Memorandum

To: General Faculty

Date: February 22, 2017

Regarding: Faculty Senate agenda for February 24, 2017 in TLC 1-203 at 3 p.m.

The agenda for the February 24, 2017 Faculty Senate meeting is as follows:

1. Call to order

2. Roll call

3. Minutes

    A) Approval of Minutes from January 27, 2017 (See **Addendum I**)

4. Committee Reports

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

    A) College of Arts and Humanities

        1) History Department

            a) HIST 4310: Comparative Slavery and Emancipation
                Request: Add

    B) College of Education

        1) Communication Sciences and Professional Counseling Department

            a) Bachelor of Science in Education with a Major in Speech-Language Pathology
                Request: Modify

        2) Sport Management, Wellness, and Physical Education Department

            a) PHED 3401: Integrating Technology into Health and Physical Education
                Request: Modify

    C) College of Science and Mathematics

        1) Geosciences Department

            a) Bachelor of Science with a Major in Geography
                Request: Modify

            b) GEOG 4082: Directed Problems
                Request: Delete

            c) GEOG 4083: Faculty-Mentored Research
                Request: Add

            d) GEOG 4985: Special Topics in Geography

Request: Add

2) Computer Science Department

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

       Request: Modify

    b) [CS 1302: Computer Science II](#)

       Request: Modify

    c) [CS 3151: Data Structures and Discreet Mathematics I](#)

       Request: Modify

    d) [CS 3152: Data Structures and Discreet Mathematics II](#)

       Request: Modify

Information Items:

A) College of Arts and Humanities

  1) Theater Department

    a) [XIDS 2002: What do you really know about: Design Software for Everyone](#)

       Request: Add

Committee II: Graduate Programs Committee (Matt Varga, Chair)

Action Items (See Addendum III):

A) College of Education

  1) Communication Sciences and Professional Counseling

    a) [SLPA 6785: Special Topics in Speech Language Pathology](#)

       Request: Modify

    b) [CEPD 7185: Special Topics in Counseling and Educational Psychology](#)

       Request: Modify

    c) [Higher Education Administration Doctorate in Education](#)

       Request: Add

B) College of Arts and Humanities

  1) History Department

    a) [HIST 5310: Comparative Slavery and Emancipation](#)

       Request: Add

C) Grade Policy Recommendation

  1) Proposed Graduate Catalog Statement on Repeating Courses

If a student is permitted to repeat a course, all grades will be calculated into the cumulative GPA. In order for the course to be retaken, the student and advisor must:

- *Consult program policies and handbooks to determine if course repeats are permitted.*
- *Ensure course number and name are the same as the previous course.*

Request: Approve

Information Items:

A) College of Arts and Humanities

1) Music Department

a) Post Baccalaureate Initial Non-Degree Certification in Music

Request: Modify

B) Graduate School

1) Clarification of Graduate Admission Classification in the Graduate Catalog, pg. 32

Provisional Degree *(change in red)*

Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student or a UWG undergraduate-graduating senior (as explained in the section that follows after Non-Degree Admission).

Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Director of Graduate Studies in the College or Tanner Health System School of Nursing. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program.

2) Job Description Website

a) The Graduate school is rolling out a job descriptions website and wants all positions visible for individuals along with required and preferred qualifications

Committee V: Faculty Development Committee (David Boldt, Chair)

A) Revision of Section 103.06 of the Faculty Handbook on Instruments for Evaluation of Teaching (See **Addendum IV**)

Request: Approve

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (**See Addenda V-XII below**)**:**

A) UWG Faculty Handbook, Modification of Section 401

1) UWG Faculty Handbook

a) Section 401, Research (**Addendum V**)

Request: Modify

B) UWG Procedure 2.9.3, Research

1) UWG Academic Affair Policies

a) UWG Procedure 2.9.3, Research (**Addendum VI**)

Request: Approve

C) UWG Faculty Handbook, Modification of Section 201

1) UWG Faculty Handbook

a) Section 201, Classroom Procedures (**Addendum VII**)

Request: Modify

D) UWG Procedure 2.7.3, Classroom Procedures

1) UWG Academic Affair Policies

a) UWG Procedure 2.7.3 (201.01 and 201.02), Classroom Procedures (**Addendum VIII**)

Request: Approve

E) UWG Procedure 2.7.3, Classroom Procedures

1) UWG Academic Affair Policies

a) UWG Procedure 2.7.3 (201.03), Classroom Procedures (**Addendum IX**)

Request: Approve

F) UWG Procedure 2.7.3, Classroom Procedures

1) UWG Academic Affair Policies

a) UWG Procedure 2.7.3 (201.04), Classroom Procedures (**Addendum X**)

Request: Approve

G) UWG Procedure 2.7.3, Classroom Procedures

1) UWG Academic Affair Policies

    a) UWG Procedure 2.7.3 (201.05), Classroom Procedures (**Addendum XI**)

      Request: Approve

H) UWG Procedure 2.7.3, Classroom Procedures

    1) UWG Academic Affair Policies

      a) UWG Procedure 2.7.3 (201.06 and 201.07), Classroom Procedures (**Addendum XII**)

        Request: Approve

5. Old Business

6. New Business

    A) Dan Williams, a Declaration of Support for International Faculty and Students and the Value of a Global Education (See **Addendum XIII**)

      Request: Approve

7. Announcements

    A) Molly McCullers, Wellness Committee initiatives

8. Adjournment

Addendum I: Minutes

University of West Georgia
Faculty Senate Meeting
Draft Minutes
January 27, 2017

1. Call to order

    A) Dr. Farmer called the meeting to order at 3 p.m.

2. Roll call

Present:

 Bohannon, Butler, Connell, DeFoor, Elman, Farran, Fujita, Gerhardt, Henderson, Hipchen, Hoang, Johnson, Lee, Lopez, Mahmoud, Mbaye, McCord (Breckling sub.), McGuire, McKendry-Smith, Miller, Mindrila, Neely, Ogletree, Pencoe, Remshagen, Roberts, Robinson, Rutledge, Schoon, Schroer, Seay, Smallwood, Stanfield, Sterling, Tefend (Rose sub.), Trotman-Scott, Varga, Velez-Castrillon, Webb, Welch, Williams, Willox, Yates, Zot, and Zamostny

Absent:

 Blair, Boldt, McCullers, Mindrila, and Self

3. Minutes

    A) Approval of Minutes from December 9, 2016

Minutes were approved unanimously via voice vote.

