# Memorandum

**To:**        General Faculty

**Date:**        October 8, 2014

**Regarding:**    Agenda, Faculty Senate Meeting, October 10 at 3:00 p.m., TLC 1-203

The agenda for the October 10, 2014 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes of September 12 (see Addendum I)

4. Committee reports

**Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)**
**Action Items:** (see Addendum II)

A) College of Education
   1) Department of Leadership and Instruction
     a) Bachelor of Science in Education with a Major in Sport Management
      Request: Modify

**Joint Committee Report: I (UPC: Julia Farmer, Chair) and Committee VI (Strategic Planning: Nadya Williams, Chair)**
**Action Item:**

   A) QEP-mandated modifications to outcomes for Core Area B (see Addendum III)

**Committee II: Graduate Programs Committee (Susan Welch, Chair)**
**Action Items:** (see Addendum IV)

A) College of Education
   1) Department of Learning and Teaching
     a) Specialist in Education with a Major in Special Education
      Request: Modify

**Committee III: Honors Program Committee (Mark Faucette, Chair)**
**Action Item:** (see Addendum V)

   A) Course Proposal:
     1) XIDS 2002: What Do You Really Know About Interdisciplinary Studies?

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

The Committee recommends that the word "three" (below) be changed to "two" in the Faculty Handbook, page 11.

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit a dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:
- a curriculum vitae;
- the ~~three~~ two evaluations of teaching effectiveness and performance of allied duties specified in Section 103.05 and 103.06;
- any letters of recommendation which the department chair has received;
- reprints of scholarly publications or other evidence of scholarly or creative work.

**Committee IX: Facilities and Services Committee (Ben Steere, Chair)**

Strategic Plan for Facilities (Brendan Bowen): Presentation of the Space Utilization Study completed by Comprehensive Facilities Planning, Inc.

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**

FY2016 Budget Prioritization: Presentation by Myrna Gantner, Assoc. VP for Academic Affairs.

5. Old business

   A) Sustainability Council (Hannes Gerhardt): Presentation about sustainability by consultant, Jessica Rose.

6. New business

   A) Presentation of 2015 Holiday Schedule  by Juanita Hicks (see **Addendum VI**)
   B) Presentation of 2015 Benefits  by Juanita Hicks

7. Announcements

8. Adjournment

# Addendum I

# University of West Georgia
# Faculty Senate Meeting
# Draft Minutes

# September 12, 2014

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.

*Present*
Basu-Dutt, Boldt, Butler, Connell, DeFoor, DeSilva, Erben, Farmer, Farran, Faucette, Geisler, Gerhardt, Griffith, Hall, L. Haynes, C. Johnson, Keim, Kilpatrick, Lopez, McCord, McKendry-Smith, L. Miller, Mindrila, Neely, Ogletree, Remshagen, J. Roberts, L. Robinson, C. Schroer, Seay, Barnhart (substituting for Stanfield), Steere, Velez-Castrillon, Welch, Williams, Willox, Woodward, Yates

*Absent*
Banford, Hannaford, Mbaye, McCullers, McGuire, Skott-Myhre, Vinson, Xu

3. Minutes: a motion was made and seconded to approve the minutes of July 18.

*Item approved unanimously by voice vote.*

4. Committee reports

**Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)**
**Action Items:**

    A. Richards College of Business
        1) Course proposals
            a) Department of Marketing
                i)    Course: MGTG 4868 Marketing Metrics
                     Request: Add

*Item approved unanimously by voice vote.*

    B. College of Education
        1) Course proposals:
            a) Department of Teaching and Learning
                i)    ECSE 4761 Teaching Content and Process: Social Studies Dual Certificate
                     Request: Add

                ii)   ECSE 3214 Exploratory Curriculum for Pre-K through 5
                     Request: Add

        iii)      ECSE 4762 Teaching Content and Process: Science Dual Certificate
                        Request: Add

        iv)      ECSE 4763 Teaching Content and Process: Math
                        Request: Add

        v)       ECSE 4764 Teaching Content and Process: Literacy Dual Certificate
                        Request: Add

        vi)      ECSE 4783 Practicum I
                        Request: Add

        vii)      ECSE 4784 Practicum II
                        Request: Add

        viii)    ESCE 4786 Teaching Internship
                        Request: Add

        ix)      ECSE 4789
                        Request: Add

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

    2) Program Modifications
        a) Department of Learning and Teaching
           Request: Add Dual Certification Track in Early Childhood/Special Ed

*Item approved unanimously by voice vote.*

**Information Items:**
    A. XIDS Core Review Committee
      1) Courses added proposals
        a) XIDS 2002: What Do You Really Know about the Honors College

    B. QEP/Core Area B Outcome Revisions

      The Strategic Planning Committee and UPC will convene a joint meeting to discuss proposed
      Core Area B outcome revisions.

Nadja Williams and Julia Farmer (Chairs) welcome your feedback; come to the joint committee meeting next Friday at 3 p.m. Camilla Gant asked about the process for disciplines in Area B to satisfy the needs, and asked about the definition of "professional communication." This is still very much a work in progress, with 4 outcomes proposed, which they are narrowing down to 2 in Area B. Dr. Gant stated that Mass Communications would like to be part of the dialogue regarding modification to Core Area B as well as distinguishing oral vs. professional

communication. Senator Kilpatrick pointed out that it's broader than Area B. An open town hall meeting (or two) for all faculty were suggested. The Senate discussed the personal coummunication definition on page 33 of the QEP. It has changed a lot and the document needs to get to the Senate by October or November. It was noted that Areas C, D, E do not require Senate approval; only the B part does. Also, not every course in C, D, E need to satisfy the requirements; just one course must. [We must assure that students have a course fulfilling the QEP requirements in areas C, D, and E. In area C, every C-1 course will need the new outcome (students must take at least one course in C-1). In area D, the outcome will be taught in the lab sections (each student is required to take one). In area E, the outcome will be taught in POLS 1101, American Government, which is required of every student.] It was further noted that the QEP doesn't dictate *how much* writing in each core class; it could be a small writing assignment at the beginning and at the end.

