

## Memorandum

**To:** General Faculty

**Date:** October 11, 2017

**Regarding:** Faculty Senate agenda for October 13, 2017 in TLC 1-203 at 3 p.m.

The agenda for the October 13, 2017 Faculty Senate meeting is as follows:

1. Call to order
2. Roll call
3. Approval of Minutes from September 15, 2017 ([Addendum I](#))
3. Committee Reports

**Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)**

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

- A) College of Science and Mathematics
  - 1) Chemistry Department
    - a) [Bachelor of Science with a Major in Chemistry, ACS Track Option A](#)  
Request: Modify
- B) College of Social Sciences
  - 1) Anthropology Department
    - a) [Bachelor of Science with a Major in Anthropology](#)  
Request: Modify
    - b) [ANTH 1101: Voices of Culture](#)  
Request: Add
    - c) [ANTH 4135: Genes and Genomania](#)  
Request: Add
    - d) [ANTH 4881: Independent Study](#)  
Request: Modify
- C) School of Nursing
  - 1) Nursing Department
    - a) [NURS 3100: Pathophysiology and Pharmacology II](#)  
Request: Add
- D) Honors College
  - 1) IB test scores for Honors College credit

Request: Approve

- 2) Honors College admissions essay

Request: Approve

**Committee II: Graduate Program Committee (Susan Hall Webb, Chair)**

**Action Items (Addendum III):**

- A) College of Social Sciences
  - 1) Psychology Department
    - a) [Ph.D. in Psychology: Consciousness and Society](#)  
Request: Modify
- B) College of Science and Mathematics
  - 1) Biology Department
    - a) [BIOL 5727: Essentials of Immunology](#)  
Request: Modify
    - b) [BIOL 5728: Bacterial Pathogenesis](#)  
Request: Modify
    - c) [BIOL 5729: Medical Virology](#)  
Request: Modify

**Committee IV: Academic Policies Committee (Emily McKendry-Smith, Chair)**

**Action Item:**

- A) The APC motions to strike a portion of section 211 from the *Faculty Handbook*, which is the rule regarding the time between when new courses are approved and when they are offered:

"All new courses coming from either the Undergraduate Academic Programs Committee or the Committee on Graduate Studies must not be offered until one academic term has elapsed between the date of the course's approval and the beginning of the term the course is offered. This policy is by authority of the Provost and Vice President for Academic Affairs' discretion concerning the offering of classes and thus any exceptions to the policy must be made to that office."

**Committee X: Rules Committee (Susan Welch, Chair)**

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

- A) UWG Procedure 2.7.10, Textbook Selection and Ordering
  - 1) UWG Academic Affair Policies
    - a) UWG Procedure 2.7.10, Textbook Selection and Ordering (**Addendum IV**)  
Request: Approve
- B) UWG *Faculty Handbook*, Modification of Section 212 (**Addendum V**)
  - 1) UWG *Faculty Handbook*
    - a) Section 212, Textbook Selection and Ordering  
Request: Modify

**Committee XI: Diversity and Internationalization Committee (Lara Willox, Chair)**

**Information Items:**

- A) UWG Demographics Presentation
- B) Diversity and Inclusion Survey
- 4. Old Business
- 5. New Business
  - 1) QEP Update, Dr. Nadya Williams (**Addendum VI**)
- 6. Announcements
  - A) Senate Liaison reports
- 7. Adjournment

# **Addendum I**

**Faculty Senate**  
**Draft Meeting Minutes**  
**September 15, 2017**

1. Call to order

*Chair Farmer called the meeting to order at 3:00 p.m.*

2. Roll call

*Present:*

*Barbour, Cormican, Dahms, DeFoor, Dutt, Edelman, Elman, Fleming, Fujita, Green, Guo, Henderson, Hipchen, Hoang, Hong, Johnson (Ogletree, sub.), Khodkar, Lee, McKendry-Smith, Miller, Moon, Morris, Neely (Hunt, sub.), Perryman, Reber, Remshagen, Robinson, Rutledge, Schoon, Schroer, Trotman-Scott, Self, Smallwood, Stanfield, Sterling, Stuart, Tweraser, Vasconcellos, Velez-Castrillon, Webb, Williams, Willox, Zamostny, and Zot.*

*Absent:*

*Bertau, Bohannon, Chwialkowska, Merrem, Pencoe, Varga, and Welch*

3. Committee Reports

**Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)**

**Action Items:**

A) College of Arts and Humanities

1) Art Department

a) [Art 3605: Painting III: Painting the Figure](#)

Request: Add

*Item was unanimously approved*

B) Richards College of Business

1) Management Department

a) [Entrepreneurship Certificate](#)

Request: Add

*Item was unanimously approved*

b) [MGNT 3603: The Creative Startup](#)

Request: Add

*Item was unanimously approved*

- c) [MGNT 3640: Quality Assurance Management](#)

Request: Add

*Item was unanimously approved*

- d) [MGNT 3645: Corporate Social Responsibility](#)

Request: Add

*Item was unanimously approved*

C) College of Education

- 1) Literacy and Special Education Department

- a) [Bachelor of Science in Education with a Major in Special Education and Teaching,  
General: General Curriculum](#)

Request: Add

*Item was unanimously approved*

- b) [Bachelor of Science in Education with a Major in Special Education and Teaching,  
General: Adapted Curriculum](#)

Request: Add

*Item was unanimously approved*

D) College of Science and Mathematics

- 1) Biology Department

- a) [Bachelor of Science with a Major in Biology](#)

Request: Modify

*Item was unanimously approved*

- b) [BIOL 1011: Biology of Human Reproduction](#)

Request: Delete

*Item was unanimously approved*

- c) [BIOL 1016: Biology of Human Reproduction](#)

Request: Add

*Item was unanimously approved*

E) College of Social Sciences

- 1) Anthropology Department

- a) [Bachelor of Science with a Major in Anthropology—Learning Outcomes](#)

Request: Modify

*Item was unanimously approved*

- b) [Bachelor of Science with a Major in Anthropology—Course Listings](#)

Request: Modify

*Item was unanimously approved*

- c) [ANTH 2004: Statistical Methods in Anthropology](#)

Request: Add

*Item was unanimously approved*

- 2) Political Science Department

- a) [ORGL 1100: Leadership in Global Society](#)

Request: Add

*Item was unanimously approved*

- b) [ORGL 1500: Profiles of Leaders](#)

Request: Add

*Item was unanimously approved*

- c) [ORGL 2100: Writing for Leadership](#)

Request: Add

*Item was unanimously approved*

- d) [ORGL 2601: Introduction to Public Administration](#)

Request: Add

*Item was unanimously approved*

- e) [ORGL 2800: Ethics and Leadership](#)

Request: Add

*Item was unanimously approved*

- f) [ORGL 2900: Program and Policy Evaluation for Leaders](#)

Request: Add

*Item was unanimously approved*

**Information Items:**

- A) College of Science and Mathematics

- 1) Chemistry Department

- a) [Bachelor of Science with a Major in Chemistry, ACS Option B](#)

Request: Modify

**Committee II: Graduate Programs Committee (Chair, Susan Hall-Webb)**

**Information Items:**

- A) College of Education
  - 1) Literacy and Special Education Department
    - a) [Master of Education with a Major in Special Education and Teaching, General](#)  
Request: Modify
  - 2) Leadership, Research, and School Improvement Department
    - a) [Doctor of Education with a Major in School Improvement](#)  
Request: Modify

**Committee V: Faculty Development Committee (Megumi Fujita, Chair)**

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

- A) *Faculty Handbook*, Section 112, “Leave of Absence” ([\*\*See Figure One\*\*](#))  
Request: Approve

*Item was unanimously approved*

- B) *Faculty Handbook*, Section 114, “Outside Employment and Consulting”  
Request: Approve

*Item was sent back to the committee for further faculty input and revision*

**Committee X: Rules Committee (Susan Welch, Chair)**

**Action Items (Addenda V-VI):**

- A) UWG Policies and Procedures
  - 1) Proposed revisions to “UWG Policies and Procedures” ([\*\*See Figure Two\*\*](#))  
Request: Approve

*Item was unanimously approved*

- B) UWG Shared Governance Procedure
  - 1) Proposed revisions to “UWG Shared Governance Procedures” ([\*\*See Figure Three\*\*](#))  
Request: Approve

*Item was unanimously approved*

4. Old Business

5. New Business

- A) Revisions to UWG Statutes ([\*\*See Figure Four\*\*](#))  
Request: Approve

6. Announcements

- A) *Emily McKendry-Smith, liaison to the LEAP Steering Committee, reminded everyone that the first-year program is in process of implementation and shared that the committee is in*



*process of discussing year two. She encouraged anyone who had questions or ideas to contact her.*

## 7. Adjournment

*Chair Farmer adjourned the first Faculty Senate meeting of AY 2017-18 at 3:59 p.m.*

## Figure One

### 112 Educational and Professional Leave

Leaves of absence of one year or less with or without pay may be granted by the institution's president and reported to the Chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee. (For paid leave, see 112.01. For unpaid leave, see 112.02). When funds are available, leaves with pay may be granted for the purpose of scholarly work and encouraging professional development. Such leaves are for a calendar year or less and are subject to renewal.

#### 112.01 Faculty Paid Educational and Professional Leave

Faculty paid leave is one mechanism for encouraging professional growth and development. Paid leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The University of West Georgia shares with other universities the traditional responsibilities to discover, develop, preserve and disseminate knowledge. Much of this mission is realized through the professional, scholarly and creative activities of faculty members and through their interactions with students. Therefore, faculty development is a critical element in reaching West Georgia's goal of achieving educational excellence within a personal environment.

##### 112.0101 Eligibility and Application Procedures

A. Tenured faculty may apply for paid leave during or after their sixth year of full-time service at the University of West Georgia. Faculty members who are being reviewed for tenure are not eligible to apply for paid leave during that year.

Applications are due on or before December 1st for the following academic year. Exceptions to the application deadline or the period of leave are subject to individual review.

Applications are submitted to the department chair/director for department recommendation. Applications must include a current curriculum vita and a proposal for activities to be accomplished should the leave be granted. The proposal should include a clear statement of the nature, significance and objectives of the project, specific plans for completing it, the tangible results expected, and a statement of how this project will benefit the faculty member's department, College or the University as a whole. Proposal activities would ordinarily focus on research and/or creative endeavors, although proposals for specific activities aimed at significant improvements in pedagogical practices and student learning will be considered. The department chair or library unit head will forward all applications submitted, accompanied by his/her recommendation, to the Dean of the College/Dean of Libraries for a decision.

B. At the time of application, the faculty member will be asked to sign an agreement indicating that:

1. For a leave with pay of less than one year, the faculty member agrees to return to the institution at the end of the leave for a period of at least one year.
2. For a one-year leave with pay, the faculty member agrees to return to the institution at the end of the leave for a period of at least two years.
3. In the event that the faculty member does not return to the institution for the full amount of time specified in the agreement, he or she agrees to reimburse the University for the amount of compensation while on leave, as well as any other expenses paid by the University during the leave, including all benefit costs.

C. Faculty may be granted an award of paid leave no more often than every seventh year.

### **112.0102 Awards**

Granting of leave will depend upon availability of resources to fund the hiring of part-time or replacement faculty and upon the merit of the proposal. The most common award options would be one year (two semesters) off with 1/2 pay or 1/2 year (one semester) off with full pay; however, other arrangements which better meet the needs of the individual faculty member's project may be considered. Leaves with pay will require that the appropriate Dean certify that during the leave, the unit will be able to:

1. Satisfactorily carry on its instructional, research and administrative activities.
2. Fulfill obligations to graduate students or honors students whose programs or theses are being directed by the faculty member.

Faculty members granted leave on the basis of the activities included in the proposal must file a report with the department chair/library unit head and Dean indicating what was accomplished during paid leave. A public presentation is also required when the faculty member returns to teaching and/or other duties.

### **112.02 Faculty Unpaid Educational and Professional Leave**

Leaves of absence of one year or less without pay may be granted by the institution's president and reported to the Chancellor. Such a request must be approved by the department chair, dean, and the Provost. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee.

## Figure Two

### Appendix F: Policies and Procedures Article IV, Faculties of the University

#### *Section 2. Faculty Senate Organization*

##### A. Composition of the Senate (Revised March 12, 2010)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;
4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, an ex-officio (nonvoting) member;
5. Duly elected senators, apportioned to each college, the School of Nursing and the Library, such that the number of senators allocated to each unit shall equal 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college elects one senator and the remaining senators allocated to that college are elected at-large by the college. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election.
6. Executive Secretary

##### B. The Chair of the Faculty Senate

With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence; and mentoring the current Chair-Elect.

##### 1. Eligibility

In order to run for Chair-Elect of the Senate, a person must be a tenured full-time faculty member who has served in the Senate within the prior three years and who is not currently Chair or Past-Chair of the Senate.

2. Election of the Chair of the Faculty Senate

At the March meeting of the Faculty Senate in the current Chair's first year in office, the Senate shall nominate at least two (2) qualified persons to stand for election as the next Chair-Elect; in conjunction with the spring General Faculty Meeting the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. Ballots will specifically include an option for a write-in candidate.

If the newly elected Chair-Elect is currently a member of the Senate, he or she will resign his or her Senate seat (and committee assignments) before assuming the role of the Chair-Elect and will be replaced by an election within the person's respective college or school.

3. Term of Office

The Chair-Elect of the Faculty Senate will begin service on June 1 following his or her election for a one-year term in that position. Consecutively, he or she will automatically serve a two-year term in office as Chair of the Faculty Senate, followed by a one-year term as Past Chair of the Faculty Senate.

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

C. The Responsibilities of the Chair-Elect of the Faculty Senate

The Chair-Elect will serve as an *ex officio* member of the Faculty senate for one year before taking office as Chair. While serving in the position, the Chair-Elect will learn the responsibilities of the Chair of the Faculty Senate and will be mentored by the current Chair. Responsibilities for the Chair-Elect will include the following: attend monthly Faculty Senate meetings as an *ex officio* member; attend occasional President's Advisory Council (PAC) meetings; attend one state-level meeting for Faculty Senate leaders during the year. Should the Chair of the Faculty Senate be absent, the Chair-Elect shall preside. Should the position of the Chair of the Faculty Senate become vacant between elections, the Chair-Elect of the Faculty Senate shall fill the vacancy.

D. The Past Chair of the Faculty Senate

After the two-year term in office, the Chair of the Senate will serve a one (1) year term as Past Chair, an *ex-officio* (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

#### E. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.

##### 1. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release

#### F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

##### 1. Functions. The Executive Committee shall have broad responsibility for:

- a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
- b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
- c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.

##### 2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the University, and the Provost of the University.

#### G. Election of the Faculty Senate

The following shall be the rules which govern election to the Senate, with the exception that in any year in which a college is reorganized in such a manner as to affect the ability to adhere to these rules, the Executive Committee shall have the authority to allow exceptions to these rules as it may deem necessary.

1. Senators shall be elected for a term of three (3) years from the General Faculty, excluding the Officers of Administration named in Article III. Academic department chairs, however, shall be eligible for election. Terms shall be staggered with one-third elected each year. Senators may be re-elected; however, no senator shall be eligible for re-election until at least one (1) year after completion of his or her second consecutive full (three-year) term.
2. In case of a temporary vacancy of at least one semester, a replacement shall be elected by the unit of the absent senator to serve during his or her absence.
3. By February 15<sup>th</sup> of each year the Executive Secretary shall notify, in writing, the dean or head of each unit and the Provost and Vice President for Academic Affairs of the number of Senate positions to be filled by each unit.
4. All members of a unit who meet the requirements set forth above are eligible to be elected as senators. To be elected a person must receive a majority of the votes cast at a meeting of the members of his or her unit which has been called for that specific purpose. That meeting should be held before April 7<sup>th</sup>, and must be announced at least two weeks prior to being held. Senators shall be elected on a basis of representative faculty participation, and consistent with the provisions of A (3) above, and shall be inaugurated at the last meeting of the Faculty Senate in spring semester. (The newly constituted Senate and its committees shall begin office the first meeting of Summer semester.) The dean or head of each unit shall notify, in writing, the Chair of the Faculty Senate, the Executive Secretary of the Faculty Senate and the Provost and Vice President for Academic Affairs of the election results by the agenda deadline for the final Spring semester meeting of the Faculty Senate.
5. The composition of the Senate shall be reviewed at least every five (5) years by the Senate Rules Committee. When revisions in numbers or representation are made, the terms of newly elected senators shall be modified, if necessary to one-year, two-year, or three-year terms to maintain a balanced rotating membership among units.
6. Unexpired terms of Chair of the Senate shall be filled by the same procedure used in the initial election.

#### H. Standing Committees, Purpose

The Senate shall empower standing committees (listed in I below) to recommend policy and/or procedures on all matters appropriate to their respective areas of

concern. In addition to recommending policy on matters within its purview, each standing committee shall be responsible for working with the administration in a liaison capacity to help ensure effective communication with regard to policy implementation. The effective working system of the Senate, then, will consist of the standing committees. The Senate Rules Committee reserves the right to resolve all jurisdictional and procedural questions that might arise among the committees.