4. Committee Reports

Committee II: Undergraduate Programs Committee (Cale Self, Chair)

Action Items:

    B) College of Arts and Humanities

        1) Music Department

            a) Bachelor of Music with a Major in Music with concentrations in Composition, Music Education, and Performance

            Request: Add

Item was approved unanimously.

    C) College of Education

1) Communication Sciences and Professional Counseling Department

    a) Bachelor of Science in Education with a Major in Speech-Language Pathology

       Request: Modify

Item was approved unanimously.

D) College of Science and Mathematics

    1) Chemistry Department

       a) Bachelor of Science with a Major in Chemistry (ACS Track, Applied Chemistry Option)

          Request: Modify

Item was approved unanimously.

    2) Computer Science Department

       a) Bachelor of Science with a Major in Computer Science

          Request: Modify

Item was tabled.

E) College of Social Sciences

    1) Sociology Department

       a) Bachelor of Science with a Major in Social and Behavioral Health

          Request: Add

Item was approved unanimously.

Information Items:

A) College of Arts and Humanities

    1) Music Department

       a) Bachelor of Music with a Major in Music Education

          Request: Deactivate

       b) Bachelor of Music with a Major in Composition

          Request: Deactivate

       c) Bachelor of Music with a Major in Performance

          Request: Deactivate

B) College of Science and Mathematics

    1) Geosciences Department

       a) Bachelor of Science with a Major in Earth Science/Secondary Education

Request: Terminate

    b) Bachelor of Arts with a Major in Geography

       Request: Terminate

    c) Bachelor of Science with a Major in Environmental Studies

       Request: Terminate

  2) Chemistry Department

    a) Bachelor of Arts with a Major in Chemistry/Secondary Education

       Request: Terminate

    b) Bachelor of Arts with a Major in Chemistry

       Request: Terminate

    c) Bachelor of Science with a Major in Environmental Science

       Request: Terminate

Committee III: Graduate Programs Committee (Matt Varga, Chair)

Action Items:

A) College of Education

  1) Early Childhood through Secondary Education

    a) ECSE 7274 Introduction to Community-Based STEM Education

       Request: Add

Item was approved unanimously.

    b) ECSE 7275 STEM Mathematics for Social Justice

       Request: Add

Item was approved unanimously.

    c) ECSE 7276 STEM Investigations through Ecojustice

       Request: Add

Item was approved unanimously.

    d) ECSE 7277 Designing Community-Based STEM Education

       Request: Add

Item was approved unanimously.

    e) SEED 6265 Instructional Strategies for Business Education in Secondary Schools

       Request: Add

Item was approved unanimously.

f) ECSE 7500 Diverse Classrooms in a Global Society

   Request: Add

Item was approved unanimously.

g) ECSE 7560 Contemporary Issues in Education

   Request: Add

Item was approved unanimously.

h) ECSE 7564 Content Area Literacy Instruction

   Request: Add

Item was approved unanimously.

i) ECSE 7566 Advanced Instructional Strategies for the 21st Century Classroom

   Request: Add

Item was approved unanimously.

j) ECSE 8562 Using Data to Meet the Needs of Diverse Learners

   Request: Add

Item was approved unanimously.

k) Master of Education with a Major in Early Childhood Education

   Request: Modify

Item was approved unanimously.

l) Master of Arts in Teaching with a Major in Teacher Education

   Request: Modify

Item was approved unanimously.

m) Specialist in Education with a Major in Early Childhood Education

   Request: Modify

Item was approved unanimously.

B) College of Arts and Humanities
   1) Music Department
      a) Master of Music

         Request: Add

Item was approved unanimously.

Information Items:

A) College of Arts and Humanities

1) Music Department
    a) Master of Music with a Major in Music Education
       Request: Deactivate
    b) Master of Music with a Major in Performance
       Request: Deactivate

Committee XII: Budget Committee (Brad Yates, Chair)
Action Item:

A) Proposal on Post-Tenure Review Incentive Program for Associate and Full Professors:

> *A one-time $2,000 strategic allocation will be made to respective departments and earmarked for each associate and full professor who earns a stellar post-tenure review in FY17, effective July 1, 2017, not retroactive. The allocation must be spent in the fiscal year (FY18) it is funded and follow all E&G (Educational and General) guidelines and lapsable fund policies. Additionally, the request beyond this implementation is that through the Faculty Senate governance process a review of PTR processes will begin over the next academic year.*

Request: Approve

Item was approved unanimously.

5. Old Business

6. New Business

7. Announcements
    A) Dr. Farmer called for nominations of chair-elect and Parliamentarian. She asked that people email nominations to her or contact her via campus phone.
    B) Dr. Jenks spoke about the Education Advisory Board's Student Success Collaborative Project (EAB SSC). The Provost's office and Advising Center will conduct EAB SSC campus training sessions for all Faculty, Deans, Department Chairs, Coordinators, and Program Directors. While attendance is not compulsory, it is strongly suggested that all attend with their program group. The invitation has been sent, and, after Chairs and Deans coordinate their groups, faculty will be invited to a session that introduces the Institutional Reports section of their program(s).

8. Adjournment

A) Dr. Farmer adjourned the meeting at 4:08 p.m.

Respectfully Submitted,

Dr. Angela Insenga

Associate Professor of English

Secretary for the General Faculty and Faculty Senate

Addendum II: UPC

Attachments

Current File: HIST4310comparativeslaveryandemancipation (1).docx

Originator

History Department
Department

Vasconcellos, Colleen
Originator

What would you like to do?

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

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

HIST
Prefix

4310
Number

Comparative Slavery and Emancipation
Course Title

This course takes a comparative approach to the history of trans-Atlantic slavery and emancipation as it developed in different regions and social contexts in the Atlantic World from the 15th through 19th centuries.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Fall - 2017
Effective Term

Other
Frequency

Letter Grade
Grading

College of Arts and Humanities
College

Shared Governance Process

Senate Action Item   (See Procedure)

HIST 1111 or HIST 1112, HIST 2111 or HIST 2112

Corequisites

Rationale

Not only does this course enrich students' understanding of the history of slavery, but it will also help them explore contemporary issues like race and identity as well. Each time that I have taught the course it has been well received, and it has made enrollment every time. This versatile course fulfills one of our major requirements for a course in US, European, or World History, a course requirement for the Africana Studies Program and minor, as well as meeting Secondary Education certification requirements for cultural diversity. Furthermore, the course serves as a nice supplement to HIST 3362: African American History to 1865 by providing an examination of the themes of that course through an Atlantic World perspective. By adding this course to our course catalog, I feel that it serves as an important contribution to our program and curriculum.