**Committee II: Graduate Programs Committee (Susan Welch, Chair)**
**Action Items:**

A. College of Education
1) Course proposals:
   a) Department of Leadership and Instruction
      i) Course: SEED 6200 Comprehensive Exam for Master of Arts in Teaching
         Request: Add

      ii) Course: SEED 7200 Comprehensive Exam for the Master of Education
         Request: Add

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

   b) College of Education Dean's Office
      i) CURR 6575 Curriculum Trends and Issues
         Request: Add

*Item approved unanimously by voice vote.*

**Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)**
**Information Item:**

A) The APC reviewed the USG Adult Learning Consortium (ALC) following the July 19, 2014 Faculty Senate presentation about UWG's interest in joining the ALC. The APC supports a Faculty Senate endorsement of UWG's joining of this initiative.

Dr. Velez-Castrillon gave an overview of the discussion so far. UWG already does most of the things on the list. Portfolio assessment is the new one. Micheal Crafton underlined that joining the Consortium will be useful to us. We don't have to do all the things on the list; we just move towards doing them. He said that these standards must be "owned" by the faculty.

5. Old business

   A)  Adult Learning Consortium (ALC): Request for Endorsement

*A motion was made and seconded that the Faculty Senate endorses UWG joining the Adult Learning Consortium.  It was approved unanimously by voice vote.*

   B)  Information item: Following the Senate's approval and the President's acceptance earlier this year,
       a proposal to add GEOG 2202 and GEOG 2202L to Core D will be sent to the Board of Regents
       later this month.

   C)  Information item: ENGL 2112 and ENGL 2131 will be offered as eCore courses starting
       October 2014.

Senator Erben expressed concern regarding American Literature 2 when we are now adding Am Lit 1: either can satisfy our requirement.  Students are getting different content.  Dr. Crafton said that eCore is designed as parallel core curricula to match most existing courses.  As West Georgia changed, eCore did not, with especially different matches in English.  Since eCore is a collaborative across the USG and most institutions still present with a 2 course sequence, eCore has a 2 course sequence. UWG might require a specific UWG English course for English majors.

Why are eCore classes listed along with UWG?  They count, but are not taught by us.  Jason Huett responded that eCore keeps detailed records regarding enrollment numbers and performance.  For Fall 2013, about 98% of UWG students opted for UWG classes over eCore. (The demographics indicate that the typical eCore student is a 27 years old, female adult learner.) eCore belongs to all of us; the classes are proposed, designed, reviewed, etc. by all of us.  With online courses growing, affiliates may want to do their own online core courses but this runs counter to what the BOR desires and expects.  It was asked if students are confused about eCore vs. online here.  Dr. Huett responded that first-time eCore enrollees get an information packet and gated orientation; they also complete a quiz.  They should be aware.  For every course that they are signed up for, if they have not checked in by day 3, they're contacted by eCore.

Dr. Marrero added that eCore will be a driving force from the system.  It is financially attractive for students.  UWG is the manager for the eCore system and has received great notoriety for this. Dr. Williams said that her eCore students are largely UWG students and come to her office hours.  Dr. Marrero said: "it's a good thing but we need to make sure students know what they're signing up for."  All eCore courses are approved through the system, and Dr. Huett explained the 3-stage process and review.  The eCore subcommittee has representatives from throughout the system.  All the courses were approved in 2000.  These two new English ones were approved then too; they're just being made available now.  Dr. Huett's focus is on developing the courses approved in 2000, not on approving new ones.  The Factbook has comparison studies of eCore vs. F2F classes for retention and ABC rates, and electronic delivery compares favorably.  The 2014 edition of the Factbook will be out soon.

Dr. Gant said that Distancing Learning shared statistics a few years ago that indicated that students who completed prerequisites via eCore performed as well or better than other students in subsequent courses; and eCore gives non-traditional and traditional students who are looking for an online experience more options and scheduling flexibility.  Dr. Gantner added that eCore

offers 8-week course sessions and a number start at the middle of the term.  This scheduling option is helpful for students who have to withdraw from F2F courses earlier in the term, because it allows them to maintain a full load.  Dr. Huett said that eCore often makes over 800 outbound telephone calls per day to eCore students.  It was also mentioned that eCore needs teachers; one can make $1200/credit hour, which is more than an adjunct gets.

6.  New business

There was no new business.

7.  Announcements

President Marrero mentioned several special events connected with his inauguration and encouraged faculty, staff, and students to attend.  Thursday night (Sept. 18) has a speaker series at 7 p.m. in the Townsend Center, "Values: A Discussion in Leadership," in which eight community leaders will explore UWG's values of Achievement, Caring, Collaboration, Inclusiveness, Innovation, Integrity, Sustainability, and Wisdom.  The inauguration ceremony is Friday morning at 10 a.m. in the Coliseum.  The dedication of Wolf Plaza will be at 5 p.m. that evening just east of the Football Stadium, followed by a 5K run at 6:00 that finishes downtown (buses are available for transport back to campus), then it's on to the Amp downtown for Wolves Take the Square at 7:30.  Saturday is the homecoming parade (10 a.m.), football game (2 p.m.) and the Inaugural Ball, a fundraiser for student scholarships, is at 6 p.m. in the Campus Ballroom.  The Inaugural Ball is hoping to raise over $60K for student scholarships.

Dawn McCord announced that "Imagine West" will be Saturday night at 7:30, with activities for kids at 6:00 p.m.

Amber Smallwood said that 165 faculty, staff, and students completed a number of COSS service projects associated with "Event for Impact: Serving Humanity and Doing Public Good."

Anne Barnhart announced that the October 3rd installment of "Good Librations"  will feature Micah Vandegrift, Scholarly Communications Librarian at Florida State University. Micah will be talking about open access, institutional repositories, maintaining your author rights, and other issues of scholarly communications. For more information about Micah you can see his blog (http://micahvandegrift.wordpress.com/). Due to the nature of the conversation, AAUP is co-sponsoring this Good Librations event at 3pm on the 3rd floor of Ingram Library on Friday October 3, 2014.

8.  Adjournment

The meeting adjourned at 4:03 p.m.