#### I. Standing Committees, Functions

In order to fulfill its purposes with representation from its membership, each standing committee shall set meetings that do not conflict with the contractual obligations of its members.

#### J. Standing Committee, Membership and Purpose

Each Faculty Senate Committee shall be assigned senators to its membership. Such assignments will be made by the Senate Executive Committee in consultation with the expressed preferences of each Senator.

##### 1. Undergraduate Programs Committee

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

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

##### 2. Graduate Programs Committee

**Purpose:** to receive and consider requests for modifications to the graduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on



incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.

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

3. Academic Policies Committee.

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

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

4. Faculty Development Committee.

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

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

Academic Affairs; one appointed by the Senior Diversity Officer; and the University Counsel. (Total: 15)

5. Institutional Planning Committee.

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

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

6. Student Affairs Committee.

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

Membership: three senators; seven faculty, one elected from each the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs and Enrollment Management, and one by the Dean of the Graduate School; two students, one appointed by SGA and one appointed by the Dean of the Graduate School. (Total: 15)

7. Facilities and Information Technology Committee.

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

invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

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

8. Intercollegiate Athletics and University Advancement Committee.

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

Membership: three senators; eight faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing and the Library; and the University's NCAA Faculty Athletics Representative; three administrators: The Director of Athletics; one appointed by the Provost, and one by the Vice President for University Advancement; one student, appointed by SGA (Total: 15)

9. Budget Committee.

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

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; five administrators: The Director of Budget Services and one each appointed by the Provost, the Vice President for Student Affairs and Enrollment Management, the Vice President for Business and Finance, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

10. Rules Committee.

**Purpose:** to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and

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

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

11. Diversity and Internationalization Committee.

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

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: one appointed by the Provost; the University General Counsel; one appointed by the Director of International Student Admissions and Programs; and one appointed by the Senior Diversity Officer; one student, appointed by SGA (Total: 15)

12. Teaching, Learning, & Assessment Committee.

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

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

#### A. Standing Committees, Restriction on Membership

1. The Executive Committee shall assign Senators from its eligible members to each standing committee. The administration members designated in Article IV, section F (excluding those identified by role in the statutes) shall be appointed by the Provost and Vice President for Academic Affairs. The undergraduate students shall be chosen in the manner determined by the Student Government Association General Assembly. Graduate students shall be appointed by the Dean of the Graduate School.
2. The President, Provost and Vice President for Academic Affairs, Chair of the Senate, and Executive Secretary of the Senate shall not be eligible to serve on the standing committees of the Senate, except in an ex-officio (nonvoting) capacity, and no faculty representative shall serve on more than one committee.
3. The faculty representatives on the committees shall be elected from faculty excluding the Officers of Administration named in Article III. Academic department chairs, however, shall be eligible for election. The faculty representation, including senators, on each committee shall be assigned to various committees as outlined in F above.
4. The Executive Secretary shall notify, in writing, the Chair of the Senate, the Deans of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; and the Provost and Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15<sup>th</sup>.
5. Election of non-senators to committees shall proceed in each of the following seven units: The College of Arts and Humanities, the College of Science and Mathematics, the College of Social Sciences, the College of Business, the School of Nursing, the College of Education and the Library. The faculty of each unit shall elect its representatives by whatever rules that unit has approved for doing so, no later than April 15. The deans or heads of the units shall report the results of the election, in writing, to the Chair of the Faculty Senate, the Executive Secretary to the Faculty Senate and to the Provost and Vice President for Academic Affairs before the agenda deadline for the last Faculty Senate meeting of Spring semester. Administrative, ex officio appointments will be likewise reported.

#### B. Terms of Office for Committee Members

1. Elected members shall serve a two-year term and shall serve no more than two full terms consecutively on the same committee. Exceptions can be made upon reorganization/recomposition.

2. Newly elected members will assume their term effective June 1.
3. Senate members ordinarily shall serve on the same committee until completion of their terms.
4. Unexpired terms due to permanent loss of a committee member shall be filled by election from the unit of the member whose term is to be filled. In case of temporary vacancy of at least one (1) semester, a replacement shall be elected by the member's unit to serve during the absence of the elected committee member.

#### C. Standing Committee Recommendations

1. Recommendations from standing committees shall routinely be presented to the full Senate. The Senate by majority vote may submit such recommendations to the President for his or her approval, or refer them back to appropriate committees for further consideration, providing appropriate reason(s) for nonacceptance. The Senate shall develop effective written means of communicating all actions to the General Faculty. On petition of twenty-five (25) percent of the General Faculty, the President of the University shall call the General Faculty into special session to consider any action of the Senate, provided notice and agenda of the meeting are given to each member of the General Faculty at least five (5) days before the date of such meeting.
2. Upon receipt of a recommendation from the Senate, the President within thirty (30) days, shall either approve or disapprove the recommendation. The recommendations will become official policy when approved by the President, except when approval by the Chancellor or Board of Regents is required. If a recommendation from the Senate to the President is not accepted, the President shall report in writing to the Senate his or her reasons for rejecting the recommendation and upon two-thirds vote of the Senate the matter shall be referred to the General Faculty for consideration and recommendation.

#### D. Ad Hoc Committees, Subcommittees and Task Forces

The Senate or Executive Committee may appoint ad hoc committees. Also, each standing committee of the Senate may appoint ad hoc subcommittees or task forces to meet its charge.

### ***Section 3. Modification***

Modifications of the above provisions in SECTIONS 1 and 2 of this article may only be made through a vote of the General Faculty which may be taken either at a physical meeting or by means of electronic or other written forms of balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least 10

university business days within the Fall or Spring semesters in advance of the vote. Votes outside of meetings shall be cast over a period of no fewer than 5 university business days within the Fall or Spring semesters. The motion will have passed if it receives a majority of the votes cast.

## University of West Georgia

### *ARTICLE I. BY-LAWS OF THE GENERAL FACULTY*

A. OFFICERS: The officers of the General Faculty shall be as follows:

Chair:	The President of the University
Vice Chair: Affairs	The Provost and Vice President for Academic Affairs
Secretary:	An elected faculty member
Parliamentarian:	An elected faculty member

B. ELECTION AND SUCCESSION OF OFFICERS. The Secretary and Parliamentarian shall be elected by the General Faculty for three-year terms. In the event of a vacancy, the General Faculty, upon recommendation of the Senate, shall elect a successor for the unexpired term. The Vice Chair shall preside when the chair is absent or when the chair desires to participate actively in the debate on the floor.

C. REGULAR MEETINGS. The General Faculty shall hold at least one meeting in each academic semester. Items may be placed on the agenda by any member or department by submission in writing to the Secretary. The agenda shall be distributed to each member at least one week prior to the meeting. The agenda may be amended at a regular meeting by two-thirds vote.

D. SPECIAL MEETINGS. Special meetings of the General Faculty may be held on call by the President. In addition, the President shall call a meeting of the General Faculty on application of twenty-five percent of the membership. Such Special Meetings shall be called with at least five days' notice including notice of the items to be considered at the meeting. Additional items may be placed on the agenda at special meetings by two-thirds vote.

E. QUORUM. A quorum at regular and special meetings of the General Faculty shall be as defined in the current version of Roberts Rules of Order. No vote shall be taken at a meeting of the General Faculty unless a quorum is present.

F. VOTING. Only members of the General Faculty may vote. Voting in regular and special meetings may be by voice vote except that a division vote (by showing of hands or standing, whichever is most convenient to the counters) shall be taken on



request of any member of the General Faculty, and except that voting shall be by secret written ballot on request of twenty (20) percent of the members present. If it should be declared that the meeting lacks a quorum, voting may be conducted subsequently by electronic or other forms of written balloting. In the case of such subsequent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least 10 university business days within the Fall or Spring semesters in advance of the vote. Votes outside of meetings shall be cast over a period of no fewer than 5 university business days within the Fall or Spring semesters. The motion shall be approved upon a majority of votes cast.

- G. All actions of the General Faculty shall be in the form of recommendations to the President of the University. Should the President approve these actions, he or she shall inform the General Faculty at the next regular or special meeting, of the actions taken to implement these recommendations. If any action of the General Faculty should be vetoed by the President, the President shall, no later than thirty (30) days after the action by the General Faculty, submit to the General Faculty in writing his or her reasons for rejecting the action. If the matter should be approved again by a two-thirds vote of the General Faculty, a quorum being present and voting, the issue shall be submitted by the President to the Chancellor's Office for consultative purposes.

## ***ARTICLE II. BY-LAWS OF OTHER FACULTIES OF THE UNIVERSITY***

The By-Laws of the General Faculty shall apply to the other faculties of the University, except that the presiding officers shall be the deans of the respective colleges, and other officers of the body shall be determined by the faculty members of that body.

## ***ARTICLE III. BY-LAWS OF THE FACULTY SENATE***

- A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.
- B. AGENDA. The agenda of the Senate shall be prepared by the Executive Secretary of the Senate. Normally new business intended for discussion by the Senate shall be presented in writing to the

Executive Secretary one week in advance of the regular meeting. Senate agendas may be amended by two-thirds vote of the members present.

- C. MEETINGS OF THE STANDING COMMITTEES. Standing Committees of the Senate shall meet not less than once each semester, with meeting announcements to be mailed to each committee member at least five (5) scheduled University calendar days prior to a meeting. Under emergency circumstances, meetings will be called as the necessity dictates. Meetings shall be called by the committee chair as business dictates or upon application in writing of five (5) committee members. Official copies of committee minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.
- D. CHAIRS OF THE STANDING COMMITTEES. At the first meeting of the year, each committee will elect a senator member as chair-elect. If the chair-elect is not the current committee chair, the chair will work closely with the chair-elect throughout the academic year in order to prepare him or her to take over as committee chair the following year. Results of the election will be reported within one (1) week, in writing, to the Executive Secretary of the Faculty Senate and the Provost and Vice President of Academic Affairs. The new chair shall take office on June 1.
- E. VOTING. Voting in the Senate shall be by either voice or show of hands. At the discretion of the presiding officer or by request of one (1) senator, vote will be by roll-call, with the vote of each senator recorded in the minutes. Voting in the committees shall be by a show of hands, and a record shall be kept of vote totals.
- F. QUORUM. A quorum for the Senate and its committees shall be fifty (50) percent of the membership of the respective bodies.

#### ***ARTICLE IV. RULES OF ORDER***

The rules contained in the current edition of Robert's Rules of Order shall govern the meetings of all the bodies described in these By-Laws in all cases where they are applicable and in which they are not inconsistent with these By-Laws and any special rules of order a given body may adopt.

#### ***ARTICLE V. AMENDMENT OR REPEAL OR BY-LAWS***

Motion for change or repeal of these By-Laws shall be presented in writing to all members of the General Faculty. The proposed amendment shall be voted on either: 1) at the next meeting of that body and must carry by a simple majority vote of the members present; or: 2) by means of electronic or other written balloting independent of a meeting.

In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least 10 university business days within the Fall or Spring semesters in advance of the vote. Votes outside of meetings shall be cast over a period of no fewer than 5 university business days within the Fall or Spring semesters. The motion shall be approved upon a majority of votes cast.

## Figure Three

### UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

*Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation.  
This document only addresses the UWG internal approval process.*

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean as the chief academic officer of the college or school to manage the curriculum creation/modification process within his/her area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate:
  - Any changes to degree requirements within a college or across colleges
  - Changes in semester credit hours for an existing course
  - New academic programs and new courses (degrees, minors, certificates, etc...)
  - Changes to a course level (i.e. changing from 3000 to 4000 level)
  - Adding or removing a course from the Core Curriculum
  - Changes to course prerequisites that span across colleges
  - Modifying the requirements to complete an academic program
  - New or modified concentrations within a degree program
  - ⊖ New XIDS course topics
2. The following are **information items** for the Senate:
  - Changes in admission standards for an academic program
  - Suspending (deactivating) or eliminating (terminating) academic programs
  - Offering an existing academic program more than 95% online
  - Offering an approved academic program more than 50%, but less than 95% online
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
  - Comprehensive Program Reviews
  - Academic program learning outcome assessments
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
  - Modifications/additions/deletions to existing academic program learning outcomes
  - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
  - Minor modifications to courses including : course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
  - Creation or modifications of assessment artifacts
  - Moving an approved course to online delivery

*This document was approved by the Senate on March 9, 2012 and adopted by the president on May 9, 2012  
Amended by the Senate on December 7, 2012 and approved by the president on March 20, 2013  
Amended by the Senate on April 24, 2015 and approved by the president on June 15, 2015*

## Figure Four

### UWG Statutes

#### ARTICLE II. THE OFFICE OF THE PRESIDENT

##### SECTION 1. The President

A. The President shall be the executive head of the University and of all its departments, and shall exercise such supervision and direction as will promote efficient operation of the institution. The President shall be elected by the Board of Regents upon the recommendation of the Chancellor and shall hold office at the pleasure of the Board of Regents. He or she shall be responsible to the Chancellor for the operation and management of the University, for the execution of all directives of the Board of Regents and the Chancellor and to exercise such additional powers as may be assigned or set forth by the Board of Regents. (See Policies, Board of Regents, University System of Georgia.)

B. The President shall be a person of professional rank. He or she shall be a member of the General Faculty, Chair of the President's Advisory Committee, and Chair of the General Faculty.

C. In the absence of the President, his or her functions shall be exercised by his or her designee as approved by the Chancellor of the University System of Georgia.

# **Addendum II**

Program View (Read-Only)

Attachments

Current File: ACS Track\_Final.docx

Originator

College of Science and Mathematics  
College

Chemistry Department  
Department

Basu-Dutt, Sharmistha  
Originator

What would you like to do?

- Add New Track/Concentration  Modify Existing Program  Deactivate Existing Program  Terminate Existing Program  Add New Program

Modifications

- Program Name  Program Description  Degree Name  See Comments

Shared Governance Process  
Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics  
College

Bachelor of Science with a Major in Chemistry  
Existing Program (as shown in the DMA)

ACS Track - Applied Chemistry option A  
Track or Concentration

Bachelor of Science with a Major in Chemistry

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

ACS Track - Applied Chemistry option A

Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)

Bachelor of Science

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

Spring

Effective Semester/Year

2018

On Campus  
Program Location

**Modification Details**

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

(Max 4000 characters)

**Rationale**

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

(Max 4000 characters)

**Attachments**

Current File: ACS Track Final.docx



**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

Check all that apply to this program

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

**Comments**

(Max 4000 characters)

**College Approvals**

**Sharmistha Basu-Dutt** [APPROVED 2017-08-07]

Chair, Course Department

**Gregory T. Payne** [APPROVED 2017-09-05]

Coordinator, COSM Curriculum Committee

**Other Approvals**

**Nicholas Sterling** [APPROVED 2017-10-05]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Final Approval**

**David Jenks** [REQUIR

Final Approver

## Comparison Chart for Program Change in Chemistry

Old Program	Differences in New Program	New Program
<p><b><u>Core Area F (18 hours)</u></b></p> <ul style="list-style-type: none"> <li>● MATH 2644 - 4</li> <li>● CHEM 1211 and 1211L - 4</li> <li>● CHEM 1212 and 1212L - 4</li> <li>● CHEM 2411 and 2411L - 4</li> <li>● MATH credit from Area A and D - 2</li> </ul>	<ul style="list-style-type: none"> <li>● No difference</li> </ul>	<p><b><u>Core Area F (18 hours)</u></b></p> <ul style="list-style-type: none"> <li>● MATH 2644 - 4</li> <li>● CHEM 1211 and 1211L - 4</li> <li>● CHEM 1212 and 1212L - 4</li> <li>● CHEM 2411 and 2411L - 4</li> <li>● MATH credit from Area A and D - 2</li> </ul>
<p><b><u>Major Required Courses (43 hours)</u></b></p> <ul style="list-style-type: none"> <li>● CHEM 2130 - 1</li> <li>● CHEM 3422 and 3422L - 4</li> <li>● CHEM 3310K - 4</li> <li>● CHEM 4330K - 4</li> <li>● CHEM 3521 - 3</li> <li>● CHEM 3522 - 3</li> <li>● CHEM 3550L - 2</li> <li>● CHEM 4913L - 2</li> <li>● CHEM 4611 - 3</li> <li>● CHEM 4612 - 3</li> <li>● CHEM 4083 - 4</li> <li>● CHEM 4084 - 1</li> <li>● CHEM 47xx - 3</li> <li>● CHEM electives - 6</li> </ul>	<ul style="list-style-type: none"> <li>● Choose two of three Physical Chemistry courses based on career interest. For example, Physical and Analytical focused students take 3521 and 3522; Organic and Biochemistry focused students take 3522 and 3523.</li> <li>● CHEM 4610 content will be modified to include selected topics from CHEM 4611 and 4612 to align it better with guidelines provided by American Chemical Society.</li> <li>● All students must take Biochemistry (4711) and can choose Physical Biochemistry (4712) as an elective.</li> <li>● Chemistry electives must be chosen from the in-depth courses (4712, 35xx, 4485, 4685, 4985)</li> </ul>	<p><b><u>Major Required Courses (40 hours)</u></b></p> <ul style="list-style-type: none"> <li>● CHEM 2130 - 1</li> <li>● CHEM 3422 and 3422L - 4</li> <li>● CHEM 3310K - 4</li> <li>● CHEM 4330K - 4</li> <li>● Choose 2 from CHEM 3521, 3522, 3523 - 6</li> <li>● CHEM 3550L - 2</li> <li>● CHEM 4913L - 2</li> <li>● CHEM 4610 - 3</li> <li>● CHEM 4083 - 4</li> <li>● CHEM 4084 - 1</li> <li>● CHEM 4711 - 3</li> <li>● CHEM electives (Choose 2 from CHEM 4712, 35xx, 4485, 4685, 4985) - 6</li> </ul>
<p><b><u>Upper Division Electives</u></b></p> <ul style="list-style-type: none"> <li>● 0 hrs</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility of taking upper division electives in Chemistry, Mathematics, Physics or Biology based on career interest.</li> </ul>	<p><b><u>Upper Division COSM Electives (2 – 5 hrs)</u></b></p> <ul style="list-style-type: none"> <li>● 2 – 5 hrs (3000-4000)</li> </ul>