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: HIST4310comparativeslaveryandemancipation (1).docx

College Approvals

Pauline Gagnon [APPROVED 2017-02-10]

Dean, College of Arts and Humanities

Steve Goodson [APPROVED 2017-01-27]

Chair, Course Department

Other Approvals

Cale Self [APPROVED 2017-02-17]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Proposal for HIST 4310: Comparative Slavery and Emancipation
Colleen Vasconcellos, Associate Professor of Atlantic History, UWG

Prerequisites: HIST 1111 or 1112, HIST 2111 or 2112

I would like to propose adding HIST 4310: Comparative Slavery and Emancipation to the course catalog. Not only does this course enrich students' understanding of the history of slavery, but it will also help them explore contemporary issues like race and identity as well. Each time that I have taught the course it has been well received, and it has made enrollment every time. This versatile course fulfills one of our major requirements for a course in US, European, or World History, a course requirement for the Africana Studies Program and minor, as well as meeting Secondary Education certification requirements for cultural diversity. Furthermore, the course serves as a nice supplement to HIST 3362: African American History to 1865 by providing an examination of the themes of that course through an Atlantic World perspective. By adding this course to our course catalog, I feel that it serves as an important contribution to our program and curriculum.

History 4310: Comparative Slavery and Emancipation

Instructor: Dr. Colleen A. Vasconcellos
Office Hours: TBA
Office: TLC 3208   Phone: 678-839-6032
Email: cvasconc@westga.edu (email preferred)

Course Objectives:
The Atlantic World is a vibrant mixture of ethnicities, classes, and cultures in continuous struggle to forge new national identities. Throughout the course of this semester, we will see how the processes of colonial exploitation, the formation of plantation societies, the enforcement of slavery, and the development of the abolitionist movement shaped these struggles. By approaching this topic from a comparative perspective, we will be able understand Atlantic World slavery from a broader perspective.

Learning Objectives:
At the end of this course, students should be able to:
*demonstrate an understanding of the history of Atlantic World slavery and the emancipation movements throughout the region;
*analyze primary and secondary sources for their historical content and interpretations
*craft persuasive written arguments based on evidence and historical research
*think historically

Textbooks: (available in the bookstore—eReader versions accepted if available)
1. Philip Curtin, *The Rise and Fall of the Plantation Complex*
2. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World.*
3. Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano*
4. Frederick Douglass. *Narrative of the Life of Frederick Douglass.*
5. Sue Peabody and Keila Grinberg, *Slavery, Freedom, and the Law in the Atlantic World.*
6. See syllabus for additional weekly readings

Course Requirements and Evaluation
The course will be evaluated on a ten point scale. Emphasis will be on clarity of ideas, extent of research, reading, writing, analytical skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. Grade calculations are as follows

Exams 20 %	Formal Research Paper 30%
Review Papers 30%	Class Participation 20%

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and I am happy to do so at any time.
Special Note

Students, please carefully review the following information at this link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Exams: 20%
You will have two essay exams over the course of the term, with each exam consisting of 10% of your final grade. Students who miss the exam, must supply a properly documented excuse in order to make-up the exam.

Formal Research Paper: 30%
Each student will write a formal 8-10 page research paper on any topic of their choosing relating to the themes of this course to be turned in at the end of the semester. Please see courseden for paper guidelines.

Review Papers 30%:
Rather than write a more traditional book review on the Equiano and Douglass books, you will instead write a 5-page review paper on each of these books that follows a certain list of questions provided by me well ahead of the due date of each paper. Each paper is worth 15% of your grade.

Class Participation: 20%
Although there will be class lectures throughout the semester, the majority of the course will be a seminar where each student is expected to participate actively in and at times carry the course of the conversation. All reading assignments must be completed before the start of class, so that you will be ready to engage in class discussion, debate, and analysis. Class participation is not attendance, but actual participation in the class discussion of the day. While you are expected to speak up in class and ask questions, you are also expected to respect your fellow students' opinions. I will not tolerate disrespect of any kind, and you will be asked to leave. If disruptive behavior continues, you will be asked to leave for the remainder of the course, and you will not be allowed to finish any assignments or take any exams that follow. In other words, you will fail the course.

Extra Credit: There will be no extra credit offered in this class

Class Policies

Cell Phones: TURN THEM OFF!!!!! I'm serious. I don't want to hear it, see it, even know that it exists. If you need them on for emergency purposes, please set the ring to vibrate only. If I hear a phone ring, you will be asked to leave the class, and don't even let me catch you talking on it. If you are caught talking on the phone in class (even checking voice mail) you will not be allowed to return to class.

Attendance and Tardiness:
I will not be taking attendance in this class. You are all adults. Please keep in mind, however, that excessive absence will affect your class participation grade. If you aren't here, then you can't participate in the class discussion. Excessive lateness is disruptive to the class, affecting your fellow students as well as me. If for any reason, you need to leave class early, please let me know ahead of time. In short, come on time and stay for the whole class. If you miss class, I suggest you borrow notes from a classmate. My notes are not available.

Academic Honesty:
I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class, and any student found guilty will automatically receive a failing grade for the course. Your reaction papers will be written in your own words, and will not consist of information found on the internet or from any outside source. If you plagiarize a reaction paper, you will receive no credit for that paper and you will be ejected from the course. I will also recommend that UWG administration take action as well.