Respectfully submitted,

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

# Addendum II

## Program View Request (Read-Only)

### Originator

| College of Education ▼ | Leadership and Instruction ▼ | Butts, Frank ▼ |
|---|---|---|
| College | Department | Originator |

### Action
○ Add  ● Modify  ○ Deactivate  ○ Terminate  ○ Reactivate

### Modifications
☐ Program Name  ☐ Program Description  ☐ Degree Name  ☑ See Modification Details   Senate Action Item ▼   **(See Procedure)**

### Program Selection

| College of Education ▼ | Bachelor of Science with a Major in Sport Management ▼ | | |
|---|---|---|---|
| College | Program | | |

| Bachelor of Science with a Major in Sport Management | On Campus ▼ | Undergraduate ▼ |
|---|---|---|
| Program Name | Program Location | Degree Level |

| Bachelor of Science | Summer ▼  2015 ▼ |
|---|---|
| Degree Name | Effective Semester/Year |

### Modification Details

1-change of admission and graduation GPA to 2.00
2-reorganization of major courses within program sheet
3-allowance to count Special Topics course for more than one credit.

(Max 4000 characters)

### Rationale

The program change reorganizes the major courses on the program sheet to allow for more flexibility and allows students to repeat the SPMG 4685 Special Topics course multiple times for credit. The change also changes the minimum GPA for admission to Sport Management and for graduation to a 2.0 GPA. The change also allows students to make a choice to either enroll in the SPMG 4686, 12 hour Internship or to take 12 hours of Sport Management coursework instead. All of these changes will help clear pathways for students in their progression to graduation.

(Max 4000 characters)

### Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

### Comments

See attached proposed and previous program sheets. The program change requested does not alter the courses, it merely reorganizes the courses on the program sheet to allow for more flexibility and allows students to repeat the SPMG 4685 Special Topics course multiple times for credit. The change also changes the minimum GPA for admission to Sport Management and for graduation in the program to a 2.0 GPA. The change also allows students to either enroll in the SPMG 4686, 12 hour Internship or to take 12 hours of Sport Management coursework instead. All of these changes will help clear pathways for students in their progression to graduation.

(Max 4000 characters)

### College Approvals

### Cross Listing Approvals

Frank Butts    [APPROVED 2014-08-22]
_____
Chair, Course Department

Rebecca Stanard    [APPROVED 2014-08-29]
_____
Associate Dean, College of Education

N/A
_____
Chair, Cross Listed Department

N/A
_____
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer    [APPROVED 2014-10-03]
_____
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner    [REQUIRED]
_____
Final Approver

## BACHELOR OF SCIENCE-SPORT MANAGEMENT
## DEPARTMENT OF LEADERSHIP AND INSTRUCTION
(Admission to Sport Management requires a cumulative 2.0 GPA)

Name: _____     Student ID: _____

| CORE CURRICULUM (60 hours) | Hrs | Gr | Trf | PROFESSIONAL (60 hours) | Hrs | Gr | Trf |
|---|---|---|---|---|---|---|---|
| A. Essential Skills | 9 | | | Required Professional Content | 18 | | |
| 1. ENGL 1101 | 3 | | | SPMG 3661 Sociology of Sport | 3 | | |
| 2. ENGL 1102 | 3 | | | SPMG 3664 Economics & Finance in Sport[2] | 3 | | |
| 3. MATH 1111 (Recommended) | 3 | | | SPMG 3665 Communication in Sport | 3 | | |
| B. Institutional Priorities | 4-5 | | | SPMG 3670 Practicum [2] (take 1st term after admission) | 3 | | |
| 1. COMM 1110 (Recommended) | 3 | | | SPMG 4584 Pre-Internship Seminar[2] | 3 | | |
| 2. Elective course in B. | | | | SPMG 4667 Legal Issues for Sport Mgt[2] | 3 | | |
| C. Humanities/Arts | 6 | | | Professional Content Electives (select any) | 27 | | |
| 1. XIDS 2100 (Recommended) | 3 | | | PHED 4603 Adv Concepts Personal Training | 3 | | |
| 2. Elective course in C. | 3 | | | SPMG 3660 Managerial Ethics & Gov in Sport[2] | 3 | | |
| D. Science, Math, Technology | 10-11 | | | SPMG 3662 Mgt/Ldrsp Sport Organizations[2] | 3 | | |
| 1. BIOL 1010-1010L (Recommended) | 4 | | | SPMG 3663 Sport Facility & Event Mgt[2] | 3 | | |
| 2. Elective course in D. | 3 | | | SPMG 4665 Sport Marketing & Promotion[2] | 3 | | |
| 3. Elective course in D. | 3 | | | SPMG 4685 Special Topics (may be repeated for credit with different titles) | 3 | | |
| E. Social Sciences | 12 | | | SPMG 4685 tba | 3 | | |
| 1. HIST 1111 or 1112 | 3 | | | SPMG 4685 tba | 3 | | |
| 2. HIST 2111 or 2112 | 3 | | | SPMG 4685 tba | 3 | | |
| 3. POLS 1101 | 3 | | | SPMG 4686 Internship[4] | 12 | | |
| 4. Elective course in E. | 3 | | | Related Content | 15 | | |
| F. Program Related Courses | 18 | | | University Approved Minor[3] | | | |
| 1. SPMG 2600 Intro to Sport Mgt | 3 | | | See Advisor for recommendations | | | |
| 2. CISM 2201 Computer Applications[1] | 3 | | | Accounting, Biology, Business Administration, Creative Writing, | | | |
| 3. ECON 2100 | 3 | | | Economics, English, | | | |
| 4. MKTG 3801 | 3 | | | Finance, Management, Marketing, | | | |
| 5. Elective | 3 | | | Mass Communications, | | | |
| 6. Elective | 3 | | | Psychology, Sociology | | | |
| Physical Education Requirement | 3 | | | Total Professional Content | 60 | | |
| 1. PWLA 1600 Personal Wellness | 2 | | | Total Core | 60 | | |
| 2. PWLA PE Activity Course | 1 | | | Total Program | 120 | | |

[1]Or equivalent skills      [2]Requires admission to SPMG major.      [3]See catalog

[4]Must have all course work complete and a 2.5 GPA prior to enrollment in SPMG 4686. Non-qualifiers may take 12 hours of Professional Content Electives in lieu of SPMG 4686.