<p><b><u>General Electives (10 hours)</u></b></p> <ul style="list-style-type: none"> <li>● 10 hrs (1000-4000)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be advised to take more focused electives that complement their career interest.</li> </ul>	<ul style="list-style-type: none"> <li>● 0 hrs</li> </ul>
<p><b><u>Area Courses</u></b></p> <ul style="list-style-type: none"> <li>● 0 hrs</li> </ul>	<ul style="list-style-type: none"> <li>● No difference</li> </ul>	<ul style="list-style-type: none"> <li>● 0 hrs</li> </ul>
<p><b><u>Supporting Courses (7 hours)</u></b></p> <ul style="list-style-type: none"> <li>● CS 1300 or 1301 or MATH 2654 – 4</li> <li>● MATH 3303 or MATH 2853 - 3</li> </ul>	<ul style="list-style-type: none"> <li>● Old curriculum was suitable for students wishing to pursue a career in Physical or Analytical Chemistry. New curriculum will allow students to choose supporting courses or a minor to complement their career interest. For example, advisors will encourage students wishing to pursue a career in Organic or Biochemistry to minor or take supporting courses or upper division electives in Chemistry or Biology. Advisors will encourage students wishing to pursue a career in Physical or Analytical Chemistry to minor or take supporting courses or upper division electives in Chemistry or Physics or Math.</li> </ul>	<p><b><u>Supporting Courses (15-18 hours)</u></b></p> <ul style="list-style-type: none"> <li>● Minor or supporting courses with advisor approval – 15 to 18</li> </ul>

Program View (Read-Only)

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

**What would you like to do?**  
 Add New Track/Concentration  Modify Existing Program  Deactivate Existing Program  Terminate Existing Program  Add New Program  Shared Governance Process  
 Program Name  Program Description  Degree Name  See Comments  Senate Action Item (See Procedure)

**Program Selection**  
College of Social Sciences  
Existing Program (as shown in the DMA): Bachelors of Science with a Major in Anthropology  
Degree Level: Undergraduate  
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box): Bachelors of Science with a Major in Anthropology  
Program Location: On Campus  
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box): Bachelor of Science  
Effective Semester/Year: Fall 2018

**Modification Details**

Include ANTH 4135 Genes and Genomania in the major to count as a Physical Anthropology course in the major requirements. ANTH 4135 is currently being submitted as a proposed new course.

(Max 4000 characters)

**Rationale**

(Max 4000 characters)

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

Check all that apply to this program

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

**Comments**

Include ANTH 4135 Genes and Genomania in the major to count as a Physical Anthropology course in the major requirements. ANTH 4135 is currently being submitted as a proposed new course.

(Max. 4000 characters)

**College Approvals**

**Lisa Gezon** [APPROVED 2017-04-12]

Chair, Course Department

**Kathleen Skott-Myhre** [APPROVED 2017-05-01]

Coordinator, COSS Executive Committee

**Other Approvals**

**Nicholas Sterling** [APPROVED 2017-10-05]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Final Approval**

**David Jenks** [REQUIRED]

Final Approver

## Course View (Read Only)

**Attachments**

Current File: [ANTH 1101CoreCurriculumCourseProposal 8\\_23\\_17.docx](#)

**Originator**

Anthropology Department

Department

College of Social Sciences

College

Gezon, Lisa

Originator

**What would you like to do?**

- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**

- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Shared Governance Process**

Senate Action Item  (See Procedure)

**Course Details**

ANTH Prefix

1101 Number

Voices of Culture Course Title

ANTH 1101 Voices of Culture engages students in comparing and contrasting cultural patterns of oral and written language. Students will learn about their attitudes toward language and their own ways of speaking in order to better understand the diverse linguistic practices of others.

**Course Catalog Description**

3 Lec Hrs

0 Lab Hrs

3 Credit Hrs

Fall - 2018 Effective Term

Every Term Frequency

Letter Grade Grading

Prerequisites

Corequisites

Rationale

We are submitting this to help meet the growing needs of Area B.1. ANTH 1101 Voices of Culture will satisfy both Area B learning outcomes through its rhetorical focus on comparing and contrasting cultural patterns of oral and written language. Its goal is to teach students to become aware of their own linguistic and interactional patterns (including choice of words as well as the holistic paralinguistic context) and to become competent in adapting them to the expectations and purposes of the audiences they engage with. Students will be taught to identify, evaluate and use linguistic patterns in a way that is appropriate and effective in our diverse, globally connected world. See attached for full proposal for eventual BOR approval.



**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

**Comments**

**Attachments**

Current File: ANTH 1101CoreCurriculumCourseProposal 8 23 17.docx

College Approvals

**Lisa Gezon** [APPROVED  
2017-08-24]

Chair, Course Department

**Kathleen Skott-Myhre** [APPROVED  
2017-08-25]

Coordinator, COSS Executive Committee

Other Approvals

**Nicholas Sterling** [APPROVED  
2017-10-06]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

## Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10\\_common\\_course\\_prefixes\\_numbers\\_and\\_descriptions](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions))

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4\\_details\\_regarding\\_areas\\_af](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af))
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5\\_rules\\_regarding\\_inclusion\\_in\\_areas\\_af](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af))
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7\\_prerequisites\\_and\\_exceptions](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions))

There are 4 parts to this form:

- **Part 1 is to be filled out by the institution proposing the course.**
- [Part 2 is to be filled out by the Academic Advisory Committee.](#)
- [Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs \(if needed\).](#)
- [Part 4 is to be filled out by the Council on General Education.](#)

## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://core.usg.edu/core\\_forms/course\\_proposal\\_form](http://core.usg.edu/core_forms/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:**

2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	<b>Change in an already-approved course only, no change in Area.</b> A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
<b>Course change information:</b>	
From:	
To:	
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> of the Core Curriculum

- |   |                          |
|---|--------------------------|
| 3. <b>Course Subject</b> (e.g., philosophy):                            | <b>Anthropology</b>      |
| 4. <b>Course Prefix and Number</b> (e.g., PSYC 1101):                   | <b>ANTH 1101</b>         |
| 5. <b>Course Title</b> as it appears (or will appear) in catalog:       | <b>Voices of Culture</b> |
| 6. <b>Lecture Hours-Laboratory Hours-Credit Hours</b> (e.g., 3-0-3):    | <b>3-0-3</b>             |
| 7. <b>Provide a catalog description of the course</b> in the box below. |                          |

An investigation of cultural and cross-cultural patterns of oral and written communication with the goal of developing students' competence in oral and written expression. Satisfies Area B1 of the core.

### Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number *as listed in the Academic and Student Affairs Handbook Section 2.4.10?* (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#) ] )

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded "no" that you are **not using a common course prefix and number**, and "yes" that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Area A (English, Mathematics)</b>
State your institution's approved learning outcome(s) for Area A:	
Enter text here.	
Explain how the proposed course satisfies the Area A learning outcome(s) listed above:	
Enter text here.	
<input checked="" type="checkbox"/>	<b>Area B (Institutional Options)</b>
State your institution's approved learning outcome(s) for Area B:	
<ul style="list-style-type: none"> <li>Adapt written and oral communication to specific rhetorical purposes and audiences.</li> <li>Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.</li> </ul>	
Explain how the proposed course satisfies the Area B learning outcome(s) listed above:	
<p>ANTH 1101 Voices of Culture will satisfy both Area B learning outcomes through its rhetorical focus on comparing and contrasting cultural patterns of oral and written language. Its goal is to teach students to become aware of their own linguistic and interactional patterns (including choice of words as well as the holistic paralinguistic context) and to become competent in adapting them to the expectations and purposes of the audiences they engage with. Students will be taught to identify, evaluate and use linguistic patterns in a way that is appropriate and effective in our diverse, globally connected world.</p>	
<input type="checkbox"/>	<b>Area C (Humanities, Fine Arts, Ethics)</b>
State your institution's approved learning outcome(s) for Area C:	
Enter text here.	
Explain how the proposed course satisfies the Area C learning outcome(s) listed above:	
Enter text here.	
<input type="checkbox"/>	<b>Area D (Natural Sciences, Mathematics, Technology)</b>
State your institution's approved learning outcome(s) for Area D:	
Enter text here.	

Explain how the proposed course satisfies the Area D learning outcome(s) listed above:	
Enter text here.	
<b>If Area D, select appropriate major(s):</b>	
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	<b>Area E (Social Sciences)</b>
State your institution's approved learning outcome(s) for Area E:	
Enter text here.	
Explain how the proposed course satisfies the Area E learning outcome(s) listed above:	
Enter text here.	

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

**Course Prerequisites:**

**Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

None

Exit or exemption from Learning Support English at the Foundations level.

Exit or exemption from Learning Support Mathematics at the Foundations level.

Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.

Exit or exemption from Learning Support English at the Corequisite level.

Exit or exemption from Learning Support Mathematics at the Corequisite level.

Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.

Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.

Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.

**Other Prerequisites** (enter "none" if not applicable):

**Course Co-requisites** (enter "none" if not applicable):

**Requests for Exceptions to the Prerequisite Rules**

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be **required** to take **specific** courses from **electives** within Areas A-E? (*Courses that are required of all students at your institution do not count here.*)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section [2.4.7](#) of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

9. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body

10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied

<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?



## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Anthropology                         | <input type="checkbox"/> Geological Sciences and Geography                |
| <input type="checkbox"/> Arts and Sciences (Deans)                       | <input type="checkbox"/> Georgia Film Academy Film Production             |
| <input type="checkbox"/> Biological Sciences                             | <input type="checkbox"/> History  |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> Mathematical Subjects                            |
| <input type="checkbox"/> Chemistry                                       | <input type="checkbox"/> Nursing  |
| <input type="checkbox"/> Communication                                   | <input type="checkbox"/> Philosophy & Religion                            |
| <input type="checkbox"/> Computing Disciplines                           | <input type="checkbox"/> Physical Education, Health Education, Recreation |
| <input type="checkbox"/> Criminal Justice                                | <input type="checkbox"/> Physics and Astronomy                            |
| <input type="checkbox"/> Educator Preparation                            | <input type="checkbox"/> Political Science                                |
| <input type="checkbox"/> Family and Consumer Sciences                    | <input type="checkbox"/> Psychology                                       |
| <input type="checkbox"/> Fine and Applied Arts                           | <input type="checkbox"/> Social Work                                      |
| <input type="checkbox"/> Foreign Languages                               | <input type="checkbox"/> Sociology  |

Please provide the following contact information:

<b>VPAA Name:</b>	Michael Crafton
<b>VPAA Email Address:</b>	mcrafton@westga.edu
<b>VPAA Phone Number:</b>	679-839-6445
<b>VPAA Mailing Address:</b>	1601 Maple Street Carrollton, GA 30118

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

### **Course Learning Outcomes**

Provide a bulleted list of the course learning outcomes.

- Identify the ways culture impacts language.
- Evaluate language appropriate to a specific purpose.
- Analyze cross-cultural linguistic patterns both globally and in the United States.
- Adapt written and oral communication to specific rhetorical purposes and audiences.

### **Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

#### **Course Outline:**

##### I. Introduction to the course:

Language is much more than a transparent medium for communicating ideas. Rather, the way we speak can have profound implications in terms of community membership, social exclusion, economic opportunity, identity, and perhaps even the way we view and understand the world around us. ANTH 1101 Voices of Culture draws on scholarship in linguistic anthropology to engage students in comparing and contrasting cultural patterns of oral and written language. Its goal is to teach students to become aware of their attitudes toward language, or language ideologies, and their own linguistic patterns. It will also teach them to apply course concepts to everyday experiences with language and culture. Course assignments and readings will develop this awareness by presenting students with a wide range of examples of culturally-specific language varieties, as well as texts that engage with the history and political contexts that have shaped which languages and language varieties are spoken in particular parts of the world and by whom.

##### II. Perspectives on Communication (Theoretical tool kit for analyzing language)

- A. Cross-cultural communication: Scope, Power and Ethics
- B. Participant Roles: presentation of self, speaker/listener, audience, reader/writer
- C. Paralinguistics: kinesics, proxemics, prosody
- D. Performance as Ritual
- E. Linguistic Interactions: Conversation Analysis

##### III. Diversity and Language (Application to case studies)

- A. Cross-cultural Differences (obligatory grammatical categories, e.g. honorifics; formality; spatial orientation)
- B. Sociolinguistics (region, gender, ethnicity, sexuality, class/profession, age, etc.)
- C. Language ideologies (standard language ideology, accent, purism, differentiation, speakers' intentions vs. effects etc.)
- D. Code and Register Switching
- E. Bilingualism, Language Loss and Revitalization (code switching, endangerment, policies)

### III. Communication in Practice: Language Autobiographies (Audio recording, logging, transcription)

#### Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

All sections of this course will include:

- **Readings and videos** that present the basic concepts and case studies
- **Discussions** (synchronous and/or asynchronous): small group as well as full class discussions, demonstrating informal oral presentation proficiency
- **Written papers and examinations:** assignments and exams demonstrating academic writing standards and awareness of the ways in which culture shapes communication – evaluated by instructors and sometimes by peers
- **Oral presentations** demonstrating various verbal and nonverbal communication styles and awareness of the ways in which culture shapes communication – evaluated by instructors and peers

Sample assessments:

ANTH 1101 Voices of Culture will satisfy both Area B learning outcomes through its focus throughout the course on developing student's understanding of their own communication patterns. They will begin the course with a language reflection in which they describe how they use language in their everyday life, and build towards a final language autobiography essay in which they analyze some aspect of their experience with language in greater depth, using course readings to provide theoretical connections and cross cultural comparisons.

To encourage students to develop proficiency in adapting written and oral communication for specific rhetorical purposes and audiences students will be required to:

- Oral presentations will emphasize distinct speech styles and rhetorical purposes, including persuasive, informative, and narrative, as well as diverse global communication styles (such as *relajo*, which is a form of Mexican Spanish joking banter that involves the use of puns and double entendre). Examples include 1. Share a personal narrative that relates to topics discussed in course readings. 2. Do a formal oral presentation on their language autobiography. 3. Convince your classmates of your point of view on a current issue. 4. Do an informational presentation on a form of language that is not part of your native language repertoire.
- Complete a one-page language reflection, a field-notes assignment, and a language autobiography in order to learn different genres of critical, analytical and reflexive writing in anthropology.

To encourage students to identify, evaluate, and use information, language, or technology appropriate to a specific purpose, students will be required to:

- Conduct, record, and analyze an anthropological interview, using appropriate communication strategies to develop metalinguistic awareness.

### Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Face-to-face, online, or hybrid instruction
- Lecture to present core concepts
- Discussion to engage students with the core concepts
- Hands-on learning through observation and sometimes performance of various communication styles

### Potential Textbooks

Provide examples of possible textbooks for the course.

Asante, Molefi Kete, Yoshitaka Miike, and Jing Yin, eds. 2013. *The Global Intercultural Communication Reader*, 2nd ed., New York: Routledge.

Bauman, Richard. 1984. *Verbal Art as Performance*. Prospect Heights, IL: Waveland Press.

Monahan, Leila et. al. (2012) *A Cultural Approach to Intercultural Communication: Essential Readings*. Blackwell Publishing.

Lippi-Green, Rosina. (2012) *English With an Accent: Language, Ideology and Discrimination in the United States*. New York, NY: Routledge.

Stringer, Donna M. 2009. *52 Activities for Improving Cross-Cultural Communication*. Nicholas Brealey.

#### *Examples of Relevant Ethnographies:*

- Samuels, David. (2006) *Putting a Song On Top of It: Expression and Identity on the San Carlos Apache Reservation*. University of Arizona Press.

- Garcia-Sanchez, Inmaculada. (2014) *Language and Muslim Immigrant Childhoods: The Politics of Belonging*. Wiley Blackwell.