<div align="center">
Tentative Course Outline and Readings Assignments
PLEASE NOTE THAT A WEEK HAS BEEN BUILT INTO THIS SYLLABUS FOR THANKSGIVING BREAK OR SPRING BREAK
SP=Sue Peabody; PC=Philip Curtin; DBD=David Brion Davis
</div>

Week 1: Pre-Colonial Slavery
Tuesday: Introduction and Brief Overview to the Course
Thursday: Old World Slavery—Readings: DBD=CH 2; PC=CH 1; SP=178-182

Week 2: The Emergence of a Colonial Order
Tuesday: The Shaping of a Colonial Society—Readings: PC=CH 2 and 4-5
Thursday: The Rise of Slavery in the New World—Readings: DBD=CH 3; PC= CH 7-8

Week 3: The Slave Trade and the Rise of Abolitionist Sentiment
Tuesday: The Middle Passage and the Triangular Trade—Readings: DBD=CH 4;
        PC=CH 3 and 9
Thursday: The Rise of Abolitionist Sentiment and the Ending of the Slave Trade—
        Readings: SP=68-74, 79-80, 148-150; Eric Williams, "Slavery, Industrialization, and
        Abolition" (see courseden); David Brion Davis, "Morality, Economics, and Abolition,"
        (see courseden)

Week 4: Why Abolition?
Tuesday: The Enlightenment and the Atlantic World—Readings: Core Ideals of the
        Enlightenment; Thomas Paine, "African Slavery in America"; Selection from Thomas
        Jefferson's *Notes on the State of Virginia*
Thursday: **Equiano Paper Due—discussion of Equiano**

Week 5: Comparing Atlantic World Slavery
Tuesday: Latin America and the Caribbean—Readings: DBD=CH 5; SP=31-36,102-116,
        134-148, 150-156

Thursday: North America –Readings: DBD=CH 6; SP=74-79

Week 6: Slave Life—Taking a Closer Look
Tuesday: Gender and Family—Readings: Marie Jenkins Schwartz, "Family Life in the
      Slave Quarters" (see courseden); Alvin Thompson "Enslaved Children in Berbice, with
      Special Reference to the Government Slaves, 1803-31" (see courseden)
Thursday: Ethnicity and African Cultural Identity—Readings: Joseph Holloway, "What
      Africa Has Given America" (see courseden); Colin Palmer "From Africa to the
      Americas" (see courseden) **(Research Paper topics and bibliographies due)**

Week 7: Resistance and Rebellion
Tuesday: Slave Resistance and Early Abolitionists—Readings: DBD=CH 11, SP=65-
      67; Runaway Slave Advertisements from Virginia Newspapers (we'll discuss in class, but
      look these over before coming)
Thursday: Atlantic Revolutions and Their Impact—Readings: DBD=CH 7-8; PC=11-12

Week 8: Free People of Color in the Age of Slavery
Tuesday: Readings: SP=36-51, 45-56; Laura Foner, "The Free People of Color in
      Louisiana and St. Domingue" (see courseden); Kathryn Dungy, "Live and Let Live:
      Native and Immigrant Free People of Color in Early Nineteenth Century Puerto Rico"
      (see courseden)
Thursday: MID TERM—BRING A BLUE BOOK

Week 9: Progress?
Tuesday: British and French Abolition—Readings: DBD=CH 12, SP=5-14, 57-64, 68-74
Thursday: Case Study: The Second Slavery in Cuba—Readings: SP=124-133

Week10: North American Abolitionists and Their Impact
Tuesday, Mar 13: The Defense of Slavery—Readings: DBD=CH 9, 13
Thursday, Mar 15: The politics of slavery in the US—Readings: DBD=CH 1, 14; SP=81-95

Week 11: War and Freedom
Tuesday: **Honors Day—No Class**
Thursday: American Emancipation—Readings: DBD=CH 15; SP=10-15, 95-101

Week 12: Case Study: Black Abolitionists
Tuesday: **Discuss Douglass' *Narrative*--Frederick Douglass paper due**
Thursday: Research Paper Check-In

Week 13: Emancipation in Latin America
Tuesday, Apr 10: Spanish Abolition & Ending Slavery in Brazil—Readings: PC=CH 14,
      SP=15-24, 117-123, 156-166
Thursday, Apr 12: Comparing Post Emancipation Societies—Readings: SP=24-28, 167-177;
      Rebecca Scott, "The Boundaries of Freedom: Post-Emancipation Society in Cuba,
      Louisiana, and Brazil (see courseden)

Week 14: An End to Slavery in the Atlantic World?
Tuesday: Evaluating the Abolitionists—Readings: DBD=Epilogue; PC=CH 13
Thursday: Legacies of Slavery—Readings: PC="Retrospect"; Edward Rossiter "The
    Abolition of Slavery in the Western Hemisphere" (see courseden)

Week 15: Class Presentations

FINAL EXAM: SEE THE SCOOP FOR DATES AND TIMES

Program View (Read-Only)

Attachments
Current File: _CSS Submission BSED SLP Adm-GPA-POS Revisions 10.6.16.pdf_

Originator

College of Education	Communication Sciences and Professional Counseling	Parrish, Mark
College	Department	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 Education
College

Bachelor of Science in Education with a Major in Speech-Language Pathology
Existing Program (as shown in the DMA)

Bachelor of Science in Education with a Major in Speech-Language Pathology
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

On Campus	Fall	2017	Undergraduate
Program Location	Effective Semester/Year		Degree Level

Modification Details

In the B.S. in Education with a major in Speech-Language Pathology program, the following modifications are requested:

(1) Establish the minimum GPA admission requirement of 3.25;

(2) Remove the "Admission to Teacher Education" requirement from the admission requirements;

(3) Modify the current "core curriculum" requirements in Area F for ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations; and

(4) Replace SPED 4710 with SPED 4709 in Concentration area.

(Max 4000 characters)

Rationale

(1) GPA Modification: The B.S. in Education with a major in Speech-Language Pathology program requires entry at the junior level (3rd year) and requires the completion of an additional 60 semester hours of specific courses which are focused on speech-language pathology and related curriculum. Certification/licensure as a Speech-Language Pathologist requires an accredited master's degree and national certification in order to work as a clinical practitioner in the State of Georgia, and in most states. The current minimum GPA (grade point average) requirement for admission into the B.S. in Education with a major in Speech-Language Pathology program is 2.7. Analysis of program level assessment over the past 3 years indicates that students who successfully complete the B.S.Ed. program, and subsequently qualify for admission into the UWG graduate-level Speech-Language Pathology program (and other graduate programs) have a graduating undergraduate GPA in excess of 3.5. In order to support our students' success in completing the B.S.Ed. program at a sufficient GPA for subsequent admission into the UWG or another related graduate program, it is requested that the minimum admission requirement be established at the level of 3.25 or above;

(2) Removal of Admission to Teacher Education: The program no longer leads to certification in "teacher education (it once led to provisional certification)," so meeting teacher education admission requirements no longer applies;

(3) Modification to Core Curriculum (Area F): In order to comply with the requirements for admission into a "graduate, certification program" for Speech Language Pathology certification, undergraduate SLP programs must meet academic requirements in math and sciences, which are consistent with standards set by the American Speech-Language-Hearing Association (ASHA), which are accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA). Currently, ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations are indicated as "core requirements" in the plan of study. In order to meet the ASHA/CAA academic requirements, the advisors must substitute BIOL 1010 Fundamentals of Biology, CHEM 1100 Introductory Chemistry, and MATH 2063 Introductory Statistics for the courses on the current Plan of Study. This requested revision to the Plan of Study simply formalizes the current practice and establishes clear core requirements for the "Bachelor of Science in Education with a Major in Speech Language Pathology" degree.