Student Signature: _____     Date: _____

Advisor Signature: _____     Date: _____

College of Education
University of West Georgia                                    Revised  July 20, 2014

## Advising Sheet for the B.S. in Sport Management (current program sheet)

### BACHELOR OF SCIENCE
### SPORT MANAGEMENT
### DEPARTMENT OF LEADERSHIP AND INSTRUCTION

Name: _____     Student ID: _____

| CORE CURRICULUM | Hrs | Gr | Trf | PROFESSIONAL | Hrs | Gr | Trf |
|---|---|---|---|---|---|---|---|
| A.  Essential Skills | 9 | | | Professional Content (select any 24 hours below) | 24 | | |
| 1.  ENGL 1101 | 3 | | | PHED 4603 Adv Concepts Personal Training | 3 | | |
| | | | | SPMG 3660 Managerial Ethics & Gov in Sport[2] | 3 | | |
| 2.  ENGL 1102 | 3 | | | SPMG 3661 Sociology of Sport | 3 | | |
| 3.  MATH 1111 (Recommended) | 3 | | | SPMG 3662 Mgt/Ldrsp Sport Organizations[2] | 3 | | |
| B.  Institutional Priorities | 4-5 | | | SPMG 3663 Sport Facility & Event Mgt[2] | 3 | | |
| 1.  COMM 1110 (Recommended) | 3 | | | SPMG 3664 Economics & Finance in Sport[2] | 3 | | |
| 2.  Elective course in B. | | | | SPMG 3665 Communication in Sport | 3 | | |
| C.  Humanities/Arts | 6 | | | SPMG 4665 Sport Marketing & Promotion[2] | 3 | | |
| 1.  XIDS 2100 (Recommended) | 3 | | | SPMG 4667 Legal Issues for Sport Mgt[2] | 3 | | |
| 2.  Elective course in C. | 3 | | | SPMG 4685 Special Topics (may be repeated for credit with different titles) | 3 | | |
| D.  Science, Math, Technology | 10-11 | | | Required Professional Content | 18 | | |
| 1.  BIOL 1010-1010L (Recommended) | 4 | | | SPMG 3670 Practicum [2] (take 1st term after admission to SPMG) | 3 | | |
| 2.  Elective course in D. | 3 | | | SPMG 4584 Pre-Internship Seminar[2] | 3 | | |
| 3.  Elective course in D. | 3 | | | SPMG 4686 Internship[4] | 12 | | |
| E.  Social Sciences | 12 | | | | | | |
| 1.  HIST 1111 or 1112 | 3 | | | Related Content | 18 | | |
| 2.  HIST 2111 or 2112 | 3 | | | University Approved Minor[3] | | | |
| 3.  POLS 1101 | 3 | | | See Advisor for recommendations | | | |
| 4.  Elective course in E. | 3 | | | Accounting, Business Administration, | | | |
| F.  Program Related Courses | 18 | | | Creative Writing, Economics, English, | | | |
| 1.  SPMG 2600 Intro to Sport Mgt | 3 | | | Finance, Management, Marketing, | | | |
| 2.  CISM 2201 Computer Applications[1] | 0-3 | | | Mass Communications, Pre-Law, | | | |
| 3.  Elective | 3 | | | Psychology, Sociology | | | |
| 4.  Elective | 3 | | | | | | |
| 5.  Elective | 3 | | | | | | |
| 6.  Elective | 3 | | | | | | |
| Physical Education Requirement | 3 | | | Total Professional Content | 60 | | |
| 1.  PWLA 1600 Personal Wellness | 2 | | | Total Core | 60 | | |
| 2.  PWLA  PE Activity Course | 1 | | | Total Program | 120 | | |

[1]Or equivalent skills
[2]Requires admission to SPMG major
[3]See catalog
[4]Must have all course work complete and a 2.5 GPA prior to enrollment

Student Signature: _____     Date: _____

Advisor Signature: _____     Date: _____

College of Education
University of West Georgia                                    UPC Approved Jan. 16, 2014

**Advising Sheet for the B.S. in Sport Management**

**BACHELOR OF SCIENCE**
**SPORT MANAGEMENT**
**DEPARTMENT OF LEADERSHIP AND INSTRUCTION**

Name: _____     Student ID: _____

| CORE CURRICULUM | Hrs | Gr | Trf | PROFESSIONAL | Hrs | Gr | Trf |
|---|---|---|---|---|---|---|---|
| **A.  Essential Skills** | 9 | | | **Professional Content[2]** (select any 24 hours below) | 42 | | |
| 1.  ENGL 1101 | 3 | | | SPMG 3660 Moral/Ethical Issues in Sport | 3 | | |
| 2.  ENGL 1102 | 3 | | | SPMG 3661 Sociology of Sport | 3 | | |
| 3.  MATH 1111 (Recommended) | 3 | | | SPMG 3662 Mgt/Ldrsp Sport Organizations | 3 | | |
| **B.  Institutional Priorities** | 4-5 | | | SPMG 3663 Sport Facility & Event Mgt | 3 | | |
| 1.  COMM 1110 (Recommended) | 3 | | | SPMG 3664 Economics & Finance in Sport | 3 | | |
| 2.  Elective course in B. | | | | SPMG 3665 Communication in Sport | 3 | | |
| **C.  Humanities/Arts** | 6 | | | SPMG 3670 Practicum | 3 | | |
| 1.  XIDS 2100 (Recommended) | 3 | | | SPMG 4665 Sport Marketing & Promotion | 3 | | |
| 2.  Elective course in C. | 3 | | | SPMG 4667 Legal Issues for Sport Mgt | 3 | | |
| **D.  Science, Math, Technology** | 10-11 | | | SPMG 4584 Pre-Internship Seminar | 3 | | |
| 1.  BIOL 1010-1010L (Recommended) | 4 | | | SPMG 4686 Internship[4] | 12 | | |
| 2.  Elective course in D. | 3 | | | | | | |
| 3.  Elective course in D. | 3 | | | | | | |
| **E.  Social Sciences** | 12 | | | | | | |
| 1.  HIST 1111 or 1112 | 3 | | | **Related Content** | 18 | | |
| 2.  HIST 2111 or 2112 | 3 | | | University Approved Minor[3] | | | |
| 3.  POLS 1101 | 3 | | | See Advisor for recommendations | | | |
| 4.  Elective course in E. | 3 | | | Accounting, Business Administration, | | | |
| **F.  Program Related Courses** | 18 | | | Creative Writing, Economics, English, | | | |
| 1.  SPMG 2600 Intro to Sport Mgt | 3 | | | Finance, Management, Marketing, | | | |
| 2.  CISM 2201 Computer Applications[1] | 0-3 | | | Mass Communications, Pre-Law, | | | |
| 3.  Elective | 3 | | | Psychology, Sociology | | | |
| 4.  Elective | 3 | | | | | | |
| 5.  Elective | 3 | | | SPMG 4685 Special Topics | 3 | | |
| 6.  Elective | 3 | | | | | | |
| **Physical Education Requirement** | 3 | | | **Total Professional Content** | 60 | | |
| 1.  PWLA 1600 Personal Wellness | 2 | | | **Total Core** | 60 | | |
| 2.  PWLA  PE Activity Course | 1 | | | **Total Program** | 120 | | |