- Wirtz, Kristina. (2014) *Performing Afro-Cuba: Image, Voice and Spectacle in the Making of Race and History*. University of Chicago Press.

## **Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee**

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)

**Please do not delete any pages of this document.**

**Course Title:**

**Institution:**

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

## Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E

- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major’s degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents’ Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.
---------------------------------------

Please provide contact information for the **Chair** of the Regents’ Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

### Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

Course Title:

Institution:

#### Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

Chair name:

Chair institution:

Chair daytime phone number:

## Part 4: To be filled out by the System Liaison for the Council on General Education.

<b>Course Title:</b>
<b>Institution:</b>

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

<b>Liaison name:</b>	Barbara L. Brown
<b>Liaison daytime phone number:</b>	404-962-3107
<b>Liaison email address:</b>	Barbara.Brown@usg.edu

Form last updated 8/11/16



## Course View (Read Only)

**Attachments**

Current File: [anth\\_4135\\_syllabus.docx](#)

**Originator**

Anthropology Department  
Department

College of Social Sciences  
College

Gezon, Lisa  
Originator

**What would you like to do?**

- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**

- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Shared Governance Process**

Senate Action Item  (See Procedure)

**Course Details**

ANTH 4135 Genes and Genomania  
Prefix Number Course Title

This Medical Anthropology course builds a basic understanding of new genetic techniques and research directions, uncovering sources of contention between scientific and public perceptions on the genetic revolution.

**Course Catalog Description**

3 Lec Hrs  
0 Lab Hrs

3 Credit Hrs

Fall - 2018  
Effective Term

Other  
Frequency

Letter Grade  
Grading

Prerequisites

None

Corequisites

Rationale

This course will have been taught twice as a Special Topics course, and we want to incorporate it into our regular curriculum. It contributes to the Physical Anthropology component of the major.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 35

**Comments**

**Attachments**

Current File: [anth\\_4135\\_syllabus.docx](#)

College Approvals

**Lisa Gezon** [APPROVED  
2017-04-12]

Chair, Course Department

**Kathleen Skott-Myhre** [APPROVED  
2017-04-28]

Coordinator, COSS Executive Committee

Other Approvals

**Nicholas Sterling** [APPROVED  
2017-10-05]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

**Course:** Anth 4135

**Genes and Genomania (#\*\*\*\*\*, Fall 2017)**

**Time:** \*\*\*\*\*

**Place:** Anthropology Building, Rm 12

**Instructor:** Dr. Corey Maggiano, Ph.D.

**Email:** cmaggian@westga.edu

**Office:** (678) 839-6456

**Lab:** (678) 839-6148

**Office Hours:** \*\*\*\*\*

### Course Description

The **molecular revolution** has completely changed the modern practice of medicine, agriculture, and forensics; even the basic understanding of life's origin, relatedness among creatures, and human identity. Many see only the benefits of bio- and gen-tech revelations; others have rallied against the concept of people as gene-machines, organisms as "buildable", and call treatment "eugenics". This **Medical Anthropology** course builds a basic understanding of new **genetic techniques** and **research directions**, uncovering sources of contention and mania through lecture, discussion, debate, and written argument. It contrasts the **goals of science** with **public interest** and uncovers their internal conflicts through **policy assessment** and **bioethical rigor**. *Prior experience with genetics not a requirement.*

### Required Book:

None

### Course Structure

In-class discussions and debates, readings/films, short response papers, argument paper/presentation

### Learning Outcomes (also refer to the Undergraduate Catalog)

By the completion of this course, each student should be able to:

- Demonstrate knowledge of genetics and its applications in modern society through critical reading and response writing
- Investigate the impact of genetic research on public and private life by researching relevant topics of personal interest for written and spoken argument
- Identify sources of conflict between stakeholders involved in the molecular revolution through considerations of multiple scientific and popular perspectives on important issues in genetics
- Critique popular and academic science dialogue in class discussion and formal debate
- Predict possible future implications genetics has for human biological and cultural change by extending public response to current technology as an indicator or what is to come

### Course Requirements and Grade Distribution:

Grade breakdown:	Class participation	20%
	Response papers	10%
	Quizzes	30%
	Research paper	30%
	Research paper presentation	10%

#### **1) Class Participation & Attendance – 20%**

Class participation points are earned by attending class, responding to questions in class, after-class and office hour discussions, and taking an active part in both group discussions and presentation question sessions. More specific assessments during mini-debates or "quizlets" may also contribute to this grade. It is important to attend class regularly in order to do well in this course. Discussion will undoubtedly cover material that is not found in the readings. If you miss a class, it is your responsibility to gather the information/assignments you have missed from your classmates or instructor in office hours. Class attendance will be checked randomly throughout the semester. Participation points will be lost if attendance is low since it is not possible to participate if not present.

You are expected to bring printed readings with you to class daily along with pertinent notation, points for debate, and questions you may have on the topics. At any time the instructor may require you to turn in these materials to demonstrate preparedness.

## **2) Two Response Papers – 10%**

During the semester each student will be responsible for preparing and submitting 2 critical response papers, each in response to a reading of your choice from the reading list. Response papers are due at the beginning of the class in which we will be discussing that particular reading. E-mailed/digital response papers will not be accepted without consent. Points for the response papers will be based on argument strength, evidence, clarity, grammar, spelling, and your adherence to the guidelines listed on Carmen under “Content”.

Response papers must each be 1-2 pages typed, double-spaced, with 1-inch margins on all sides, and 12 font size, Times News Roman font. Do not waste space with headers; your name and date are the only information needed. Response papers are not summaries of the article! You are to critically analyze and respond to the article. Write about your thoughts on the topic and give critical opinions (positive/negative) about the author’s argument construction, its effectiveness, style, strategy, and audience. Remember you are critiquing how the author makes the argument in addition to what is argued! Use specific examples/information to bolster your opinion or counter claims. A rubric can be found on Carmen for these assignments.

## **3) Quizzes – 30%**

There will be three quizzes throughout the semester to evaluate your understanding of the course readings and lecture material. The quizzes generally cover some material already discussed in class and some material yet to be discussed. Be sure to keep on track with your readings!

## **4) Argumentative Paper and Presentation– 40% combined**

1) Thesis Approval: (5%): This assignment includes submission of your A) Topic, B) Research Question, and C) Thesis Statement as well as D) the bibliographic information for three of the peer-reviewed articles you will use as references with E) the first page of each as an attachment. If you are not sure about a topic or need help arriving at one, please come meet with the instructor who will be happy to help you find a topic that is both relevant and interesting to you. The topic should satisfy the course subject material and draw direct connections between the genetic revolution and modern development, social or cultural implications, ethics, or public perception. Keep a world focus if possible and avoid a purely historic setting. The research question is the specialized inquiry your paper is meant to answer. Thesis statements are answers to research questions. They are not proposals indicating what will be done, but are instead the one sentence summary of your argument (not topic). The three references must be listed in AJPA format (see below).

2) Abstract Peer Cooperation and Submission: (5%): Each student will submit a 250-word abstract of the proposed term paper. When writing your abstract, remember that abstracts are written to give the reader a summary of the paper highlighting the topic, research question, argument, and conclusions; they are not proposals on what will or could be written about later. Abstracts must be logical and concise. The class will also make suggestions/comments on your abstracts via an in-class cooperative session. If necessary, I reserve the right to have you rewrite your abstracts.

3) Presentations: (10%): Presentations on your paper topic are expected to be between 8-10 min and must involve some form of visual. Power point® may be used, but should be light on text and loaded on the computer before class begins. Questions from students in the class must be fielded at the end of each presentation. You will be graded on argument strength, evidence, poise, clarity, creativity, and your ability to answer questions about the presentation, also refer to the Presentation Rubric on Carmen under “Content”.

4) Argumentative Paper: (20%): Each student will write a 6-8 page term paper on the topic you have been researching. The purpose of these papers is to develop writing skills and explore a course topic in more depth, while encouraging students to construct a well-substantiated argument addressing cultures in conflict – they are not research papers. Students will be graded on their argument’s strength, evidence, clarity, spelling, grammar and adherence to instructions.

**Paper Topics and Guidelines** – Papers must be typed, double-spaced with 1-inch margins, Times New Roman, 12 font, page numbers, and must be stapled. They must follow the Harvard Style citation formatting (see below). Students must relate their topic back to material learned in class, either through readings, films, discussions or lectures. To backup your arguments and provide sufficient background, you must have a minimum of 6 primary sources for your paper, and internet websites are not acceptable sources. Failure to cite properly constitutes plagiarism. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should use direct quotation for emphasis on rhetoric only. Also, a note on figures and tables: Both require parenthetical citation at the end of the first sentence addressing them in the text, like this: (Figure 1). They also both need a caption; figure captions go at the bottom of the figure (ex. “Figure 2: Decline in population...”), whereas, table captions go at the top before the table itself (ex. “Table 5: Decline in family wealth...”). Please make ample use of office hours or class time for questions regarding argument construction if this is unfamiliar to you.

**Possible Paper Topics** – These are extremely broad topics that will need to be narrowed down based on your own interest to generate a specific research question and thesis.

Genetic age in the Developing World  
Distrust and Fear of Genetics in the Public Sector  
Reconciling Genetic and Spiritual Identity  
DNA Profiling, Forensic Databases, Law  
Genetic Counseling  
Human Variation, Ethnicity, Race and Disease Treatment  
Cloning  
At-Home Genetic Screening  
Genetic Debates in Human Evolution  
Risk Assessment, Probability Analysis and Genetics  
Intellectual Personal and Public Property, Patents  
Genetically Modified Crops, Health, Ecology

**Citation Format**

For AAPA style guide format use the Carmen Website under “Course Home” or “Content” where you will find posts related to the format style.

Also, see these links for a guide:

<http://www.nd.edu/~sheridan/AJPACitationStyle.pdf>

And an example of the style:

<http://onlinelibrary.wiley.com/doi/10.1002/ajpa.21365/pdf>

**Grading Scale:**

You can check your general progress by comparing your score against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. Any questions regarding grading must be in writing and given to the instructor within one week of the date an exam or assignment is returned with a grade. According to University and federal policy, grades cannot be given over the phone or through e-mail. You must see the instructor in person to discuss your grade. Do not call the Department of Anthropology office regarding grades, as you will only be directed to see your instructor. *If you are having difficulty or need advice on note-taking, studying, or writing please contact the instructor immediately!*

**Class Discussion and Conduct:**

The format of this course is largely dependent upon student participation in classroom discussion. Because many topics covered in this course are sensitive, it is important to remember to be respectful of one another in the classroom and in any discussion format. In this classroom, everyone has the right to 1) be addressed in a respectful manner, 2) be listened to without interruption, 3) feel safe. No one has the right to threaten, harass or demean others in class. Everyone must maintain a professional demeanor, including addressing others in a respectful manner and listening without interruption; attempt to identify and understand multiple sides of an issue; analyze and critique ideas and not the people presenting those ideas. Laptop use is discouraged due to well-known benefits of hard-copy note taking, but is allowable if strictly used for notes. Cell phones must be turned off and may not be used during class without prior consent. Anyone not following these guidelines or exhibiting other disruptive behavior will be warned in class and ultimately asked to leave the classroom if the behavior continues. If that occurs, he or she will also be unable to collect points from assignments or participation for the day. Repeated disruptive behavior may result in expulsion from the class.

**Late Assignments:**

All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work will not be accepted without documentation from an official source (doctor, police, school representative, etc.). If you miss any assignment, you must e-mail me within 24 hours of the due date. The assignment must be made-up or turned in within one week of the originally scheduled exam, unless approved by instructor. Late assignments will only be accepted at full credit if accompanied by appropriate documentation accounting for each late day. For each assignment turned in after the due date, the grade will drop by 1 letter grade per day. One day is a standard calendar day, not a class period. E-mailed assignments will not be accepted without documentation and a hard copy submission immediately thereafter. *If life events prevent you from attending class periods on a regular basis, please consult with the instructor!*

#### **Academic Misconduct:**

As a student of the University of West Georgia, you should be familiar with the Academic Integrity and Honor Code Pledge (<http://www.westga.edu/handbook/59.php>). Please work independently on all assignments unless they are clearly identified as cooperative assignments. Be sure all work is in your own words and from the scope of the course (you may not turn in other papers or assignments done for other courses). If you borrow ideas or words from others, you must cite them appropriately. Please also cite all information used in assignments that is not considered "common knowledge". Failure to do so is a form of plagiarism and a form of student misconduct.

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. will be considered plagiarism unless sources are properly cited. Some excellent examples of how you can avoid plagiarism are located here, along with a tutorial:

<http://libguides.westga.edu/content.php?pid=16314&sid=109878>

#### **Additional University Policies:**

Please review the information on the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

Here you will find important information regarding your responsibilities for this course as well as your rights at a student. These statements are updated on a regular basis as federal, state, university and accreditation standards change, thus, you should review the information posted each semester.

#### **Web Course Tools and Student Support:**

Open your web browser and go to <https://westga.view.usg.edu/> use your username and password to login. Select on this course to access class materials, news and other relevant information. Always discuss concerns with your instructor as soon as they arise in order to seek the quickest assistance. For additional support see [Student Services](#), the Center for Academic Success (located in UCC 200, 678-839-6280, [cas@westga.edu](mailto:cas@westga.edu)). For other aid or student advocacy: UWG Cares <http://www.westga.edu/UWGCares/>.

#### **Students in Need of Accommodation**

It is federal and university policy to provide reasonable accommodations to students with documented disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the Accessibilities Services Office in Room 272 of the Student Development Center in Parker Hall (phone: 678.839.6428/ fax: 678.839.6429).

#### **Course Schedule (TBA):**

All readings will be made available on CourseDen) and should be brought along with preparation notes to class for discussion.



## Reading Schedule

### Week 1 (Aug 25, 27) Introduction

Icebreaker  
Background and Terminology Lecture

### Week 2 (Sep 1, 3) Genomics General/Meaning/Culture

Background and Terminology Lecture  
US Dept Genomics and its impact on science and society  
Nelkin The powers of the gene

### Week 3 (Sep 8, 10) Complex Traits Variation

Goldstien Common genetic variation and human traits  
Hamer Rethinking behavioral genetics

### Week 4 (Sep 15, 17) Epigenetics/Nature-Nurture/Coevolution 1 -THESIS DUE

Dennis Altered states  
Diamond The double puzzle of diabetes

### Week 5 (Sep 22, 24) Epigenetics/Nature-Nurture/Coevolution 1

Chackravarti Nature, nurture and human disease  
Beja Pereira Gene-culture coevolution between cattlemilk protein genes and human lactase

### Week 6 (Sep 29, Oct 1) **Mini-Debate: Genes Alone vs Not by Genes Alone**

### Week 7 (Oct 6, 8) Neo-Eugenics/Informed Consent

Paul The hidden science of eugenics  
Gupta Private and public eugenics: Genetic testing and screening in India

### Week 8 (Oct 13, 15) Genetic Screening

Slaughter Your genes and privacy  
Hudson ASHG statement on direct-to-consumer genetic testing in the US  
Caspi Influence of life stress on depression: Moderation by polymorphism [...]

### Week 9 (Oct 20, 22) Genetic Counseling -ABSTRACT DUE

O'Daniel The prospect of genome-guided preventive medicine [...]  
Teschler Will the advantages gained from having the genetic information outweigh [...]

### Week 10 (Oct 27, 29) Identity/Ancestry/Diagnoses

Jorde Genetic variation, classification and 'race'  
Cole Double helix jeopardy  
Kolbert Sleeping with the enemy

### Week 11 (Nov 3, 5) **Mini-Debate: Genetics of Mechanism vs Vitalism**

Week 12 (Nov 10, 12)                      Genetically Modified Crops (GMC)  
Avery                      Genetically modified organisms can help save the planet  
Ramessar                      Maize plants: An ideal production platform [...]  
Malarkey                      Human health concerns with GM crops  
Johnson                      How does scientific risk assessment of GM crops fit within the wider risk [...]  
Zepeda                      Consumer risk perceptions toward agricultural biotechnology [...]

Week 13 (Nov 17, 19)                      GMC/Risk/Labeling  
Cook-Deegan                      Gene patenting: Is the pendulum swinging back  
Kesselheim                      The dangers of diagnostic monopolies

Week 14 (Nov 24, 26)                      NO CLASS – Thanksgiving Break

Week 15 (Dec 1, 3)                      Presentations - PAPER DUE

Week 16 (Dec 8)                      Presentations

## Course View (Read Only)

**Originator**     
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  (See Procedure)

**Course Details**  
    
Prefix Number Course Title

Title and description of the type of independent study to be offered will be specified on the variable credit form at time of registration. May be repeated for up to 10 hours for credit.