Courses in the "Current" Plan of Study	Courses in the "Proposed" Plan of Study
ISCI 2001 Life/Earth Science	BIOL 1010 Fundamentals of Biology
ISCI 2002 Physical Science	CHEM 1100 Introductory Chemistry
MATH 2008 Foundation of Numbers and Operations	MATH 2063 Introductory Statistics

(4) SPED 4710 Ethics, Policies, and Procedures in Special Education was originally developed

(Max 4000 characters)

Attachments
Current File: _CSS Submission BSED SLP Adm-GPA-POS Revisions 10.6.16.pdf_

SAGSGOG Substantive Change
Please review the Policy Summary and Decision Matrix
Send questions to 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

(1) Establish the minimum GPA admission requirement of 3.25;

(2) Remove the "Admission to Teacher Education" requirement from the admission requirements;

(3) Modify the current "core curriculum" requirements in Area F for ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations; and

(4) Replace SPED 4710 with SPED 4709 in Concentration area.

(Max 4000 characters)

College Approvals

Mark Parrish   [APPROVED 2016-10-18]
Chair, Course Department

Laura Smith   [APPROVED 2016-10-20]
Associate Dean, College of Education

Other Approvals

Cale Self   [APPROVED 2017-02-13]
Chair, Undergraduate Programs Committee

Julia Farmer   [APPROVED 2017-02-16]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

Program Modification Request

Proposed Program Modification:

In the B.S. in Education with a major in Speech-Language Pathology program, the following modifications are requested:

(1) Establish the minimum GPA admission requirement of 3.25;

(2) Remove the "Admission to Teacher Education" requirement from the admission requirements; and

(3) Modify the current "core curriculum" requirements in Area F for ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations.

(4) Replace SPED 4710 with SPED 4709 in Concentration area.

Rationale:

(1) GPA Modification: The B.S. in Education with a major in Speech-Language Pathology program requires entry at the junior level (3rd year) and requires the completion of an additional 60 semester hours of specific courses which are focused on speech-language pathology and related curriculum. Certification/licensure as a Speech-Language Pathologist requires an accredited master's degree and national certification in order to work as a clinical practitioner in the State of Georgia, and in most states. The current minimum GPA (grade point average) requirement for admission into the B.S. in Education with a major in Speech-Language Pathology program is 2.7. Analysis of program level assessment over the past 3 years indicates that students who successfully complete the B.S.Ed. program, and subsequently qualify for admission into the UWG graduate-level Speech-Language Pathology program (and other graduate programs) have a graduating undergraduate GPA in excess of 3.5. In order to support our students' success in completing the B.S.Ed. program at a sufficient GPA for subsequent admission into the UWG or another related graduate program, it is requested that the minimum admission requirement be established at the level of 3.25 or above;

(2) Removal of Admission to Teacher Education: The program no longer leads to certification in "teacher education (it once led to provisional certification)," so meeting teacher education admission requirements no longer applies;

(3) Modification to Core Curriculum (Area F.): In order to comply with the requirements for admission into a "graduate, certification program" for Speech Language Pathology certification, undergraduate SLP programs must meet academic requirements in math and sciences, which are consistent with standards set by the American Speech-Language-Hearing Association (ASHA), which are accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA). Currently, ISCI 2001 Life/Earth Science, ISCI 2002 Physical Science, and MATH 2008 Foundation of Numbers and Operations are indicated as "core requirements" in the plan of study. In order to meet the ASHA/CAA academic requirements, the advisors must substitute BIOL 1010 Fundamentals of Biology, CHEM 1100 Introductory Chemistry, and MATH 2063 Introductory Statistics for the courses on the current Plan of Study. This requested revision to the Plan of Study simply formalizes the current practice and establishes clear core requirements for the "Bachelor of Science in Education with a Major in Speech Language Pathology" degree.

Courses in the "Current" Plan of Study	Courses in the "Proposed" Plan of Study
ISCI 2001 Life/Earth Science	BIOL 1010 Fundamentals of Biology
ISCI 2002 Physical Science	CHEM 1100 Introductory Chemistry
MATH 2008 Foundation of Numbers and Operations	MATH 2063 Introductory Statistics

(4) SPED 4710 Ethics, Policies, and Procedures in Special Education was originally developed specifically for the Speech-Language Pathology undergraduate students to meet their special education requirements, however, it has been determined that replacing SPED 4710 with SPED 4709 Special Education Policies, and Procedures in the Concentration area meets these requirements and better supports the resources of the Special Education program area.

Appendix A
BACHELOR OF SCIENCE IN EDUCATION (CURRENT)
SPECIAL EDUCATION: SPEECH-LANGUAGE PATHOLOGY
(A Non-Certification Program)
Plan of Study