[1]Or equivalent skills
[2]Requires admission to SPMG major
[3]See catalog
[4]Must have all course work complete and a 2.5 GPA prior to enrollment

Student Signature: _____     Date: _____

Advisor Signature: _____     Date: _____

College of Education
University of West Georgia                                                    Revised, Fall 2012

# Addendum III

**<u>Proposed</u> Core Area B**
**Institutional Options**

**B1**

**Applied Writing**
**Learning Outcome**                                                                 **1 hour**
Demonstrate the ability to:
- Adapt written English communication to specific rhetorical purposes and audiences.

Required:
ENGL 1101L          English 1101 Lab                                    1 hour

**B2**

**Critical Communication**
**Learning Outcome**                                                          **3-4 hours**
Demonstrate the ability to:
- Effectively employ language conventions appropriate to academic discourse.

Choose from the following:

| | | |
|---|---|---|
| ANTH 1000 | Faces of Culture | 2 |
| ART 2000 | Oral Communication and the Visual Arts | 3 |
| BUSA 1900 | Surfing the Internet for Success | 2 |
| COMM 1110 | Public Speaking | 3 |
| CS 1000 | Practical Computing | 1 |
| CS 1020 | Computers and Society | 2 |
| ENGL 2000 | American Speech | 3 |
| ENGL 2050/ | Self-Staging: | |
| THEA 2050 | Oral Communication in Daily Life | 3 |
| FREN/GRMN/SPAN 1001 or 1002 | | 3 |
| LIBR 1101 | Academic Research and the Library | 2 |
| MUSC 1110 | Survey of World Music | 2 |
| PHIL 2050 | Critical Thinking | 3 |
| XIDS 1004 | Oral and Technological Communication | 4 |
| XIDS 2001 | What Do You Really Know About . . . | 1 |
| XIDS 2002 | What Do You Really Know About . . . | 2 |

Students may take any combination of courses, as long as one is from category B1, and the total number of hours is 4 for science majors, and 5 for non-science majors.

**Current Core Area B**

**Core Area B**
Institutional Options
Learning Outcomes                                          4-5 hours

**Demonstrate the ability to:**

- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
- Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Students may take any combination of courses as long as one is from category 1 and the total number of hours is 4 for science majors and 5 for non-science majors.

## 1 - Oral Communication:
## One of the following is required of all majors:

| | | |
|---|---|---|
| ART 2000 | Oral Communication and the Visual Arts | 3 |
| COMM 1110 | Public Speaking | 3 |
| ENGL 2000 | American Speech | 3 |
| ENGL 2050/ THEA 2050 | Self-Staging: Oral Communication in Daily Life | 3 |
| Foreign Language | 1001 or 1002 | 3 |
| PHIL 2020 | Critical Thinking | 3 |
| XIDS 1004 | Oral and Technological Communication | 4 |

## 2 - Other Institutional Options:
## Institutional Elective, choose one of the following:

| | | |
|---|---|---|
| ANTH 1100 | Faces of Culture | 2 |
| BUSA 1900 | Surfing the Internet for Success | 2 |
| CS 1000 | Practical Computing | 1 |
| CS 1020 | Computers and Society | 2 |
| LIBR 1101 | Academic Research and the Library | 2 |
| MUSC 1110 | Survey of World Music | 2 |
| XIDS 2001 | What Do You Really Know About (Selected Topic) | 1 |
| XIDS 2002 | What Do You Really Know About (Selected Topic)? | 2 |

Up one level:

# Addendum IV

## Program View Request (Read-Only)

### Originator

| College of Education ▼ | Learning and Teaching ▼ | Bucholz, Jessica ▼ |
|---|---|---|
| College | Department | Originator |

### Action
○ Add  ● Modify  ○ Deactivate  ○ Terminate  ○ Reactivate

### Modifications
☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Modification Details   Senate Action Item   ▼   **(See Procedure)**

### Program Selection

| College of Education ▼ | Specialist in Education with a Major in Special Education ▼ |
|---|---|
| College | Program |

| Specialist in Education with a Major in Special Education | On Line ▼ | Graduate ▼ |
|---|---|---|
| Program Name | Program Location | Degree Level |

| Specialist in Education | Summer ▼  2014 ▼ |
|---|---|
| Degree Name | Effective Semester/Year |

### Modification Details

Summary of proposed changes to the program: The proposed changes consist of eliminating the electives, adding a required course on diversity, and adding 1-credit hour to the three research courses to reflect the level of work required in these courses. This will change the program from nine courses to eight courses, allowing students to take two courses a semester and finish the program in in four semesters. In order for the sequence of courses to be offered to best meet the needs of the program (including IRB approval for the research study) candidates will only be able to enter the program in the fall and spring semesters. We request changes to the admissions requirements to include that all students must have a clear renewable professional certificate or equivalent in special education and a MEd in special education or a related field. Additionally, students must have a GRE score of at least 150 Verbal, 144 Quantitative, and 3.5 Analytical Writing. The change in admission requirements is to increase the quality of our applicants.