Course Catalog Description		Effective Term	Every Term Frequency	Letter Grade Grading
1-4 Lec Hrs	0 Lab Hrs	Fall - 2018	Every Term Frequency	Letter Grade Grading

Prerequisites

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Corequisites

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Rationale

We wish to change the variable credit available from a maximum of 3 to a maximum of 4. We propose the following: Lecture Hours: 1.00 to 4.00. May be repeated for up to 10 hours 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: 2

**Comments**

College Approvals

**Lisa Gezon** [APPROVED  
2017-04-11]

Chair, Course Department

**Kathleen Skott-Myhre** [APPROVED  
2017-04-28]

Coordinator, COSS Executive Committee

Other Approvals

**Nicholas Sterling** [APPROVED  
2017-10-05]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

## Course View (Read Only)

### Attachments

Current File: [NURS 3100 Syllabus template.docx](#)

### Originator

**Nursing**

Department

**Tanner Health System School of Nursing**

College

**Duke, Karen**

Originator

### What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

### Modifications

Prerequisites  Corequisites  Description  Title  Credit  See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

**NURS**

Prefix

**3100**

Number

**Pathophysiology and Pharmacology II**

Course Title

This course is second in a sequence that builds on biophysical concepts from foundational sciences and introduces pathophysiological changes and the pharmacotherapeutics (pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics) associated with illness and disease across the human lifespan. Within a quality caring framework, the relationship of these changes and pharmacotherapeutics are emphasized in the delivery of safe and person-centered care.

### Course Catalog Description

**3**

Lec Hrs

**0**

Lab Hrs

**3**

Credit Hrs

**Fall - 2018**

Effective Term

**Yearly**

Frequency

**Letter Grade**

Grading

Prerequisites

NURS 2101

Corequisites

Rationale

This course will replace current course NURS 2102 . This is a modification of course number only. Modification is necessary to correct an error in the core area F requirements as outlined by the Board of Regents for Nursing. Modification will allow the program to meet compliance by moving this course to the major level and out of the area F requirements. Additionally, course NURS 2102 has an ATI Testing Fee attached and we will need to move this fee to the new course NURS 3100.



**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)  
Present or Projected Annual Enrollment: 140

**Comments**

**Attachments**

Current File: [NURS 3100 Syllabus template.docx](#)

College Approvals

**Linda A. Mason Barber** [APPROVED]  
2017-09-14]

Associate Dean, Nursing

**Jennifer Schuessler** [APPROVED]  
2017-09-14]

Dean, School of Nursing

Other Approvals

**Nicholas Sterling** [APPROVED]  
2017-10-05]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

**University of West Georgia  
Tanner Health System School of Nursing  
Semester XXXX**

**NURS 3100 – Pathophysiology and Pharmacology II**

**Credit Hours:** 3-0-3

**Prerequisites:** NURS 2101

**Co-requisites:** None

**Faculty Contact Information**

**Name:**

**Office Number:** *School of Nursing, Etc.*

**Office Phone:** (XXX)-XXX-XXXX

**Cell Phone:** (XXX)-XXX-XXXX

**Fax Number:** (XXX)-XXX-XXXX

**e-mail:** XXXXXX@westga.edu

**Office Hours:** *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.*

*Times when students can reach you.)*

**About me:** *(Short introductory and personal background.)*

**Course Description:** This course is second in a sequence that builds on biophysical concepts from foundational sciences and introduces pathophysiological changes and the pharmacotherapeutics (pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics) associated with illness and disease across the human lifespan. Within a quality caring framework, the relationship of these changes and pharmacotherapeutics are emphasized in the delivery of safe and person-centered care.

**Course Learning Outcomes:**

<b>Course Learning Outcomes</b> Upon completion of the course you (the learner) will be able to:	<b>BSN Program Outcomes</b>	<b>BSN Essentials</b>	<b>ANA Standards of Professional Nursing Practice</b>	<b>Description of Related Assignment</b>
Demonstrate an understanding of selected human illnesses and diseases across the lifespan.	1, 3	VII, IX	1, 2	Unit Exams Group Project ATI Pharmacology Made Easy 3.0
Describe the relationship between	3	II, III, VII, IX	1, 2, 3, 4	Unit Exams

selected illnesses and diseases and the related pharmacotherapeutics.				ATI Pharmacology Practice Assessments and Exams Group Project/Presentation
Recognize factors such as gender, age, ethnicity, culture, values, and beliefs that may contribute to pathophysiological changes and variability in responses to pharmacotherapeutics.	2, 3	III, VII, IX	1, 2	Group Project Unit Exams
Demonstrate knowledge of principles of medication administration to promote quality and safety using a patient-centered care approach.	1, 3, 5, 6, 7	III, IX	1, 2, 3, 4	ATI Dosage Calculations Module Unit Exams ATI Pharmacology Exam
Explore evidence-based sources of drug information available to clients and healthcare professionals utilizing health information technology.	4, 6	III, VI	4, 6	Group Project
Investigate the legal and ethical implications related to professional accountability in pharmacotherapeutics	3, 5	II, III, V, VIII	5A, 5B	Group Project

**Areas of NCLEX Test Plan relevant to this course**

Physiological Integrity (p.8, 2013)

- *Pharmacological and Parenteral Therapies: Adverse Effects/Contraindications/Side Effects, Expected Actions/Outcomes, Pharmacological Pain Management, Total Parenteral Nutrition*
- *Physiological Adaptations: Pathophysiology, Unexpected Response to Therapies*

**Concepts and Exemplars:**

Pharmacotherapeutics – Drug Calculations-drip rates

Coagulation (Clotting) – Thromboembolism; Venous/arterial thrombi; thrombocytopenia

Tissue Integrity – Wounds

Elimination – Stress incontinence; acute renal failure; chronic renal failure; diarrhea; constipation; vomiting & anti-emetic medications

Intracranial Regulation – Increased intracranial pressure; ischemic/hemorrhagic stroke; seizures/epilepsy; Parkinson’s disease  
Cellular Regulation – Cell cycle; normal/benign/malignant dysplasia; classes of chemotherapeutic agents  
Psychosis – Schizophrenia  
Mood & Affect – Depressive disorders including suicide & manic disorders  
Cognition – Delirium; Alzheimer’s disease  
Anxiety – Post-traumatic stress disorder; panic disorder  
Reproduction – Contraception; healthy post-partum mother/newborn medications  
Sexuality – Sexually transmitted infections; erectile dysfunction; menopause

**Required Textbooks:**

Giddens, J. F. (Ed.). (2016). *Concepts for nursing practice* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby/Elsevier. [ISBN: 9780323083775] e-book

Kee, J., Hayes, E. R., & McCuiston, L. E. (2015). *Pharmacology: A patient-centered nursing process approach* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier Saunders.

ATI RN Review Pharmacology Review Module, 2016 edition.

American Psychological Association. (2012). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: Author.

**Required Instructional Resources:**

ATI Pharmacology Made Easy 2.0  
ATI Dosage Calculations 2.0  
Evolve Nursing Concepts Online  
Nursing Central (provided by UWG SON)  
CourseDen D2L  
Google Chrome or Firefox to access web-based applications  
Laptop/tablet with Internet capability for class

**Recommended Supplemental Reading:**

Ignatavicius, D. D., & Workman, M. L. (2013). *Medical-surgical nursing: Patient-centered collaborative care* (8<sup>th</sup> ed.). St. Louis, MO: Saunders.

**Attention Faculty the following information must be included in this syllabus:**

- Software, plugins and hardware above the basics. (required by BOR)
- Disclaimer stating dates may change.
- Dates of no show withdrawals, midpoint withdrawal.
- Dates of major assignments, papers, exams, course requirements.
- Can use CourseDen calendar for this but should state there is a course calendar.

**Required Software and Plug-ins:**

Microsoft Office (contains Word and PowerPoint) is required for this course.  
If you do not have Office, you can obtain this for free from the UWG ITS department.

You can access instructions for obtaining this software at <https://www.westga.edu/its/sits/index.php>

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other distance education courses, refer to <http://distance.westga.edu/~distance/webct1/help/downloads.html>

For all other **technical support**, contact UWG ITS at: 678-839-6587 or <http://www.westga.edu/its/>

### **Learning in a Student-Centered Concept Based Curriculum: (include for courses in prelicensure program)**

Student-centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. I encourage you to apply what you learn by contributing your informed opinions to class discussion. These are all elemental in facilitating learning in a concept-based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

## Learning activities may include:

- Assigned readings
- Case studies
- Class and online lecture
- Collaborative learning/group projects
- Discussion activities
- Group and/or individual writing activities, online or in class
- Problem-based learning or inquiry-based learning
- ATI Exams

## Description of Assignments: (Optional)

### Assignments/Methods of Evaluation:

*Example*

*Discussion Boards, 20%*

*Presentations, 30%*

*Writing Assignments, 50%*

Grading scale

A=90-100

B=80-89

C=75-79

F=<75

### Important Dates:

XXX	Classes begin
XXX	Drop/Add period
XXX	Withdrawal to receive a W
XXX	Last day to withdraw with a grade of W
XXX	Final Instruction/ Examinations
XXX	Graduation
XXX	Grades due by noon

### Missed and Late Assignment Policy

*(Faculty member must complete this section with a clear policy)*

### Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, let's:

- Be polite, considerate and honest when communicating with one another.
- Notify each other of any major changes in a timely manner.
- Use language (both verbal and nonverbal) that fosters a safe learning environment.
- Demonstrate openness and flexibility in the learning environment.

- Be organized! =)
- Actively participate in class discussion and activities.

### **Expectations for professionalism**

There are certain characteristics that are expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. I ask that students in this course demonstrate these professional behaviors: being attentive and participative during classroom discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- Attending class and arriving to class on time for each face to face class session
- Preparing for class
- Actively participating in class activities and discussions
- Appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting me regarding absences and late assignments in a timely manner, appropriately communicating during interviews)
- Being accountable for one's actions
- Wearing professional dress when appropriate
- Demonstrating caring behaviors when interacting with others in the learning environment

### **Attendance policy**

Students must attend and actively participate in each class session. The class will begin and end on time. You should arrive to class in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions will be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online activities.

### **Participation assignments**

*Faculty member must fill in this information.*

### **Testing Policies for Proctored Tests and Exams**

Because of the difficulty in rescheduling and making up tests, students should make arrangements regarding missed tests prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test.**



Failure by the student to notify the instructor of a missed test will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via CourseDen/D2L with Respondus Lockdown browser or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completing the test.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access of the test is prohibited.
3. The test is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test.

### **Time Allocation for Quizzes, Tests, and Exams**

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions. Faculty will give additional time for each alternative style question on the exam. Additional time on exams will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. The student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the exam to receive this extended time (please refer to the section below related to Accessibility Services).

***If you have difficulty with the computer during your test, please stop testing and raise your hand immediately. I will do my best to get computer issues resolved so that you can continue with testing. If the issue persists, we will decide together if you will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with me as I work to address everyone's needs.***

### **Test review**

*Faculty member must fill in this information.*

### **Academic Honesty**

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e. any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

### **Communications**

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use CourseDen as directed by faculty.

### **Honors Course Distinction**

If a student desires to receive honors distinction for this course, the student must consult with the Undergraduate Research Coordinator and course instructor no later than the second week of class.

### **Tape Recorder Policy**

Taping of lectures can be a useful learning tool. However, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

*All electronic devices are to be on vibrate while in class.*

### **Accessibility Services**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services at 678-839-6428.

### **Center for Academic Success**

The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

### **University Writing Center**

The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

### **UWG E-mail Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

### **The University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

## **Turnitin**

As one component of our commitment to Academic Integrity, the UWG School of Nursing subscribes to originality checking systems, one of which is Turnitin.com. For this course, Turnitin will be turned on for designated assignments and course projects. Turnitin protects student privacy by assigning code numbers, not names, to all student work stored in its databases. Turnitin is an application that helps support the development of your skills in preparing written assignments. Once you submit your assignment to the Dropbox, your paper will be reviewed through Turnitin and an Originality Report will be provided.

## **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

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

## **Additional Online Resources:**

**Distance Education Help:** <http://uwgonline.westga.edu/students.php>

**Ingram Library:** <http://libguides.westga.edu/content.php?pid=194430>

**UWG Book Store:** <http://www.bookstore.westga.edu/>

**UWG Network Use Policy:** [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php)

**UWG Student Handbook:** <http://www.westga.edu/~handbook/index.php>

**THS SON BSN Handbook:** [https://www.westga.edu/academics/nursing/assets-nursing/docs/2017\\_18\\_BSN\\_Handbook\\_updated\\_06062017.pdf](https://www.westga.edu/academics/nursing/assets-nursing/docs/2017_18_BSN_Handbook_updated_06062017.pdf)

## International Baccalaureate Policy (IB)

Students may receive credit for Standard Level (SL) tests with a score of 6 or higher if they complete the IB Diploma. For more information about the IB Diploma, see [https://ibanswers.ibo.org/app/answers/detail/a\\_id/5201/kw/What%20is%20SL%20exam%3F](https://ibanswers.ibo.org/app/answers/detail/a_id/5201/kw/What%20is%20SL%20exam%3F)

International Baccalaureate (IB) scores must be reported to the University of West Georgia directly from IBO North America. To request an official transcript, visit <http://www.ibo.org/iba/transcripts>. Transcripts should be addressed to: University of West Georgia, Registrar's Office, 1601 Maple Street, Carrollton, GA 30118.

Please refer to the chart below to determine course equivalency, credit earned, and exemption information. Total credits awarded for IB may not exceed 24.

Syllabus evaluation is used to determine course credit award for Economics. Contact the Economics Department 678.839.6477. <http://www.westga.edu/econ/>

Questions concerning the policy should be directed to the Registrar's Office Transfer Team by emailing [transfer@westga.edu](mailto:transfer@westga.edu) or calling 678-839-6438.

Subject	IB Exam and Level	Score	UWG Course Equivalent	UWG Hours	Honors Credit
Art	Visual Arts SL	SL 4	ART 1201	3	SL 6-7
	Visual Arts SL	SL 5	ART 1201, 1006, or 1007	3	
	Visual Arts SL	SL 6-7	ART 1006 and 1007	6	
	Visual Arts HL	HL 4	ART 1006 or 1007	3	
	Visual Arts HL	HL 5	ART 1006 and 1007	6	
	Visual Arts HL	HL 6-7	ART 1006, 1007, and 1009*	9-12**	HL 6-7
Biology	Biology HL	HL 5	BIOL 1010 and 1010L	4	HL 6-7
	Biology HL	HL 6-7	BIOL 1107, 1107L, 1108, and 1009*	8	
Chemistry	Chemistry HL	HL 5	CHEM 1211K	4	HL 6-7
	Chemistry HL	HL 6-7	CHEM 1211K and 1212K	8	
Computer Science	Computer Science HL	HL 5	CS 1301	4	HL 6-7
	Computer Science HL	HL 6-7	CS 1301 and 1302	7	
Economics	Economics SL	SL 5-7	ECON 2105 or 2106 (with syllabus evaluation and approval)	3	SL 6-7
	(for IB Diploma recipients only)				
	Economics HL	HL 4-5	ECON 2105 or 2106 (with syllabus evaluation and approval)	3	
	Economics		ECON 2105 and ECON 2106 (with syllabus evaluation and approval)		

		HL 6-7		6	HL 6-7
English	English SL	SL 5-7	ENGL 1101	3	SL 6-7
	English HL	HL 4-5	ENGL 1101	3	
	English HL	HL 6-7	ENGL 1101 and 1102	6	HL 6-7
Foreign Languages	French A2 HL	HL 4	Exemption from FREN 1001	0	
	French A2 HL	HL 5-7	FREN 1002	3	
	French B HL	HL 6	FREN 1002 and 2001	6	HL 6
	French B HL	HL 7	Fren 1002, 2001, and 2002	9	HL 7
	German A2 HL	HL 4	Exemption from GRMN 1001	0	
	German A2 HL	HL 5-7	GRMN 1002	3	
	German B HL	HL 6	GRMN 1002 and 2001	6	HL 6
	German B HL	HL 7	GRMN 1002, 2001, and 2002	9	HL 7
	Spanish A2 HL	HL 4	Exemption from SPAN 1001	0	
	Spanish A2 HL	HL 5-7	SPAN 1002	3	
	Spanish B HL	HL 6	SPAN 1002 and 2001	6	HL 6
	Spanish B HL	HL 7	SPAN 1002, 2001, and 2002	9	HL 7
Geography	Geography HL	HL 4-7	GEOG 1013	3	HL 6-7
History	American History HL	HL 5-7	HIST 2111 or 2112	3	HL 6-7
	European History HL	HL 5-7	HIST 1112	3	HL 6-7
Mathematics	Mathematics HL	HL 4-7	MATH 1113 and 1634	8	HL 6-7
Physics	Physics SL	SL 5-7	PHYS 1111, 1111L, 1112, and 1112L	8	SL 6-7
	Physics HL	HL 5-7	PHYS 2211, 2211L, 2212, and 2212L	8	HL 6-7
Psychology	Psychology HL	HL 5-7	PSYC 1101	3	HL 6-7
Sociology	Sociology HL	HL 4-7	SOCI 1101	3	HL 6-7
Theatre	Theatre HL	HL 4-7	THEA 1100	3	HL 6-7

\*May Consider ART 1008

\*\*Full credit is dependent on departmental review of student's portfolio.