Name: _____   SID #: _____

CORE CURRICULUM	Hrs	Gr	Sub	PROFESSIONAL	Hrs.
A. Essential Skills	9			CONTENT SPECIALIZATION A, B	45
1. ENGL 1101 English Composition I	3			SLPA 3701 Introduction to Communication Disorders	3
2. ENGL 1102 English Composition II	3			SLPA 3702 Speech & Language Acquisition	3
3. MATH 1111 College Algebra (Recommended)	3			SLPA 3703 Phonetics	3
B. Institutional Priorities	5			SLPA 3704 Anatomy & Physiology of Speech & Hearing	3
1. COMM 1110 Public Speaking (Recommended)	3			SLPA 3705 Speech & Hearing Science	3
2. Any approved elective	2			SLPA 3760 Articulation & Phonological Disorders	3
C. Humanities/Arts	6			SLPA 3790 Introduction to Clinical Practicum: Observation	3
1. Any Area C1 elective	3			SLPA 4701 Language Disorders in Children	3
2. Any Area C2 elective	3			SLPA 4703 Intro to Audiology	3
D. Science, Math, Technology	10			SLPA 4704 Introduction to Manual Communication	3
1. Lab Science	4			SLPA 4720 Intro to Assessment of S-L Disorders	3
2. Non-Lab or Lab Science	3			SLPA 4721 Intro to Neurological Comm. Disorders	3
3. Any Area D2 elective	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
A course in Biology and a course in Physical Science are recommended for D1 & D2.				SLPA 4724 Counseling Issues in Communication Disorders	3
				SLPA 4784 Professional Practices Seminar in Communication Disorders C	3
E. Social Sciences	12				
1. HIST 1111 or 1112 Civilization I or II	3			CONCENTRATION A, B	15
2. HIST 2111 or 2112 US History I or II	3			CEPD 4101 Educational Psychology	3
3. POLS 1101 American Government	3			MEDT 3401 Integrating Tech into the Curriculum	3
4. PSYC 1101 or SOCI 1101 (Recommended)	3			SPED 3713 Intro to Special Educ & Mild Disabilities	4
				SPED 3714 Behavior and Classroom Management	3
F. Program Related Courses A	18			SPED 4710 Ethics, Policies, and Procedures in Special Education	2
1. ISCI 2001 Life/Earth Science	3				
2. ISCI 2002 Physical Science	3				
3 Math 2008 Foundation of Numbers and Operations	3				
4. EDUC 2110 Investigating Critical & Contemporary Issues in Educ	3				
5. EDUC 2120 Exploring Sociocultural Perspectives on Diversity	3				
6. EDUC 2130 Exploring Learning and Teaching	3				
PHYSICAL EDUCATION	3			TOTAL PROFESSIONAL EDUCATION	60
Personal Wellness	2			TOTAL CORE	60
PWLA Activity Course	1			TOTAL PROGRAM	123*

☐ Yes ☐ No Principles of biological sciences met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of physical sciences met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of mathematics met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of soc/behav sciences met through core curriculum: Course #_____ Date_____

Program Notes
A A grade of C or better is required in courses in these sections. B Admission to teacher education program required before enrolling in these approved by advisor. C The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 2.7 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools. (Fall 2008)

Appendix B
BACHELOR OF SCIENCE IN EDUCATION (PROPOSED)
SPEECH-LANGUAGE PATHOLOGY (A Non-Certification Program)
Plan of Study

Name: _____   SID #: _____

CORE CURRICULUM	Hrs	Gr	Sub	PROFESSIONAL	Hrs.
A. Essential Skills	9			CONTENT SPECIALIZATION^	45
1. ENGL 1101 English Composition I	3			SLPA 3701 Introduction to Communication	3
2. ENGL 1102 English Composition II	3			SLPA 3702 Speech & Language Acquisition	3
3. MATH 1001 Quantitative Skills and Reasoning (Recommended)	3			SLPA 3703 Phonetics	3
B. Institutional Priorities	5			SLPA 3704 Anatomy & Physiology of Speech & Hearing	3
1. COMM 1110 Public Speaking (Recommended)	3			SLPA 3705 Speech & Hearing Science	3
2. Any approved elective	2			SLPA 3760 Articulation & Phonological Disorders	3
C. Humanities/Arts	6			SLPA 3790 Introduction to Clinical Practicum: Observation	3
1. Any Area C1 elective	3			SLPA 4701 Language Disorders in Children	3
2. Any Area C2 elective	3			SLPA 4703 Intro to Audiology	3
D. Science, Math, Technology	10			SLPA 4704 Introduction to Manual	3
1. Lab Science	4			SLPA 4720 Intro to Assessment of S-L Disorders	3
2. Non-Lab or Lab Science	3			SLPA 4721 Intro to Neurological Comm. Disorders	3
3. Any Area D2 elective	3			SLPA 4722 Multicultural Perspectives in Communication Disorders	3
A course in Biology and a course in Physical Science are recommended for D1 & D2.				SLPA 4724 Counseling Issues in Communication Disorders	3
				SLPA 4784 Professional Practices Seminar in Communication Disorders	3
E. Social Sciences	12				
1. HIST 1111 or 1112 Civilization I or II	3			CONCENTRATION^	15
2. HIST 2111 or 2112 US History I or II	3			CEPD 4101 Educational Psychology	3
3. POLS 1101 American Government	3			MEDT 3401 Integrating Tech into the Curriculum	3
4. PSYC 1101 or SOCI 1101 (Recommended)	3			SPED 3713 Intro to Special Educ & Mild	3
				SPED 3714 Behavior and Classroom Management	3
F. Program Related Courses A	18			SPED 4709 Special Education Policies, and Procedures	3
1. BIOL 1010 Fundamentals of Biology	3				
2. CHEM 1100 Introductory Chemistry	3				
3 MATH 2063 Introductory Statistics	3				
4. EDUC 2110 Investigating Critical & Contemporary	3				
5. EDUC 2120 Exploring Sociocultural Perspectives on Diversity	3				
6. EDUC 2130 Exploring Learning and Teaching	3				
PHYSICAL EDUCATION	3			TOTAL PROFESSIONAL EDUCATION	60
PWLA 1600 Personal Wellness	2			TOTAL CORE	60
PWLA Activity Course	1			TOTAL PROGRAM	123ᵃ

☐ Yes ☐ No Principles of biological sciences met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of physical sciences met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of mathematics met through core curriculum: Course #_____ Date_____
☐ Yes ☐ No Principles of soc/behav sciences met through core curriculum: Course #_____ Date_____

Program Notes
A A grade of C or better is required in courses in these sections. B The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Substitutions must be approved by advisor. Students must maintain a GPA of 3.25 throughout program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools. (Fall 2017)

_____   _____
Student Signature/Date   Advisor Signature/Date

Attachments

Current File: PHED 3401 Syllabi.docx

Originator

College of Education
College

Mosier, Brian
Originator

Sport Management, Wellness, and Pt
Department

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

PHED   3401   Integrating Technology into Health and Physical Educat
Prefix   Number   Course Title

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modem and Emerging Technologies into Instructional Practice, (3) Classroom Management in the Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in the course. Requires a minimum of 9 hours of upper education course work.