(Max 4000 characters)

### Rationale

Summary of proposed changes to the program: The proposed changes consist of eliminating the electives, adding a required course on diversity, and adding 1-credit hour to the three research courses to reflect the level of work required in these courses. This will change the program from nine courses to eight courses, allowing students to take two courses a semester and finish the program in in four semesters. In order for the sequence of courses to be offered to best meet the needs of the program (including IRB approval for the research study) candidates will only be able to enter the program in the fall and spring semesters. We request changes to the admissions requirements to include that all students must have a clear renewable professional certificate or equivalent in special education and a MEd in special education or a related field. Additionally, students must have a GRE score of at least 150 Verbal, 144 Quantitative, and 3.5 Analytical Writing.

(Max 4000 characters)

### Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:  60

### Comments

(Max 4000 characters)

### College Approvals

### Cross Listing Approvals

Rebecca Stanard    [APPROVED 2014-03-03]
**Associate Dean, College of Education**

Donna Harkins    [APPROVED 2014-01-17]
**Chair, Course Department**

N/A
**Chair, Cross Listed Department**

N/A
**Associate Dean, Cross Listed College**

**Other Approvals**

Susan Welch    [APPROVED 2014-10-02]
**Chair, Graduate Programs Committee**

**Final Approval**

Myrna Gantner    [REQUIRED]
**Final Approver**

Summary of proposed changes to the program: The proposed changes consist of eliminating the electives, adding a required course on diversity, and adding 1-credit hour to the three courses to reflect the level of work required in these courses. One of these three courses (SPED 7782) is being changed to reflect a greater emphasis on not only reading research but also the implications for research and practice and so it is being moved to the research section of the program sheet. This change in credit hours will change the program from nine courses to eight courses, allowing students to take two courses a semester and finish the program in in four semesters. In order for the sequence of courses to be offered to best meet the needs of the program (including IRB approval for the research study) candidates will only be able to enter the program in the fall and spring semesters. We request changes to the admissions requirements to include that all students must have a clear renewable professional certificate or equivalent in special education and a MEd in special education or a related field. Additionally, students must have a GRE score of at least 150 Verbal, 144 Quantitative, and 3.5 Analytical Writing.

**UNIVERSITY OF WEST GEORGIA**
**DEPARTMENT OF LEARNING AND TEACHING**
**Specialist (Ed.S.) in Education – Special Education**
**Plan of Study**

Name_____ ID#_____ Advisor _____

Home Address_____

E-Mail _____

Home Phone:_____ Work Phone: _____ Fax: _____

| Program Areas and Requirements | Gr. | Date Taken | Transfer/Substitute |
|---|---|---|---|
| **Content Specialization (15 semester hours)** | | | |
| SPED 7701 Program Planning and Evaluation (3 credits) | | | |
| SPED 7704 Leadership and Administration of Special Education Programs (3 credits) | | | |
| SPED 7729 Special Education Law (3 credits) | | | |
| SPED 8704 Multicultural Issues in Education (3 credits) | | | |
| SPED 8771 Curriculum Design and Implementation (3 credits) | | | |
| **Research (12 semester hours)** | | | |
| SPED 7782 Directed Research Readings in Special Education (4 credits) | | | |
| SPED 8783 Readings in Research (4 credits) | | | |
| SPED 8784 Research Seminar (4 credits) | | | |
| Total Credits: 27 hours | | | |

Proposed
1/2014

Program Notes:
SPED 8704 must be taken prior to SPED 8783 and SPED 8784.
SPED 8783 must be taken prior to SPED 8784.
Program can be started in Spring or Fall.
Students are required to purchase an account with Tk20.
Two failing scores in any two courses is grounds for dismissal from this program.
Plagiarism of any kind can lead to a failing grade in a course.

Admission Requirements:

____ 3.0 GPA (last degree conferred)

____ Clear, Renewable, Professional Teaching Certificate or equivalent in Special Education, Master's Degree in Special Education or a related field

____ GRE score of at least 150 Verbal, 144 Quantitative, and 3.5 Analytical Writing

Completion Dates:

____ Initial Advising Session (can be completed via phone, Google hangout, Skype, etc.)

I HAVE BEEN ADVISED BY MY FACULTY ADVISOR OF THE PROGRAMMATIC REQUIREMENTS OF MY COURSE OF STUDY AND UNDERSTAND THEM; I HAVE BEEN GIVEN THE OPPORTUNITY TO ASK QUESTIONS REGARDING MY COURSE OF STUDY; AND I ACKNOWLEDGE THIS AND AGREE TO ALL CONDITIONS OF THE PROGRAM BY SIGNING THIS PROGRAM OF STUDY.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Proposed
1/2014

# UNIVERSITY OF WEST GEORGIA
## DEPARTMENT OF COLLABORATIVE SUPPORT AND INTERVENTION
### Specialist (Ed.S.) in Education – Special Education
#### Plan of Study

Name_____ ID#_____ Advisor _____

Home Address_____

E-Mail _____

Home Phone:_____ Work Phone: _____ Fax: _____

| Program Areas and Requirements | Gr. | Date Taken | Transfer/Substitute |
|---|---|---|---|
| **Content Specialization (15 semester hours)** | | | |
| SPED 7701 Program Planning and Evaluation (Spring) | | | |
| SPED 7704 Administration of Special Education Programs (Summer) | | | |
| SPED 7729 Special Education Law (Spring) | | | |
| SPED 8704 Issues in Special Education (Fall) | | | |
| SPED 8771 Curriculum Design and Implementation (Summer) | | | |
| **Research (6 semester hours)** | | | |
| SPED 8783 Research Project (Fall) | | | |
| SPED 8784 Research Seminar (Last semester) | | | |
| **Suggested Electives (6 semester hours)** | | | |
| SPED 7702 Technology in Special Education (Fall, Spring) | | | |
| SPED 7705 Urban & Multicultural Issues in SPED (Spring, Summer) | | | |
| SPED 7726 Autism: Characteristics and Instruction | | | |
| SPED 7765 Learning Strategies and Content Enhancement (Spring) | | | |
| SPED 7766 Direct Instruction Methodology for Reading and Mathematics (Fall, Summer) | | | |
| SPED 7767 Strategies for Challenging Behaviors | | | |
| | | | |
| Total credits: 27 hours | | | |

Proposed
1/2014

# Addendum V

**What Do You Really Know About Interdisciplinary Studies?**

**XIDS 2002- Honors**

<span style="color:red">**FINAL DRAFT**</span>

XIDS 2002 satisfies AREA B1 of the Core Curriculum.