## Honors College

### Admissions Essay Proposal

**Background:** The Honors College Advisory committee proposes including an admissions essay as a way of encouraging students to take admissions into the Honors College more seriously and inspiring more of a commitment to the Honors College from the students admitted. It makes the admissions process more meaningful and more competitive. The essay could also be used as a way of allowing students who do not have the requisite test scores a different avenue for admissions to the Honors College. Language on the website will indicate that students who are close to meeting the requisite test scores, but do not quite meet them may still submit an essay for consideration to be admitted to the Honors College.

**Process:** Applicants would first be admitted to the university, then could apply to the honors college by meeting 2 of the 5 criteria (see attached) and submitting an essay in response to a prompt. The essay would be expected to be between 500 and 750 words. Essays would then be read and scored by two members of the Advisory Committee using a common rubric. Scores of 4 or above (on a 5 point scale) would be admitted to the Honors College.

#### Proposed Calendar:

August 15	Applications open
November 1	Priority Application Deadline  All essays for priority acceptance would have to be submitted by this date. The committee would then review applications in the first two weeks of November. These students would be eligible for consideration for full-ride Presidential Scholarships
November 15-December 1	Notifications would be sent to students
February 1	Second Tier Application Deadline  Essays for incoming Honors Students who want any other kind of scholarship (Not Presidential) would need to be submitted by this date. The committee would review applications the first two weeks of February.

February 15-March 1	Notifications would be sent to students.
May 1	Final Application Deadline  All essays would need to be submitted by this date. The committee would review applications the first two weeks of May.
May 15-June 1	Notifications would be sent to students.

All admitted students would be strongly encouraged to attend one particular orientation session in June.

If a student's essay is deemed insufficient, the student would be provided feedback and allowed to resubmit meeting one of the later submission deadlines if that student so desires.



# **Addendum III**

# Program View (Read-Only)

## Attachments

Current File: [New PhD Program Requir 2017.doc](#)

## Originator

College of Social Sciences

College

Psychology Department

Department

Korobov, Neill

Originator

## What would you like to do?

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

## Modifications

Program Name  Program Description  Degree Name  See Comments

## Shared Governance Process

Senate Action Item (See Procedure)

## Program Selection

College of Social Sciences

College

Ph.D. in Psychology: Consciousness and Society

Existing Program (as shown in the DMA)

Ph.D. in Psychology: Consciousness and Society

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Doctor of Philosophy

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

On Campus

Program Location

Spring

Effective Semester/Year

2018

Graduate

Degree Level

**Modification Details**

Add PSYC 8581 Independent Project to list of approved electives. May be repeated for up to 12 credits.

(Max 4000 characters)

**Rationale**

This is to modify the list of approved electives and to offer students ability to develop course content specific to academic area of interest and/or specialty.

(Max 4000 characters)

**Attachments**

Current File: New PhD Program Requir 2017.doc

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [sjenks@westga.edu](mailto:sjenks@westga.edu)

Check all that apply to this program

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

**Comments**

The limit to the number of times this course number could be repeated has been an impediment to student progression toward graduation.

(Max 4000 characters)

**College Approvals**

**Don Adrian Rice** [APPROVED 2017-05-01]

Chair, Course Department

**Kathleen Skott-Myhre** [APPROVED 2017-09-15]

Coordinator, COSS Executive Committee

**Other Approvals**

**Susan Hall Webb** [APPROVED 2017-10-07]

Chair, Graduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Final Approval**

**David Jenks** [REQUIRED]

Final Approver

## CHECKLIST FOR PH.D. STUDENTS IN PSYCHOLOGY

1. Earn 60 credits in approved doctoral level courses.

These requirements are in accordance with prevailing standards for psychology doctoral programs. At least 48 credits must be attained from the Psychology Department. The remaining 12 may, upon approval, be comprised of coursework from outside of the Psychology Department but within the University of West Georgia; 9 of these 12 hours can be transferred in from outside of the University, pending approval. Hours counted towards the completion of another degree will not transfer. At least 40 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above. All required course credits are 4 hours with the exception of PYSC 9002 (which is 2 hours).

2. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.

3. Required 60 hours do not include dissertation hours.

4. No more than 12 credits of Independent Study (8581) can count towards the 60 required hours.

### Core Courses

- \_\_\_\_\_ PSYC 8000 Consciousness and Experience
- \_\_\_\_\_ PSYC 8001 Culture & Subjectivity
- \_\_\_\_\_ PSYC 8002 Studies in Mind/Body

### Foundations

#### Take one of the following:

- \_\_\_\_\_ PSYC 7004 Historical Foundations of Psychology
- \_\_\_\_\_ PSYC 8007 Critical Foundations of Psychology
- \_\_\_\_\_ PSYC 8008 Humanistic Foundations of Psychology
- \_\_\_\_\_ PSYC 8009 Transpersonal Foundations of Psychology

### Research Methods

- \_\_\_\_\_ PSYC 8005 Human Science Methodologies

### Other

- \_\_\_\_\_ PSYC 9002 Doctoral Qualifying Seminar (2 hrs)
- \_\_\_\_\_ PSYC 9087 Teaching Practicum (only required for GTAs)
- \_\_\_\_\_ Fulfillment of quant/stats requirement (requires approval by Doctoral Director and Chair)

### Electives:

Electives may also be taken outside of the psychology department. Transfer credits, up to 9 hours, may be applied to program and electives chosen by the student, pending conditions of approval noted above.



## Course View (Read Only)

**Attachments**

Current File: Syllabus Immunology.doc

**Originator**

Biology Department

Department

College of Science and Mathematics

College

Molesworth-Kenyon, Sara

Originator

**What would you like to do?**

Add New Course
  Modify Existing Course
  Delete Existing Course

**Modifications**

Prerequisites
  Corequisites
  Description
  Title
  Credit
  See Comments

**Shared Governance Process**

Senate Action Item  (See Procedure)

**Course Details**

BIOL  
Prefix

5727  
Number

Essentials of Immunology  
Course Title

Essentials of immunology is designed as an introduction to the immune response. The student will obtain a broad, comprehensive understanding of the principles of immunology. The course will focus on a detailed study of antigen-antibody interactions, humoral immunity, and cell-mediated immunity. Medically important syndromes, including AIDS, will be discussed to reinforce the principles of immunology. A laboratory component is included for the exploration of clinical immuno-diagnostic techniques.

**Course Catalog Description**

3.00  
Lec Hrs

3.00  
Lab Hrs

3.00  
Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading

Prerequisites

Corequisites

Rationale

We are asking that essentials in immunology (BIOL 5727) be modified by inclusion of a laboratory component. The BIOL 5727 laboratory course will cover a wide variety of experimental techniques geared towards development of the advanced skills required for a career within the field of immunology. These changes are reflected in the modified course description above.



**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

**Comments**

**Attachments**

Current File: [Syllabus Immunology.doc](#)

College Approvals

**Gregory T. Payne** [APPROVED  
2017-09-05]

Coordinator, COSM Curriculum Committee

**Christopher Tabit** [APPROVED  
2017-08-16]

Chair, Course Department

Other Approvals

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Susan Hall Webb** [APPROVED  
2017-10-07]

Chair, Graduate Programs Committee

Final Approval

**David Jenks** [REQUIRED]

Final Approver

**Dr. Molesworth.**  
**Essentials in Immunology (BIOL 4727/5727)**  
**Lecture Syllabus**

**Description of Course**

This is an introductory level immunology course in which the fundamentals of the subject will be covered for both the innate and adaptive immune systems.

Subjects to be covered will include antibody structure and function, antigen recognition, B and T cell development and immunity.

**Academic Goals for the Course**

- It is the goal of this course to provide students with a fundamental knowledge of immunology.
- Students will complete this course understanding the role of the immune system in defense against disease.
- They will know the cell types which compose both branches of the immune system and understand the function and role of each cell when the body is under attack from the microbiological world.
- In addition students will understand the complex processes which are in place to control and organize cells of the immune system and the failsafe mechanisms which the body has in place to avoid damage to host tissue by the highly reactive immune defense cells.
- Lastly students will gain an insight into the diseases which can result when the immune system fails to function normally.
- Laboratory sessions will use a clinical approach to illustrate immunological mechanisms and demonstrate diagnostic techniques relating to the field.

**Instructor Contact Information and Office Hours**

Dr. Sara Molesworth  
Department of Biology  
University of West Georgia  
Office: Room 206 Biology Building  
Phone: 678-839-4028  
E-Mail: please use Course Den  
Office hours: 8:30-9:30am and 11-noon M-F

**Textbook and Reading Assignments**

Text Title: *The Immune system*  
Edition: 4<sup>th</sup> edition  
Authors: Peter Parham  
Publishers: Garland Science  
ISSBN: 978-0-8153-4146-8

**Reading Assignments**

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.

Reading assignments are mandatory and will be used to generate classroom discussion.

## Assignments, Examinations and Final Grades

### UNDERGRADUATES:

#### **Assignments**

- A Total of 3 take home/group work assignments consisting of multiple choice questions,
- Scantron form #229633 required for each.
- Every question carries equal weight.
- 200 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.

#### **Exam**

- There will be one introductory exam (50 pts) and one final exam (100 points),
- Scantron form #229633 required.

#### **Final Grade**

- 1000 grade points available, *remember that 10 grade points = 1 % point.*
- Final letter grades use the following standard scale without exception (no bumping, sliding or curving):

UNDER GRADUATE Biol 4727

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

- The lab contribute 25% of the grade (250 pts).

### GRADUATES

#### **Assignments**

- A Total of 3 take home/group work assignments
- Scantron form #229633 required for each.
- Every question carries equal weight.
- 100 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.
- A 20 minute formal presentation on the immunological disease case study of your choice will be performed.
  - a. Abstracts for the presentation and a copy of the power point slides to be presented will be submitted at week 7 (50 pts).
  - b. Presentations will be given at the end of the semester and students will run three per class in alphabetical order (250) pts.

#### **Exam**

- There will be one introductory exam and one final exam each worth 200 points,
- Scantron form #229633 required

## Final Grade

- 1000 points available.
- Final letter grades are based on the following standard scale:

### GRADUATE Biol 5727

- A = 90-100%,
  - B = 80-89.9%,
  - C = 70-79.9%,
  - D = 60-69.9%,
  - F = below 60.0%
- 
- The lab contribute 25% of the grade (250 pts).

## Studying Advice

1. Read the textbook before coming to lecture!!!
  - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
  - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
  - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
  - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
  - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. Work consistently hard throughout the semester!!!!!!
  - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

## Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have question we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- use the glossary to define these terms and keep a record of them in your notes
- re-read the chapter in detail

- use the summary in the book to identify the key concepts that you have learnt
- make revision notes
- use your revision notes to produce a one page chapter map or summary.

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam. Remember there are no short cuts to success..... only hard work.

## **Attendance and Classroom Behavior**

- Attendance is mandatory and role will be taken.
- If you are absent repeatedly from the role you will be reported on Banweb as not engaged
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lectures.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to me and other students and you may be asked to leave.

## **Academic Integrity**

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

## **Final Words**

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

### **All Students Please Note!**

- For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf)
- Additions and updates are made as institution, state, and federal standards change, so please review it each semester

## Essentials in Immunology (BIOL 4727/5727)

	<b>Week</b>		<b>Lecture</b>	<b>3E</b>	<b>4E</b>	<b>Chapter Reading Assignments</b>
Aug 11	1	Th	Syllabus & Introduction Video			
16		T	Elements of the immune system and their roles in defense (59 slides)	1	1	
18	2	Th				
23		T	Innate immunity (84 slides)			
25	3	Th		2	2&3	
30		T				
Sept 1	4	Th				
6		T				Introductory Exam 50 mins
8	5	Th	Principals of adaptive immunity (62 slides)	3	merged	
13		T			into	
15	6	Th			4&5	
20		T	Antibody structure and the generation of B-cell diversity (65 slides)	4	4	Assignment 1 due
22	7	Th				
27		T				Graduate Abstract and slide handout due
29	8	Th	Antigen recognition by T lymphocytes (39 slides)	5	5	
Oct 4		T				
6	9	Th	T cell-mediated immunity (56 slides)	8	8	
11		T				No CLASS
13	10	Th				Assignment 2 due
18		T	Immunity mediated by B cells and antibody (65 slides)	9	9	
20	11	Th				
25		T				
27	12	Th	Infection at the mucosal surface. (60 slides)	10	10	
Nov 1		T				Assignment 3 due
3	13	Th				
8		T	Failures of the body's defenses (66 slides)	11	11	
10	14	Th				
15		T		Catch up		
17	15	Th	Word cloud and crossword 20 points			
29		T	Graduate Presentations			
Dec 1	16	Th	Graduate Presentations			

**DEC 8<sup>th</sup> Final exam 8 am**  
**Note time change!!!!!!!!!!!!!!!!!!!!!!**

# Room 144 Biology 9.30am- 10.50am T. Th.

PRESENTATION SKILL:	Agree strongly 5	Agree 4	Neutral 3	Disagree 2	Disagree strongly 1
<b><u>1. QUALITY OF SLIDES:</u></b>					
Appropriate use of fonts, bullets and highlights.					
Animation and background were clear yet not distracting.					
Figures and images were copied clearly					
Citations appeared on relevant slides.					
<b>Comments:</b>					
<b><u>2. QUANTITY OF INFORMATION:</u></b>					
No overcrowding of slides.					
Over view and introduction were relatively short					
Focus of details was on the results and interpretation of data.					
The significance of the study was described in terms of it's clinical or environmental impact.					
<b>Comments:</b>					
<b><u>3. STRUCTURE OF PRESENTATION</u></b>					
Introduction was informative and relevant to understanding the data.					
Background was interesting and defined the context of the study within the field of biology.					
Focus of presentation was on specific data and unique features of study.					
Concluding comments and critique were substantiated.					
<b>Comments:</b>					
<b><u>4. BACKGROUND UNDERSTANDING</u></b>					
Limited reading from the slides or notes.					
Verbal expansion of the information on the slides was evident.					
Questions were answered appropriately.					
Speaker attempted to stimulate discussion with audience.					
<b>Comments:</b>					
<b><u>5. TIME KEEPING</u></b>					
16-20 mins      excellent					
13-15.5 mins      good					
10.5-12.5 mins      average					
Below 10 mins      poor					



# Essentials in Immunology Lab Syllabus.

Location: New Micro unit in biology building.

## General information:

Lab is scheduled for a 3 hour block one day a week:

**DO NOT ARRIVE LATE TO LAB – IF YOU MISS THE LAB INTRO. YOU WILL BE DENIED ACCESS TO THE PRACTICAL ON GROUNDS OF LACK OF TRAINING AND SAFETY.**

## Lab Manual and lab record book:

- All protocols will be provided via Course den for preview.
- Laboratory sessions will utilize specialized kits with detailed instructions obtained from commercial suppliers.
- No specific lab manual is required for purchase.
- A laboratory notebook for record keeping will be supplied in lab.

## Examination and Grading:

- The laboratory course contributes 25% of the final grade for BIOL 4727/5727.
- Each week you will be assessed on your preparation and practical work.

## Assessment:

- There will be 10 lab tests, each worth 20 points (total of 200 points).
- Laboratory record book assessment will be worth 50 pts.

## Attendance:

- Labs will start punctually.
- Role will be taken.
- Arrive on time - you **will not** be given additional time for completing your assessments.
- Absence will require written documentation of illness etc. within 1 week.
- Worksheets may be made up at instructor's discretion after a permitted absence.

## Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Lockers are provided outside the laboratory to secure for your bags and other belongings.
- Wear a lab coat and sensible clothing – you will be using flammables, stains and biohazardous materials.
- Adequate foot wear is required – **no open toes no excessive heels.**
- Long hair should be tied away from face for safety.
- No hats to be worn in the lab.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect – it is expensive and potentially hazardous!!
- Consider all micro-organisms as potential pathogens.

- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start of the lab and again at the end.
- Use caution when operating electric sterilizers they are extremely hot.
- If you are confused about any procedure or concept, ask questions.
- Check course den for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker; do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot!! Do not leave your inoculating loop in the sterilizer – it will melt!
- It is **your** responsibility to clean up your work area at the end of the lab period. Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.** Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

### Academic Integrity

- University policy is adhered to regarding cheating and plagiarism.

### Basic Lab Equipment and Supplies

Your station should contain:

2 inoculating loops  
 1 inoculating needle  
 1 box of microscope slides  
 1 book of lens paper  
 1 book of bibulous paper  
 1 giant clothes pins  
 1 pencil  
 Tube rack  
 Sharpie®  
 DI water  
 70% ethanol  
 1 Bacteriometer  
 1 staining kit

### Microscopes

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each student will be assigned a microscope and will be responsible for the proper use and care of that microscope. General guidelines for microscope use are on courseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands - one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.