Course Catalog Description

3   3   Summer - 2017   Every Term   Letter Grade
Lec Hrs   Lab Hrs   Credit Hrs   Effective Term   Frequency   Grading

Prerequisites

Teacher Education Admission TE and (MEDT 2401 Minimum Grade: C or CISM 2201 Minimum Grade:
C or CS 1030 Minimum Grade: C or GEOL 2002 Minimum Grade: C or CS 1000 Minimum Grade: C or
CS 1020 Minimum Grade: C)

Corequisites

Rationale

Modify Prerequisites: This course is being modified to delete all prerequisites. Given the increased use of information technologies in schools and in society in general, the vast majority of students have already acquired the basic technology skills covered in MEDT 2401. Students can be successful in PHED 3401 without having taken MEDT 2401 or its equivalent. Department chairs in CISM, CS, and GEOL have been notified of this request for modification. Further, this course is an option for the new CMWL major (non-teacher education).

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: PHED 3401 Syllabi.docx

College Approvals

Laura Smith [APPROVED 2016-03-17]
Associate Dean, College of Education

Brian Mosier [APPROVED 2016-03-07]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2017-02-17]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

PHED 3401 (N01)

Integrating Technology into Health & Physical Education

Semester Hours	3
Semester/ Year:	Summer 2014
Instructors:	Dr. Brian Mosier
Office Location:	2033 Coliseum
Office Hours:	TBA
Telephone:	O: (678) 839-5424
E-mail:	bmosier@westga.edu
User Names:	UP – Brian Mosier Mapmyrun – Brian Mosier
Fax:	678-839-6195
Communication:	The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. This course will utilize the use of D2L. Be sure to access this daily for course information and assignments.

COURSE DESCRIPTION:

Prerequisite(s): MEDT 2401 or equivalent, admission to teacher education, and a minimum of 9 hours of upper education course work.

Hands-on technology integration techniques are provided scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in Classrooms, Gymnasiums, Computer Labs, and 21st Century Learning Environments, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive,

empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (e.g., NASPE, NCATE, etc.) also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process.
   (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);

2. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management.
   (Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);

3. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills.
   (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);

4. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in health and physical education at the appropriate grade level.
   (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV,V, VI);

5. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio.
   (Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);

6. complete a group project showcasing technology integration in the achievement of curricular objectives.

(Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and

7. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.
>   (Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

No text is required for this course. In addition, students should **purchase or check out an activity monitor and download imapmyrun by May 5, 2013. Owning a smart device is highly recommended!**

Print References:

Ball, A. (2004). *Help-there's a computer in my classroom! A very practical guide for teachers.* London, UK: David Fulton Publishers.

Bitter, G., & Pierson, M. (2004). *Using technology in the classroom* (6th ed.). Boston, MA: Allyn & Bacon.

Bryant, D. P., & Bryant, B. R. (2003). *Assistive technology for people with disabilities.* Boston: Allyn and Bacon.

Buckenmeyer, J. (2005). *No computer left behind: Getting teachers on board with technology.* Retrieved June 21, 2006, from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper Archives/NECC_2005/Buckenmeyer-Janet-NECC05.pdf

Coppola, E. (2005). *Powering up: Supporting constructivist teaching with technology.* Retrieved June 21, 2006 from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper Archives/NECC_2005/Coppola-Eileen-NECC05.pdf

Dwyer, D., Ringstaff, C., Sandholtz, J. (1991). Changes in teachers' beliefs and practices in technology-rich classrooms. [Electronic version]. *Educational Leadership,* 48(8), 45-52.

Forcier, R. C., & Descy, D. E. (2005). *The computer as an educational tool: Productivity and problem solving* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning.* (4th ed.). Boston, MA: Houghton Mifflin.

Iverson, K. M. (2005). *E-learning games.* Upper Saddle River, NJ: Prentice Hall.

Kay, K., & Honey, M. (2005). Beyond technology competency: A vision of information communication technology literacy to prepare students for the 21st century. Retrieved June 21, 2006, from http://www.edvantia.org/publications/index1.cfm?&section=publications&area=publications&id=657

Kuder, S. J. (2003). *Teaching students with language and communication disabilities* (2nd ed.). Boston, MA: Allyn & Bacon.

Lai, K. (Ed.). (2005). *E-learning communities teaching and learning with the web.* Dunedin, New Zealand: University of Otago Press.

Lever-Duffy, J., McDonald, J. B., & Mizel, A. P. (2005). *Teaching and learning with technology* (2nd ed.). Boston, MA: Pearson Education, Inc.

Morrison, G. R. & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

November, Alan. (1997). Magic links: Changing the focus of technology planning. *Learning and Leading with Technology,* 24, 54-56.

Olson, D. H., & Deruyter, F. (Eds.). (2001). *Clinician's guide to assistive technology.* St. Louis, MO: C.V. Mosby.

Orey, M., McClendon, J., & Branch, R. M. (Eds.). (2005). *Educational media and technology yearbook.* Westport, CN: Libraries Unlimited.

Reksten, L. E. (2000). *Using educational technology to increase student learning.* Thousand Oaks, CA: Sage Publications Co.

Roblyer, M. D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Shelly, G. B, Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2006). *Integrating technology and digital media in the classroom.* Boston, MA: Thomson Course Technology.

Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning.* Upper Saddle River, NJ: Pearson Education, Inc.

Staudt, C. (2005). *Changing how we teach and learn with handheld computers.* Thousand Oaks, CA: Corwin Press.

United States Congress, Office of Technology Assessment. (1995). *Teachers & technology: Making the connection.* Washington, D.C.: Office of Technology Assessment. Retrieved April 7, 2006, from http://chiron.galileo.gsu.edu/GPOMonthlyCatalog:Citation.html

Whitaker, L. (February 1995). Aim straight at the curriculum. *Electronic school.* Retrieved April 7, 2006, from http://www.electronic-school.com/whitaker.html

Wiske, M. S., Rennebohm, F., & Breit, L. (2005). *Teaching for understanding with technology.* San Francisco, CA: Wiley Imprint.

Internet Resources:

- PECentral: http://www.pecentral.com
- Kids Health: http://www.kidshealth.com
- High Plains Regional Technology in Education Consortium: http://www.hprtec.org
- Georgia Public Broadcasting: http://www.gpb.org
- Galileo- Georgia's Virtual Library: http://www.galileo.usg.edu
- Marco polo- Internet Content for the Classroom: http://www.marcopolo-education.org/home.aspx
- Discovery Educator Network: http://www.discoveryeducatornetwork.com/
- Georgia Department of Education: http://www.doe.k12.ga.us
- Georgia Online Assessment System: http://info.georgiaoas.org/
- National Technology Standards for Teachers: http://cnets.iste.org/teachers/t_stands.html
- National Technology Standards for Students: http://cnets.iste.org/students/s_stands.html
- National Technology Standards for Administrators: http://cnets.iste.org/tssa/
- Georgia Technology Standards for Students: http://www.georgiastandards.org

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Activities and Assessments:

1. **Student Work:**

   A. **Microsoft Applications: Students will develop and submit each of the following (Course Objectives 2 & 3):**
   Word document on sport of choice (1); Flyer (1); Brochure (1); Newsletter (1);
   Calendar (1); Certificate (1)
   Introduction Slide deck (i.e. PPT, Sliderocket, Prezi, etc.) on Sepak Takraw
   Interactive (physical activity) slide deck
   Interactive Slide deck Content-Related Game (cognitive)

   B. **Cardiovascular and Skill-based (Course Objectives 2, 3, & 7):** Activities: Students will use specific apps (UP, mapmyrun, coachmyvideo, etc.) and log progression of fitness and skill based activities.

   C. **Blog (Course Objectives 1, 2):**
   Create a blog for a public school health/physical education program (choose ES,MS, or HS)

   D. **Movie Maker (Course Objectives 2, 3, & 6):**
   Students will develop and submit a 3-5 minute promotional video on a physical activity of choice

   E. **Planning and Peer Teaching (Course Objectives 4, 5, & 7):**
   Students will be required to plan and teach 1 technology-enhanced lesson. The lesson will be taught to student peers during the semester. Students will be placed into a teaching group. All lesson plans are due 24 hours before the teaching experience. A one-page reflection is due the day following the peer teach **(This class is scheduled on May 19th).**

   F. **Course Wiki (Course Objectives 2 & 3):**
   All work must be placed into a course wiki to be evaluated by the instructor. The wiki displays the student's work during the semester in an electronic format that meets the state technology requirements. Students must include all materials completed throughout the semester. It is recommended that a copy of the work is kept by the student on a storage device (i.e., CD, flash drive, etc.).

2. **Evaluation Procedures**

As required by State Law 1187, completion of this course or another approved Professional Standards Course is necessary for initial certification as a Georgia teacher. Students not meeting the Special Technology Requirement will not receive certification to teach.

Assignment	Points	Assessment Tools	Due Date
Electronic Wiki	10	Rubric	May 5
Slide Show: Sepak Takraw	10	Rubric	May 9
Flyer	10	Rubric	May 9
Certificate	10	Rubric	May 9
Calendar	10	Rubric	May 9
Newsletter	10	Rubric	May 9
Brochure	10	Rubric	May 9
Interactive (physical activity) slide deck	15	Rubric	May 13
Interactive Slide deck Content-Related Game (cognitive)	15	Rubric	May 13
Technology Enhanced Lesson Plan	20	Rubric	May 18
Technology Enhanced Teaching	20	Rubric	May 19
Peer Teaching Reflection	10	Rubric	May 20
Technology-based Activity Log (UP,mapmyrun)	20	Rubric	May 21
Coachmyvideo Skill-Based Assignment	20	Rubric	May 21
Blog	20	Rubric	May 21
Multimedia presentation	20	Rubric	May 21
Discussion Board Posts	20	Checklist	Throughout Semester
TOTAL	**250**		

Grading

A = 225-250 points   90-100%
B = 200-225 points   80-89%
C = 175-200 points   70-79%
D = 150-175 points   60-69%
F = less than 150 points   less than 60%

> Note: A grade of C or better must be earned in this course for continuation in the program

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: All face-to-face classes are mandatory. Ten % points will be deducted from the overall grade for each unexcused absence. Students are expected to arrive on time to each meeting. Tardiness to class will result in ½ absence or 5% of the overall grade.

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

Extra Credit: No extra credit is provided in this course.

Late Work: All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

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All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program. Specifically, in order for students to continue in the program and to student teach, student disposition evaluations must be as follows:
- Fall Junior Block, no more than 2 U or E marks;
- Spring Junior Block , no more than 1 U or E mark; and
- Fall Senior Block, no U or E marks.

Students are expected to display writing skills indicative of upper level collegiate work. Therefore, all assignments will be graded with spelling and grammar taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

CLASS OUTLINE

Tentative Outline	Assignments Due/Checklist
Week 1	☐ Join Wiki ☐ Check out Jawbone ☐ Microsoft Office assignments ☐ Checkout equipment ☐ DB – Online PE
Week 2	☐ Interactive slideshows ☐ DB – effective use of apps
Week 3	☐ Lesson plan ☐ Peer teachings ☐ Peer teach reflection ☐ Blog ☐ DB – Social Networking (Pinterest) ☐ Multimedia presentation ☐ DB – multimedia presentations ☐ Activity log and skill analysis

DB-Discussion Board

NEW SYLLABUS

PHED 3401 (N01)

Integrating Technology into Health & Physical Education

Semester Hours	3
Semester/ Year:	Summer 2014
Instructors:	Dr. Brian Mosier
Office Location:	2033 Coliseum
Office Hours:	TBA
Telephone:	O: (678) 839-5424
E-mail:	bmosier@westga.edu
User Names:	UP – Brian Mosier Mapmyrun – Brian Mosier
Fax:	678-839-6195
Communication:	The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. This course will utilize the use of D2L. Be sure to access this daily for course information and assignments.

COURSE DESCRIPTION:

Prerequisite(s) – No prerequisites

Hands-on technology integration techniques are provided scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in Classrooms, Gymnasiums, Computer Labs, and 21st Century Learning Environments, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry

[decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (e.g., NASPE, NCATE, etc.) also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

8. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process.
   (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);

9. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management.
   (Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);

10. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills.
    (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);

11. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in health and physical education at the appropriate grade level.
    (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV,V, VI);

12. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio.
    (Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);

13. complete a group project showcasing technology integration in the achievement of curricular objectives. (Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and

14. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.
(Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

No text is required for this course. In addition, students should **purchase or check out an activity monitor and download imapmyrun by May 5, 2013. Owning a smart device is highly recommended!**

Print References:

Ball, A. (2004). *Help-there's a computer in my classroom! A very practical guide for teachers.* London, UK: David Fulton Publishers.
Bitter, G., & Pierson, M. (2004). *Using technology in the classroom* (6th ed.). Boston, MA: Allyn & Bacon.
Bryant, D. P., & