Business	Marketing/Real Estate	Chair of Marketing and Real Estate	Talpade	Salil	Dr.	T
Richards College of Business	Marketing/Real Estate		Webb	Susan	Dr.	T
Richards College of Business	Marketing/Real Estate		Wei	Yujie (Jack)	Dr.	T
School of Nursing	Nursing		Bar	Bonnie B.	Ms.	T
School of Nursing	Nursing		Barbour	Connie	Ms.	N2
School of Nursing	Nursing		Berding	Christine B.	Dr.	N1
School of Nursing	Nursing	Master of Science in Nursing Director	Bishop	Mary	Dr.	N1
School of Nursing	Nursing		Brown	Cynthia	Dr.	N1
School of Nursing	Nursing		Bryan	Jody	Ms.	N2
School of Nursing	Nursing		Byrne	Michelle M.	Dr.	N1
School of Nursing	Nursing		Carlisle	Joan	Dr.	N1
School of Nursing	Nursing	Simulation Director	Cody	Lourdes I.	Ms.	N2
School of Nursing	Nursing		Crager	Jana M.	Ms.	N2
School of Nursing	Nursing		Cumbie	Sharon	Dr.	N1
School of Nursing	Nursing		Dever	Holly Alicia	Ms.	N2

College	Department	Chair	Last Name	First Name	Prefix	T=Tenured, N2-Non Tenure Track, N1-Not Tenured-on Track
School of Nursing	Nursing		Downs	Melissa	Ms.	
School of Nursing	Nursing		Dyar	Kelly	Ms.	N2
School of Nursing	Nursing	Associate Dean of Nursing	Epps	Cynthia D.	Dr.	T
School of Nursing	Nursing	BSN Director	Farmer	Amy C.	Ms.	N2
School of Nursing	Nursing		Horvath	Pamela Jane	Ms.	N2
School of Nursing	Nursing		Mahmoud	Rita M.	Dr.	N1
School of Nursing	Nursing		Mason Barber	Linda A.	Dr.	N1
School of Nursing	Nursing	RN-BSN Director	McClenny	Tammy	Ms.	N2
School of Nursing	Nursing	Director of Center for Nursing Scholarship	Morin	Karen	Dr.	N2
School of Nursing	Nursing		Morris	Denise	Ms.	N2
School of Nursing	Nursing		Patterson	LaDonia Daniels	Ms.	N2
School of Nursing	Nursing		Richter	Sally	Ms.	N1
School of Nursing	Nursing		Robinson	Lisa	Dr.	N1
School of Nursing	Nursing	Dean of School of Nursing	Schuessler	Jennifer	Dr.	T
School of Nursing	Nursing	Associate Dean of Nursing	Ware	Laurie J.	Dr.	T
School of Nursing	Nursing		Warren	Tina	Ms.	N2
School of Nursing	Nursing	Director of Nursing EDD Program	Welch	Susan	Dr.	N1
School of Nursing	Nursing		Wise	Diane	Ms.	N2

Comment	Action	Notes
Change Cher Hendricks to College of Education/Educational Technology and Foundations.	Changed	
Change Omar Cabral from College of Arts & Humanities to College of Arts and Humanities	Changed	
Change Dylan McClean depatment from Political Science to Political Science/Planning	Changed	
Change Stephen Bronack from Chair to Interim Assistant Dean	Changed	
Change Anthony Vito from Sociology to Criminology	Changed	
RCOB: Tanya Thomas is listed, but she is full time for fall semester only while Dr. Zachary is on leave. Dr. Thomas is not part of the permanent faculty and will not be returning in the spring.	Thomas removed from list.	Zachary is listed, so Tanya Thomas should be removed from the list.
I noticed from your email that there will be a few people not listed in my database that will be included in the "General Faculty". My database is only for faculty that carry full-time faculty status and a few of the people mentioned do not. They are listed below: Dr. Kyle Marrero Mr. Jim Sutherland Dr. Melanie Clay Ms. Donna Haley Mr. Justin Barlow Also, Cher Hendricks faculty status will be in the College of Education even though she works under Academic Affairs.	Marrero added to College of Arts and Humanities/Music.	President Sethna was included in 2011. None of the others listed here.
SON: Melissa Downs. She is a full-time, non-tenure-track faculty member, right? If so, I will add her to the faculty count for the School of Nursing.	Downs is listed.	
COSS: add Andrew Will, a Limited Term Instructor in Mass Communications.	Will added to COSS/Mass Comm.	
Library: The library has 3 searches under way for ft faculty positions that are not listed on this spreadsheet.	3 vacant positions added to Ingram Library.	

Accounting/Finance	13
Anthropology	7
Art	19
Biology	23
Chemistry	12
Clinical and Professional Studies	18
Computer Science	7
Criminology	14
Economics	12
Educational Technology and Foundations	26
English/Philosophy	59
Foreign Languages	18
Geosciences	13
History	23
Leadership and Instruction	25
Learning and Teaching	25
Library	18
Management	17
Marketing/Real Estate	14
Mass Comm	16
Mathematics	30
Music	12
Nursing	30
Physics	7
Political Science/Planning	15
Psychology	21
Sociology	11
Theatre	8
	0
	0

2015 Allocations

Unit	FT Faculty	Total Senators (10% of FT)	Senators from Departments	Senators At Large
College of Arts and Humanities	139	14	6	8
College of Education	94	9	4	5
College of Science and Mathematics	92	9	6	3
College of Social Sciences	84	8	6	2
Ingram Library	18	2		2
Richards College of Business	56	6	4	2
School of Nursing	30	3		3
	513	**51**	**26**	**25**

2011 Allocations

Unit	FT Faculty	Total Senators
College of Arts and Humanities	*127*	*13*
College of Education	*91*	*9*
College of Science and Mathematics	*85*	*9*
College of Social Sciences	*66*	*7*
Ingram Library	*15*	*2*
Richards College of Business	*55*	*6*
School of Nursing	*23*	*2*
	462	***48***