## Laboratory Schedule

Lab	Experiment	Aim
<b><i>Some labs will take more than one week for completion</i></b>		
1	Eukaryotic cell Biology	To introduce the concepts of aseptic manipulation of tissue cultures.
2	Analysis of mammalian cell types	Staining and microscopic observation of human cells
3	Morphology of cancer cells. Blood based cancer diagnosis.	To demonstrate the diagnostic changes observed in cancer cells and explore clinical methods for confirming cancer in a patient.
4	Radial immunodiffusion	To demonstrate the physical interaction between antigen and antibody.
5	Blood typing	Immunological basis for blood typing – agglutination assay
6	Immunoblot for clinical diagnosis	To demonstrate the specificity of antibody antigen interactions
7	Western blot analysis	To explore protein identification through their detection by antibodies
8	Quantitative ELISA	To explain a key immunological assay used clinically and for research.
9	In search of the kissing disease	Use of the ELISA technique to diagnose patients with mononucleosis due to infection with Epstein-Barr virus
10	Immunology of the pregnancy test Diagnosis of AIDS	To demonstrate the theory behind the use of rapid immunological tests .

### All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

## Course View (Read Only)

**Attachments**

Current File: [Example Syllabus for Bacterial Pathogenesis.doc](#)

**Originator**

**Biology Department**

Department

**College of Science and Mathematics**

College

**Kenyon, William**

Originator

**What would you like to do?**

- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**

- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Shared Governance Process**

Senate Action Item  (See Procedure)

**Course Details**

**BIOL**  
Prefix

**5728**  
Number

**Bacterial Pathogenesis**  
Course Title

Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and the study of infectious disease. The course includes detailed discussions of factors involved in the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. The laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens. Graduate students will be required to present articles from microbiology journals and lead classroom discussions.

**Course Catalog Description**

**3.00**  
Lec Hrs

**3.00**  
Lab Hrs

**3.00**  
Credit Hrs

**Spring - 2018**  
Effective Term

**Yearly**  
Frequency

**Letter Grade**  
Grading

Prerequisites

Corequisites

Rationale

Bacterial Pathogenesis will become a graduate-level course with an integrated laboratory component. The addition of a laboratory component will give graduate students the opportunity to experience a more focused, and in-depth, laboratory in pathogenic bacteriology, making them more competitive in the job market. These changes are reflected in the modified course description above.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change?  NO [\(See Policy\)](#)

Present or Projected Annual Enrollment:

**Comments**

**Attachments**

Current File: [Example Syllabus for Bacterial Pathogenesis.doc](#)

College Approvals

**Gregory T. Payne** [APPROVED  
2017-09-05]

Coordinator, COSM Curriculum Committee

**Christopher Tabit** [APPROVED  
2017-08-16]

Chair, Course Department

Other Approvals

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Susan Hall Webb** [APPROVED  
2017-10-07]

Chair, Graduate Programs Committee

Final Approval

**David Jenks** [REQUIRED]

Final Approver

***Bacterial Pathogenesis (BIOL 4728/5728)***  
***Lecture Syllabus***  
***Spring Semester 2018***

**COURSE DESCRIPTION**

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

**PREREQUISITE**

- Microbiology (BIOL 3310)

**MEETING TIMES**

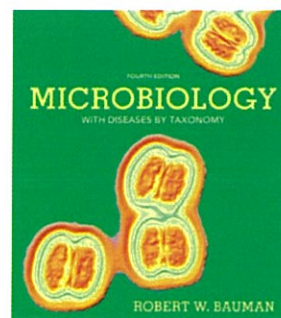
Starting Date: Monday, January 8th  
Ending Date: Monday, April 30th  
Lecture: MWF, 9:05-9:55AM, classroom in newly renovated Biology Building  
Laboratory: MW, time TBD, teaching laboratory in new Biology Building

**INSTRUCTOR**

Name: Dr. William J. Kenyon  
Office: Room 149 Strozier (or new office in Biology Building)  
Office Hours: 8:00-9:00AM (MWF), 8:00AM-12:00PM (T), and 8:00-11:00AM (R)  
Office Phone: 678-839-4033  
Primary Email: via CourseDen  
Secondary Email: wkenyon@westga.edu

**REQUIRED TEXTBOOK**

Text Title: ***Microbiology with Diseases by Taxonomy***  
Edition: 4<sup>th</sup> edition (2014)  
Authors: Robert W. Bauman  
Publishers: Benjamin Cummings Publishing Company  
ISSBN-13: 978-0-321-81931-4  
ISSBN-10: 0-321-81931-4





## **LEARNING OBJECTIVES**

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

## **READING ASSIGNMENTS**

- Reading the textbook is critical for success in the course.
- The reading schedule is included at the end of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

## **ATTENDANCE AND TARDINESS POLICIES**

- Attendance is mandatory, and class roll will be taken regularly throughout the semester.
- If you miss a lecture, you must provide a written excuse as soon as possible.
- If planning to miss more than one lecture, you must give prior notice.
- Tardiness is disruptive. Please arrive a few minutes before each lecture begins.
- If attendance and/or tardiness continue to be a problem, you will be officially reported to the university.

## **CLASSROOM RULES OF BEHAVIOR**

- Talking among students is expected to immediately cease once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be officially reported to the university.
- However, you are strongly encouraged to ask questions during the lecture.

## EXAMINATIONS AND GRADING

### Exams

- There will be a total of 4 regular exams during the semester.
- Each regular exam is worth 100 points for a total of 400 points.
- There will be approximately 50-100 questions per exam. Therefore, the number of points per question may vary.
- Most questions will be in multiple choice format, but other formats are possible.
- You will need a large Scantron form #229633 for each exam.

### Missed Exams

- If you miss an exam, you must immediately contact the instructor to reschedule.
- You must have a valid written excuse (*e.g.*, from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make-up exams will be allowed during the last week of the course.
- It is your responsibility to regularly check your Email and your grades.

### Micro-Slides and MMWR Presentations

- Each undergraduate student enrolled in BIOL 4728-01W (DSW) is required to submit a set of "*Micro-Slides*" using PowerPoint. More information on how to create your *Micro-Slides*, and how they will be graded, will be provided later in the semester.
- Graduate students enrolled in BIOL 5728-01 are required to give a 15-20 minute PowerPoint presentation based on an article from the *Morbidity and Mortality Weekly Report (MMWR)* published by the Centers for Disease Control and Prevention (CDC). Graduate *MMWR* presentations are scheduled for the last week of the semester. More information regarding the organization of *MMWR* presentations, including a suggested outline and grading rubric, will be provided later in the semester.
- *Micro-Slides* and *MMWR* presentations are each worth 200 points.

### Extra Credit Opportunity

- Attendance at the graduate *MMWR* presentations during the last week of the semester will be worth extra credit points. This extra credit is for undergraduates only.
- These points will simply be added to your point total for the course.

### Final Grades

- There are **800 total points** possible for the course:
  - 400 regular exam points +  
200 points for either *Micro-Slides* or *MMWR* presentation +  
200 lab points
- Total points ÷ 800 points possible = final percentage
- Letter grades are based on your final percentage according to the standard scale:  
**A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%**
- It is your responsibility to regularly check your grades throughout the semester.

## STUDYING ADVICE

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

## ACADEMIC INTEGRITY

- Cheating and/or plagiarism will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating and/or plagiarism will result in no points for that exam or assignment.
- Please refer to the UWG Student Handbook for official university-wide policies:  
[https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016\\_2017\\_UWG\\_Student\\_Planner.pdf](https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016_2017_UWG_Student_Planner.pdf)

### REGARDING SEATS FOR BIOLOGY COURSES

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

#### All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

#### Other important information:

<https://www.westga.edu/police/campus-carry.php>

**Bacterial Pathogenesis (BIOL 4728/5728) Lecture & Exam Schedule – Spring Semester 2018**

Date	Day of Week	Lecture and Exam Schedule	Chapters to Read
Jan 8	M	Course Description and Syllabus	
Jan 10	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 12	F	Infection, Infectious Diseases, and Epidemiology	
Jan 15	M	<b>No Class, MLK Day</b>	
Jan 17	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 19	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 22	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 24	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 26	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 29	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 31	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 2	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 5	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 7	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 9	F	<b>Exam 1</b>	<b>Chapter 14</b>
Feb 12	M	Innate Immunity	Chapter 15
Feb 14	W	Innate Immunity	Chapter 15
Feb 16	F	Innate Immunity	Chapter 15
Feb 19	M	Innate Immunity	Chapter 15
Feb 21	W	Innate Immunity	Chapter 15
Feb 23	F	Adaptive Immunity	Chapter 16
Feb 26	M	Adaptive Immunity	Chapter 16
Feb 28	W	Adaptive Immunity	Chapter 16
Mar 2	F	Adaptive Immunity	Chapter 16
Mar 5	M	Adaptive Immunity	Chapter 16
Mar 7	W	Adaptive Immunity	Chapter 16
Mar 9	F	Adaptive Immunity	Chapter 16
Mar 12	M	<b>Exam 2</b>	<b>Chapters 15 and 16</b>
Mar 14	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 16	F	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 19	M	<b>No Class, Spring Break</b>	
Mar 21	W	<b>No Class, Spring Break</b>	
Mar 23	F	<b>No Class, Spring Break</b>	
Mar 26	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 28	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 30	F	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 2	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 4	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 6	F	<b>Exam 3</b>	<b>Chapter 19</b>
Apr 9	M	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 11	W	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 13	F	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 16	M	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 18	W	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 20	F	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 23	M	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 25	W	<b>Graduate Student MMWR Presentations</b>	
Apr 27	F	<b>Graduate Student MMWR Presentations Micro-Slides Due</b>	
Apr 30	M	<b>Exam 4</b>	<b>Chapters 20 and 21</b>

# Bacterial Pathogenesis (BIOL 4728/5728)

## Laboratory Syllabus

### Instructor:

Dr. William Kenyon

Office: 149 Strozier Hall

Phone: 678-839-4033

Email: via Course Den or [wkenyon@westga.edu](mailto:wkenyon@westga.edu)

### General information:

Recommended Lab Manual: Microbiology A Laboratory Manual, 11<sup>th</sup> Edition  
Authors: Cappuccino and Welsh  
Publisher: Pearson

### Examination and Grading:

- The laboratory course contributes 200 pts. to the final grade for the course.
- Each week you will be assessed on your preparation and practical work.

### Assessment:

- There will be 10 lab exams, worth 20 points each (total of 200 points).

### Attendance:

- Labs will start punctually.
- Role will be taken.
- Please arrive on time!
- You **will not** be given additional time for completing your lab work.
- Absences will require written documentation of illness within 1 week.

### Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**

- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Wear a lab coat or sensible clothing. You will be using flammables and stains.
- Adequate foot wear is required.
- **Open toed shoes and excessive heels are not permitted.**
- Long hair should be tied away from face for safety.
- **Hats are not permitted in the lab.**
- All bags should be stowed neatly at the side of the lab – not in walkways.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect. It is expensive and potentially hazardous!
- Consider all microorganisms potential pathogens.
- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start and end of lab.
- Use caution when operating electric sterilizers. They are extremely hot!
- If you are confused about any procedure or concept, ask questions.
- Check CourseDen for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker. Do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot! Do not leave your inoculating loop in the sterilizer because it will melt.
- It is **your** responsibility to clean up your work area at the end of the lab period.
- Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.**
- Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

## Lab Equipment and Supplies

Your station should contain:

- 2 inoculating loops
- 1 inoculating needle
- 1 box of microscope slides
- 1 book of lens paper
- 1 book of bibulous paper
- 1 giant clothes pins
- 1 pencil
- Tube rack
- Sharpie®
- DI water
- 70% ethanol
- 1 Bacinerater (electric sterilizer)
- 1 staining kit

## Microscopes

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each pair of students will be assigned a microscope and will be responsible for the proper use and care of that microscope.

General guidelines for microscope use are on CourseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands. Use one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:

- Wipe the objective lenses with lens paper.
- Clean the oil immersion lens last.
- Rotate the nosepiece so that the lowest power objective is pointing downward.
- Clean stray oil from the stage.
- Turn the light intensity control to its lowest setting.
- Lower the stage as far as possible.
- Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
- Move the scope to the back of your bench.

### **Laboratory Learning objectives:**

- To understand the importance of aseptic technique within microbiology.
- To understand the relative size of microorganisms.
- To learn techniques which will enable a student to isolate, culture and identify a specimen obtained from the environment.
- To develop skills in data interpretation and analysis.

#### **REGARDING SEATS FOR BIOLOGY COURSES**

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

#### **All Students Please Note!**

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#### **Other important information:**

<https://www.westga.edu/police/campus-carrv.php>



## Preliminary Laboratory Schedule for Bacterial Pathogenesis (BIOL 4728/5728)

<b>Day 1 - Tuesday</b>		<b>Day 2 - Thursday</b>	
Pre-Lab	Lab orientation Syllabus	Pre lab exercises	<ul style="list-style-type: none"> <li>• How steady is your hand exercise?</li> <li>• Viral Contamination Demonstration</li> </ul>
Lab 1	1. Common aseptic transfers and inoculation methods <ul style="list-style-type: none"> <li>• plate to broth</li> <li>• broth to swab plate</li> </ul> 2. Ubiquity of microorganisms <ul style="list-style-type: none"> <li>• environmental sample to swab plate</li> </ul>	3. Hand washing DVD <ul style="list-style-type: none"> <li>• Glow germs hand washing effectiveness</li> <li>• Observe cultures</li> </ul>	
Lab 2	DVD : Microscopy <ul style="list-style-type: none"> <li>• Microscopy with prepared slides</li> <li>• Colored thread</li> <li>• Eukaryotes</li> <li>• Take home tube for water sample</li> </ul>	4. Microscopy with live sample <ul style="list-style-type: none"> <li>• Pond Water on well slide</li> </ul>	
	<i>Class does not meet. Independent revision session</i>		<b>Lab Test:</b> Pre-lab, Lab 1, Lab 2
Lab 3	5. Simple stains <ul style="list-style-type: none"> <li>• Produce a smear</li> <li>• Stain smear</li> <li>• Observe under microscope</li> <li>• Progress to oil immersion</li> </ul>	6. Negative stain <ul style="list-style-type: none"> <li>• Produce stain</li> <li>• Observe slides under microscope</li> <li>• Progress to oil immersion</li> </ul>	
Lab 4	7. Isolation of a pure culture <ul style="list-style-type: none"> <li>• Mixed culture transfer to streak plate</li> </ul>	<ul style="list-style-type: none"> <li>• Observe results from streak plate</li> </ul>	
Lab 5	8. Identification of cell wall type <ul style="list-style-type: none"> <li>• Produce a separate smear for each of the two organisms</li> <li>• Store heat fixed smear</li> </ul>	<ul style="list-style-type: none"> <li>• Gram Stain smears</li> <li>• Observe under oil immersion</li> </ul>	
	<i>Class does not meet. Independent revision session</i>		<b>Lab Tests:</b> Lab 3, Lab 4, Lab 5
Lab 6	9. Selective and Differential Testing - Gram positive <ul style="list-style-type: none"> <li>• Streak organism on Mannitol salt agar</li> <li>• Streak organism on Blood agar</li> </ul>	<ul style="list-style-type: none"> <li>• Observe plates</li> </ul>	
Lab 7	10. Selective and Differential testing - Gram negative <ul style="list-style-type: none"> <li>• Streak organism on MacConkey agar</li> <li>• Perform Oxidase test</li> </ul>	<ul style="list-style-type: none"> <li>• Observe plates</li> <li>• Perform Catalase test</li> </ul>	
Lab 8	11. Antimicrobial susceptibility <ul style="list-style-type: none"> <li>• Kirby Bauer test</li> </ul>	<ul style="list-style-type: none"> <li>• Results and data analysis</li> </ul>	<b>Dispose of ALL bacterial samples.</b>
	<i>Class does not meet. Independent revision session</i>		<b>Lab Tests:</b> Lab 6, Lab 7, Lab 8
Lab 9	<ul style="list-style-type: none"> <li>• Class Review</li> </ul>		Contagion group lab assignment

## Course View (Read Only)

**Attachments**

Current File: [Syllabus Virology.doc](#)

**Originator**

Department

College

Originator

**What would you like to do?**

- Add New Course
- Modify Existing Course
- Delete Existing Course

**Modifications**

- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

**Shared Governance Process**

Senate Action Item  (See Procedure)

**Course Details**

BIOL  Number

Medical Virology Course Title

Medical virology is designed as an introduction to viruses that are involved in human disease. The student will obtain a broad, comprehensive understanding of the principles of virology using specific medical examples. The course will focus on a detailed study of the viral structure, replication, gene expression, pathogenesis, and host defense. A laboratory component is included for the exploration of clinical techniques.

**Course Catalog Description**

3.00 Lec Hrs

3.00 Lab Hrs

3.00 Credit Hrs

Spring - 2018 Effective Term

Yearly Frequency

Letter Grade Grading

Prerequisites

Corequisites

Rationale

We are asking that medical virology (BIOL. 5729) be modified by inclusion of a laboratory component, The BIOL. 5729 laboratory course will cover a wide variety of experimental techniques geared towards development of the advanced skills required for a career within the field of virology. These changes are reflected in the modified course description above.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change?  (See Policy)

Present or Projected Annual Enrollment:

**Comments**

**Attachments**

Current File: Syllabus Virology.doc

College Approvals

**Gregory T. Payne** [APPROVED  
2017-09-05]

Coordinator, COSM Curriculum Committee

**Christopher Tabit** [APPROVED  
2017-08-16]

Chair, Course Department

Other Approvals

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Susan Hall Webb** [APPROVED  
2017-10-07]

Chair, Graduate Programs Committee

Final Approval

**David Jenks** [REQUIRED]

Final Approver

# **Dr. Molesworth.**

## **Medical Virology (BIOL 4729/5729)**

### **Lecture Syllabus**

#### **Description of Course**

This is an introductory course for virology. The course places emphasis on viruses which cause disease in humans. Aspects of virology which will be covered include, virus classification, mode of infection, symptoms of disease and control of infection.