2 Credit Hours (2-0-2)

Dr. Pauline Gagnon               **pgagnon@westga.edu**
Martha Munro Bldg 207B

678-839-4706

*Office Hours*

M-W 12-4

 T and TH 1-5  and Fridays by appointment

## Course Description

The intention of this course is to provide a foundation for critical thinking and interdisciplinary practice.  Students will learn to identify the differences between disciplinary and interdisciplinary approaches and understand how one identifies an interdisciplinary problem.  The course will also include a basic introduction to the field of interdisciplinary studies; the various methods and models, vocabulary, and concepts such as integration and multi-, inter-, and transdisciplinary work.

The following questions serve as the basis of this course:

- What are interdisciplinary studies?
- What are some models for best practices in interdisciplinary studies?
- What are the advantages and disadvantages of having a degree in interdisciplinary studies?

## Learning Outcomes

1) Explain the field of interdisciplinary studies; theory and practice.

2) Recognize disciplines in general, and concentration areas in particular, from an interdisciplinary perspective.

3) Describe the logistics of an interdisciplinary study project.

**Required textbook:**

Repko, A. F. (2013). *Introduction to interdisciplinary studies.* Los Angeles, CA: Sage.

**Course Den** is where announcements and supplement resources will be posted. Please use this site for all course online communications. **https://westga.view.usg.edu/**

**E-Mail:** online@westga.edu

**Call:** M-F 8am-5pm 678-839-6248 or 1-855-933-UWGO (8946)

**Library: http://www.westga.edu/~library/**

**Common Language for Course Syllabi**

- Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.
- **Americans with Disabilities Act**
- 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.*
- **UWG Email 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).
- **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.

**Responsibilities**

Class begins promptly. Please do not enter the classroom once class has begun. Please do not leave class early unless it is an emergency. **Turn off cell phones before class begins.**

**Attendance**

**You need to attend class.** Work is due on the days noted in the course outline. Because this is a two-credit course, class time is more limited than a standard 3 credit course. For example, a three-credit course meeting twice a week will meet face to face for 80 minutes per class period. For a two-credit class, the course meeting twice a week meets face to face for 52 minutes per class period.

Because class time is so limited, for each **unexcused absence you will have five points deducted from your final grade**. An excused absence requires documentation and is at the discretion of the professor. Late assignments will be accepted per the discretion of the professor if the absence is excused.

**Grading Scale**

100 Total Points

100-90  A          69-60 D

89-80 B            59 and below F

79-70 C

**Assignments**

- *Paper # 1*-Identify and justify a problem that requires the use of more than one discipline to solve. (Links to LO 1& 3)                    **20 pts**

- *Worksheet(s)* – Used to determine the most relevant disciplines and process the selection of the top three appropriate disciplines for the paper.  (Links to LO 2&3)                    **20 pts**
- *Paper #2 & Peer Review*-Builds on paper #1 following faculty and peer review.  Relevant discipline insights are explored more fully in this version. (Links to LO 2&3)          **20pts**

- *Final Paper*-Builds on paper #1 & #2 adding a section that reveals and summarizes  "interdisciplinary synthesis" as defined in the field of interdisciplinary studies.  (Links to LO 1, 2 & 3)          **20pts**

- *Oral Presentation* of final work. (Links to LO 3)          **20pts**

# Class Schedule

(Subject to change per professor)

| Week/ Unit | Objectives/Reading | Activities | Homework |
|---|---|---|---|
| 1 | Intro to Integrated Studies What it is not IDS in the real world? -Read Repko chapters 1-2 | -Discussion of what complex topics are. Examples of interdisciplinary metaphors. Personal definition of IDS. | -Create two metaphors to describe IDS. -Identify 3 complex problems IDS could address -How can IDS help you after college? |
| 2 | IDS "Cognitive toolkit" Intellectual Autobiographies -Read Repko chapter 3 | -Examples of how toolkit will be applied to critiquing complex problems -Examples of Intellectual Autobiographies | DQ p.61#'s 2-3 (application) |
| 3 | The rise of disciplines and IDS Read Repko chapter 4-5 | p.119 2-6 critical thinking Example of perspective taking on a chosen topic | DQ p.81 #2 (critical thinking) & 2-3 (application), p.119 #4-6 (application) |
| 4 | "DNA" of IDS-Theories, assumptions, epistemology Read Repko chapter 6 | Examples of theories and assumptions Expert panel on a narrow topic | DQ p. 137 #4-6 (critical thinking) & 1-3 (application) |
| 5 | Thinking about disciplinary perspectives and integration Read Repko chapters 7-9 | | **Worksheet(s) Due** |
| 6 | IDS "Road Map" Read Repko Chapter 10 | Discuss examples of steps 1 & 2 (p. 293 rubric) | DQ Start finding resources for Literature Review |
| 7 | Identifying relevant disciplines and gathering information about the problem Read Repko chapter 11 | Discuss examples of steps 3 & 4 | |
| 8 | Analyzing insights and reflecting on process Introduction to types of research Read Repko chapter 12 | Discuss examples of steps 5 & 6 Discuss IDS texts | **Paper #1 Due** |
| 9 | | Discuss and critique IDS texts | |
| 10 | | Expert panel | Critique IDS insight |
| 11 | | IDS Research | Critique IDS insight |
| 12 | | IDS Research | **Paper #2 Due** |
| 13 | | Discuss and critique IDS texts | |
| 14 | | Discuss and critique IDS | **Final Paper/Oral** |

| | | texts | **Presentation Due** |
|---|---|---|---|
| 15 | | Discuss and critique IDS texts | **Final Paper/Oral Presentation Due** |

# Addendum VI

# 2015 UWG Holiday Schedule Proposal

**Option 1** – Allows for Memorial Day to be <u>paid.</u>  The Winter Holiday Break requires **two** days of unpaid closure time.

| Holiday Schedule | Rescheduled Holidays | Date | Day of the Week |
|---|---|---|---|
| New Year's Day | | January 1st | Thursday |
| Observance MLK Birthday | | January 19th | Monday |
| Memorial Day | | May 25th | Monday |
| Independence Day | | July 3rd | Friday |
| Labor Day | | September 7th | Monday |
| Thanksgiving Break | | November 26th | Thursday |
| Thanksgiving Break | Robert E. Lee's Birthday (Jan. 19th) | November 27th | Friday |
| Reduced Services Schedule *(Campus Open – See Notes) | | December 21st | Monday |
| Reduced Services Schedule *(Campus Open – See Notes) | | December 22nd | Tuesday |
| University Closed** | | December 23rd | Wednesday |
| University Closed** | | December 24th | Thursday |
| Winter Holiday Break | | December 25th | Friday |
| Winter Holiday Break | Washington's Birthday (Feb. 16th) | December 28th | Monday |
| Winter Holiday Break | Confederate Memorial Day (April 26th) | December 29th | Tuesday |
| Winter Holiday Break | Columbus Day (October 12th) | December 30th | Wednesday |
| Winter Holiday Break | Veteran's Day (Nov. 11th) | December 31st | Thursday |

**Option 2 -** Allows for Memorial Day to be <u>paid</u>.  The Winter Holiday requires **one** day of unpaid closure time.

| Holiday Schedule | Rescheduled Holidays | Date | Day of the Week |
|---|---|---|---|
| New Year's Day | | January 1st | Thursday |
| Observance MLK Birthday | | January 19th | Monday |
| Memorial Day | | May 25th | Monday |
| Independence Day | | July 3rd | Friday |
| Labor Day | | September 7th | Monday |
| Thanksgiving Break | | November 26th | Thursday |
| Thanksgiving Break | Robert E. Lee's Birthday (Jan. 19th) | November 27th | Friday |
| Reduced Services Schedule* | | December 21st | Monday |

1

10/7/2014

| Holiday Schedule | Rescheduled Holidays | Date | Day of the Week |
|---|---|---|---|
| (Campus Open – See Notes) | | | |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 22nd | Tuesday |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 23rd | Wednesday |
| University Closed** | | December 24th | Thursday |
| Winter Holiday Break | | December 25th | Friday |
| Winter Holiday Break | Washington's Birthday (Feb. 16th) | December 28th | Monday |
| Winter Holiday Break | Confederate Memorial Day (April 26th) | December 29th | Tuesday |
| Winter Holiday Break | Columbus Day (October 12th) | December 30th | Wednesday |
| Winter Holiday Break | Veteran's Day (Nov. 11th) | December 31st | Thursday |

**Option 3** – This schedule allows for Memorial Day to be _paid_ and does not require any unpaid closure days.

| Holiday Schedule | Rescheduled Holidays | Date | Day of the Week |
|---|---|---|---|
| New Year's Day | | January 1st | Thursday |
| Observance MLK Birthday | | January 19th | Monday |
| Memorial Day | | May 25th | Monday |
| Independence Day | | July 3rd | Friday |
| Labor Day | | September 7th | Monday |
| Thanksgiving Break – Thanksgiving Day | | November 26th | Thursday |
| Thanksgiving Break | Robert E. Lee's Birthday (Jan. 19th) | November 27th | Friday |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 21st | Monday |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 22nd | Tuesday |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 23rd | Wednesday |
| Reduced Services Schedule* (Campus Open – See Notes) | | December 24th | Thursday |
| Winter Holiday Break – Christmas Day | | December 25th | Friday |
| Winter Holiday Break | Washington's Birthday (Feb. 16th) | December 28th | Monday |
| Winter Holiday Break | Confederate Memorial Day (April 26th) | December 29th | Tuesday |
| Winter Holiday Break | Columbus Day (October 12th) | December 30th | Wednesday |
| Winter Holiday Break | Veteran's Day (Nov. 11th) | December 31st | Thursday |

2

## Additional Information:

**<u>*Reduced Services Schedule:</u>**

The institution **will be open** on these days; however, we will operate on a reduced level.  Annual leave and comp time will be granted at the discretion of the supervisor.  Offices that choose to close during this time will be required to designate another office to accept emergency phone calls and will need to determine a designee who will handle responses.

**<u>**University Closed:</u>**

The University **will be closed** on the dates noted above.  Since these dates are over and above the 12 allotted by the State, staff and administration have the following four options:

1. Hourly and Monthly staff may use eight hours of annual leave.

2. Hourly staff has the option of using any accrued comp time.

3. Hourly and Monthly staff may work a flex schedule for the week, i.e. four 10-hour days.

4. Hourly and Monthly staff may take the day off without pay.

**<u>Faculty:</u>**

- 10-Month Faculty – Faculty members with a 10-month designation **<u>do not</u>** accrue annual leave hours and **<u>will not</u>** be required to take leave at during the designated dates listed above.
- 12-Month Faculty – Faculty members with a 12-month designation **<u>do</u>** accrue annual leave hours and are required to take appropriate leave during the designated dates listed above.

Please do not hesitate to contact Human Resources if you have questions.

**<u>Rescheduled Holidays:</u>**

As noted in the holiday schedule, there are holidays in which the institution has selected to reschedule to a later date.  Should an employee wish to observe a holiday that has been moved or has not been noted, they should work with their managers to accommodate the request by using annual leave or comp time.

## <u>Reference Only:</u>

**For reference purposes only, the State of Georgia Holiday Calendar is below.  This information will not be included on the official Holiday Schedule document.**

State offices will be closed for the following holidays during 2015:
- New Year's Day - Thursday, January 1

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- Robert E. Lee's Birthday - January 19 *(To be observed on Friday, November 27)*
- Martin Luther King, Jr.'s Birthday - Monday, January 19
- Washington's Birthday - February 16 *(To be observed on Thursday, December 24)*
- Confederate Memorial Day - April 26 *(To be observed on Monday, April 27)*
- Memorial Day - Monday, May 25
- Independence Day - July 4 *(To be observed on Friday, July 3)*
- Labor Day - Monday, September 7
- Columbus Day - Monday, October 12
- Veterans Day - Wednesday, November 11
- Thanksgiving Day - Thursday, November 26
- Christmas Day - Friday, December 25