#### **Academic Goals for the Course**

- It is the goal of this course to provide students with a fundamental knowledge of human virology.
- Students will gain an understanding of the methods by which viruses and the host interact.
- They will learn that viruses exhibit various methods of replication and have evolved sophisticated means to exploit the host.
- In addition students will understand the basic immunological mechanisms by which the host defends itself against attack by viruses.
- Students will gain an insight into the variety of diseases which are produced by viruses.
- The laboratory component of this course will provide instruction for students in key techniques required in a virology lab. These will include safe working at the bio hazard II safety level, propagation, observation and detection of viruses.

#### **Instructor Contact Information and Office Hours**

Dr. Sara Molesworth  
Department of Biology  
University of West Georgia  
Office: Room 206 Biology Building  
Phone: 678-839-4028

E-Mail: please use Course Den  
Office hours: 8:30-9:30am and 11-noon M-F

#### **Textbook and Reading Assignments**

Text Title: *Understanding Viruses*  
Edition: 3rd edition.  
Authors: Teri Shores  
Publishers: Jones and Bartlett Learning  
ISBN: 978-0-7637-8553-6

## Reading Assignments

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook. Reading assignments are mandatory

## Assignments, Examinations and Final Grades

### UNDERGRADUATES:

#### **Assignments**

- A Total of 3 take home/group assignments.
- Scantron form #229633 (large, pink form) required for each.
- Every question carries equal weight.
- 200 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.

#### **Exams**

- There will be one introductory (50 pts) and one final exam (100 points).
- Scantron form #229633 required.

#### **Final Grade**

- 1000 points available, ***remember that 10 grade points = 1 % point.***
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

- The lab contribute 25% of the grade (250 pts).

## GRADUATES

#### **Assignments**

- A Total of 3 take home/group assignments.
- Scantron form #229633 required for each.
- Every question of carries equal weight.
- 100 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.
- A 20 minute formal presentation on the virus of your choice will be performed.
  - a. Abstracts for the presentation and a copy of the power point slides to be presented will be submitted at week 7 (50 pts).
  - b. Presentations will be given at the end of the semester and students will run three per class in alphabetical order (250) pts.

#### **Exam**

- There will be one introductory (50pts) and one final exam (100 points).
- Scantron form #229633 required.

### **Final Grade**

- 1000 points available.
- Final letter grades are based on the following standard scale:

#### GRADUATE Biol 5727

- A = 90-100%,
  - B = 80-89.9%,
  - C = 70-79.9%,
  - D = 60-69.9%,
  - F = below 60.0%
- The lab contribute 25% of the grade (250pts).

### **Studying Advice**

1. Read the textbook before coming to lecture!!!
  - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
  - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
  - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
  - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
  - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. **Work consistently hard throughout the semester!!!!!!**
  - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

#### **Suggestions for what to do before each lecture:**

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have questions we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- define these terms and keep a record of them in your notes



- re-read the chapter in detail
- use the summary in the book to identify the key concepts that you have learnt
- make revision notes

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam. Remember there are no short cuts to success..... only hard work.

## **Attendance and Classroom Behavior**

- Attendance is mandatory and role will be taken.
- If a student is repeatedly absent from the role they will be reported on Banweb as not engaged.
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lecture.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to both myself and other students and will not be tolerated.

## **Academic Integrity**

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

## **Final Words**

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- **REMEMBER I DO NOT GIVE YOU YOUR GRADE YOU EARN IT.**

### **All Students Please Note!**

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf) Additions and updates are made as institution, state, and federal standards change, so please review it each semester

## Medical Virology (BIOL 4729/5729)

	Week	Day	Lecture	Slides	Chapter Reading Assignments
Aug 11	1	Th	Syllabus		
16		T	Introduction DVD Understanding viruses	15 54 mins	1
18	2	Th	Host cell constraints, virus architecture and nomenclature	18+27	2-3
23		T	Replication and diagnosis	25+34	4-5
25	3	Th	Viral entry and infection	28	6
30		T	DVD Your immune system	28 mins	
Sept 1		Th	Introductory exam	50 mins	
6		T	Host resistance	50	7
8	4	Th	Epidemiology	41	8
13		T	Group work: 20 points Contagion – glow germs & Build a Virus		
15		Th	Medicine and clinical trials	28	9
20	5	T	Viruses and cancer	55	10
22		Th	Polio	50	11
27	6	T	Influenza	79	12
29		Th			
Oct 4	7	T	Rabies	53	13
6		Th			
11	8	T	Poxviruses (Smallpox)	69	14
13		Th			
18	9	T	Herpesviruses	68	15
20		Th			
25	10	T	HIV	80	16
27		Th			
Nov 1	11	T	Hepatitis	84	17
3		Th			
8	12	T	New and reemerging viruses	68	18
10		Th	DVD: The age of viruses	50 mins	
15	13	T	Prions and Viroids	60	19
17		Th			
29	14	T	Graduate Presentation		
Dec 1		Th	Graduate Presentation		
<b>DEC 6<sup>th</sup> Final exam 2pm</b>					

**Rm 144      2:00 – 3:20pm T. Th.**

PRESENTATION SKILL:	Agree strongly 5	Agree 4	Neutral 3	Disagree 2	Disagree strongly 1
<b><u>1. QUALITY OF SLIDES:</u></b>					
Appropriate use of fonts, bullets and highlights.					
Animation and background were clear yet not distracting.					
Figures and images were copied clearly					
Citations appeared on relevant slides.					
<b>Comments:</b>					
<b><u>2. QUANTITY OF INFORMATION:</u></b>					
No overcrowding of slides.					
Over view and introduction were relatively short					
Focus of details was on the results and interpretation of data.					
The significance of the study was described in terms of it's clinical or environmental impact.					
<b>Comments:</b>					
<b><u>3. STRUCTURE OF PRESENTATION</u></b>					
Introduction was informative and relevant to understanding the data.					
Background was interesting and defined the context of the study within the field of biology.					
Focus of presentation was on specific data and unique features of study.					
Concluding comments and critique were substantiated.					
<b>Comments:</b>					
<b><u>4. BACKGROUND UNDERSTANDING</u></b>					
Limited reading from the slides or notes.					
Verbal expansion of the information on the slides was evident.					
Questions were answered appropriately.					
Speaker attempted to stimulate discussion with audience.					
<b>Comments:</b>					
<b><u>5. TIME KEEPING</u></b>					
16-20 mins      excellent					
13-15.5 mins    good					
10.5-12.5 mins   average					
Below 10 mins    poor					

# Medical Virology Lab Syllabus

Location: New Micro unit in biology building.

## General information:

Lab is scheduled for a 3 hour block one day a week:

**DO NOT ARRIVE LATE TO LAB – IF YOU MISS THE LAB INTRO. YOU WILL BE DENIED ACCESS TO THE PRACTICAL ON GROUNDS OF LACK OF TRAINING AND SAFETY.**

## Lab Manual and lab record book:

- All protocols will be provided via Course den for preview.
- Laboratory sessions will utilize specialized kits with detailed instructions obtained from commercial suppliers.
- No specific lab manual is required for purchase.
- A laboratory notebook for record keeping will be supplied in lab.

## Examination and Grading:

- The laboratory course contributes 25% of the final grade for BIOL 4729/5729.
- Each week you will be assessed on your preparation and practical work.

## Assessment:

- There will be 10 lab tests, each worth 20 points (total of 200 points).
- Laboratory record book assessment will be worth 50 pts.

## Attendance:

- Labs will start punctually.
- Role will be taken.
- Arrive on time - you **will not** be given additional time for completing your assessments.
- Absence will require written documentation of illness etc. within 1 week.
- Worksheets may be made up at instructor's discretion after a permitted absence.

## Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Lockers are provided outside the laboratory to secure for your bags and other belongings.
- Wear a lab coat and sensible clothing – you will be using flammables, stains and biohazardous materials.
- Adequate foot wear is required – **no open toes no excessive heels.**
- Long hair should be tied away from face for safety.
- No hats to be worn in the lab.

- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect – it is expensive and potentially hazardous!!
- Consider all micro-organisms as potential pathogens.
- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start of the lab and again at the end.
- Use caution when operating electric sterilizers they are extremely hot.
- If you are confused about any procedure or concept, ask questions.
- Check course den for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker; do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot!! Do not leave your inoculating loop in the sterilizer – it will melt!
- It is **your** responsibility to clean up your work area at the end of the lab period. Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.** Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

### **Academic Integrity**

- University policy is adhered to regarding cheating and plagiarism.

### **Basic Lab Equipment and Supplies**

Your station should contain:

2 inoculating loops  
 1 inoculating needle  
 1 box of microscope slides  
 1 book of lens paper  
 1 book of bibulous paper  
 1 giant clothes pins  
 1 pencil  
 Tube rack  
 Sharpie®  
 DI water  
 70% ethanol  
 1 Bactcinerater  
 1 staining kit

## **Microscopes**

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each student will be assigned a microscope and will be responsible for the proper use and care of that microscope. General guidelines for microscope use are on courseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands - one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:
  - Wipe the objective lenses with lens paper. Clean the oil immersion lens last.
  - Rotate the nosepiece so that the lowest power objective is pointing downward.
  - Clean stray oil from the stage.
  - Turn the light intensity control to its lowest setting.
  - Lower the stage as far as possible.
  - Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
  - Move the scope to the back of your bench.

### **Learning objectives:**

- To master the skills of aseptic technique within microbiology.
- To develop the skills required for performance of tissue culture.
- To understand the modes of transfer for viral infection.
- To learn techniques which will enable a student to propagate and identify viruses in a clinical laboratory setting.
- To develop skills in data interpretation and analysis.

## Laboratory Schedule

Lab	Experiment	Aim
<b><i>Some labs will take more than one week for completion</i></b>		
1	Infectious outbreak	To demonstrate the ability of viral infections to be transmitted throughout a population.
2	Spread of STD	To explore different modes of viral transmission.
3	Tissue Culture	To practice aseptic technique. To learn the protocols involved with the culture of eukaryotic cells required for the propagation of virus particles.
4	Bacteriophage infection	To explore methods for the indirect observation of viral infection.
5	Diagnosis of Influenza	Exploration of clinically relevant testing systems for patient diagnosis.
6	Quick test AIDS	To demonstrate the use of rapid mass screening techniques utilized by healthcare systems.
7	AIDS I ELISA	Increased rigor for testing patients with biosafety level II viral infections.
8	AIDS III protein electrophoresis + gels	Molecular testing techniques for viral infections
9	AIDS II Western Blot	Gold standard testing for disease confirmation
10	EBV ELISA	Confirmatory tests used for clinical diagnosis on basis of medical history, exam and blood work.

### All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf)  
 Additions and updates are made as institution, state, and federal standards change, so please review it each semester

# **Addendum IV**



## 212 Policies Governing Textbook Selection and Ordering

(Approved by Faculty Senate September 29, 2006)

All textbook selections are subject to approval by the department chair. Faculty may require students to purchase textbooks. Department chairs are responsible for supervising and consolidating all book orders for the department. No book order will be accepted by the bookstore unless it is signed by the department chair. All textbook orders, either required or recommended, by faculty must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester. Early textbook adoptions are highly recommended to allow the University Bookstore time to locate used copies of books to sell as “used” or “rental” to reduce student costs.

In order to ensure that an adequate number of books is available, all book orders will be sent to the University Bookstore. The University Bookstore will inform the local private bookstore(s) of the details of each order. Based on previous experience with enrollment patterns and departmental usage, the University Bookstore may judge that the estimate of the number of copies needed should be decreased or increased. Changes to bookstore orders will require approval from either the professor or department chair.

The University Bookstore is responsible for accurate record keeping and for proper inventory management to ensure that the needs of the faculty and students are met.

In order to reduce the cost to students, frequent changes in textbooks should be avoided. Departments should select textbooks with care and, in courses that are taught every semester (fall and spring), should attempt to use the same textbook for at least two academic years. For 100 changes in textbooks to be initiated for the summer term, the instructor will notify the bookstore no later than February 1st.

For better inventory control, sudden changes in textbooks should be avoided. Except in very unusual circumstances, it is the policy that for a course offered every term (fall and spring), at least one semester will elapse between the time the University Bookstore is notified of the proposed change and the time the change is effective. A consideration of student costs by faculty is essential during the textbook adoption process in order to offer the best value to students. Faculty should order textbook bundles only if the supplements included in the bundle are necessary. In addition, new editions of textbooks should be required only if a substantive change in the content exists, as textbooks should be adopted for as long as possible (multiple semesters). Faculty should also consider the use of various technological innovations to reduce overall textbook costs such as electronic textbooks (eBooks), online textbooks, open-source materials, and institutionally produced materials.

Ideally, all sections of a multi-sectioned course should use the same textbook to reduce student costs. Every department, school or college is urged to make a conscientious effort to hold to a minimum the number of different texts used in different sections of a multi-sectioned course.

~~Instructors~~ **Faculty** may require textbooks authored by themselves and immediate family members with approval of a third party **reviewer** (e.g., **Dean, Associate Dean, or** Department Chair, ~~Department Adoption Committee~~). The third party reviewer should be satisfied that the work is equivalent in quality to other texts available. **Under no circumstances should a faculty member, or their immediate family, have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (BOR Policy 3.10).**

## **212 Policies Governing Textbook Selection and Ordering**

Faculty may require students to purchase textbooks. All textbook orders, either required or recommended, by faculty must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester. Early textbook adoptions are highly recommended to allow the University Bookstore time to locate used copies of books to sell as “used” or “rental” to reduce student costs.

A consideration of student costs by faculty is essential during the textbook adoption process in order to offer the best value to students. Faculty should order textbook bundles only if the supplements included in the bundle are necessary. In addition, new editions of textbooks should be required only if a substantive change in the content exists, as textbooks should be adopted for as long as possible (multiple semesters). Faculty should also consider the use of various technological innovations to reduce overall textbook costs such as electronic textbooks (eBooks), online textbooks, open-source materials, and institutionally produced materials.

Ideally, all sections of a multi-sectioned course should use the same textbook to reduce student costs. Every department, school, or college is urged to make a conscientious effort to hold to a minimum the number of different texts used in different sections of a multi-sectioned course.

Faculty may require textbooks authored by themselves and immediate family members with approval of a third party reviewer (e.g., Dean, Associate Dean, or Department Chair). The third party reviewer should be satisfied that the work is equivalent in quality to other texts available. Under no circumstances should a faculty member, or their immediate family, have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (BOR Policy 3.10).

Rules committee\_10/4/17

# Addendum V

**UWG PROCEDURE NUMBER: UWG Procedure 2.7.10**

**Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the textbook selection and ordering procedures.

A. **Definitions.**

1. *Textbook* – Book or similar instructional resource used in the study of a subject.

B. **Procedures for Textbook Selection and Ordering.**

1. Faculty may require students to purchase textbooks.
2. Faculty textbook orders, either required or recommended, must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester.
3. Faculty must consider student costs during the textbook adoption process in order to offer the best value to students.
4. Faculty may require textbooks authored by themselves and immediate family members with approval of a third party reviewer (e.g., Dean, Associate Dean, or Department Chair) (BOR Policy 3.10).
5. Faculty, or their immediate family, may not have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (BOR Policy 3.10).

Pursuant to BOR [3.10 Academic Textbooks Policy](#)

C. **Compliance.**

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

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

\_\_\_\_\_  
Signature, [

Reviewed by President [or VP]: \_\_\_\_\_

*Previous version dated: n/a*  
*Rules committee\_10/4/2017*

# **Addendum VI**

## **QEP Assessment Committee Membership (AY 2017-18)**

Per recommendations from the QEP Faculty Symposium this summer, a new QEP assessment procedure has been devised in alignment with SACSCOC best practices for writing-based QEPs. Effective Fall 2017, a new QEP Assessment Committee will meet at the end of the semester in order to score a random sampling of QEP work from all QEP courses that semester.

The committee includes faculty and staff from all colleges and schools at UWG:

### **COAH**

Laura Beasley (English)

Joe Monaghan (Theatre)

### **COE**

Tami Ogletree

### **COSM**

Georgina DeWeese (Geosciences)

Ben Jenkins (Staff, Physics)

Megan Mayercik (Staff, Chemistry)

### **COSS**

Dylan McLean (Political Science)

Marjorie Snipes (Anthropology)

### **Library**

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### **RCOB**

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### **SON**

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### **Staff**

Wendy Grisham (Distance)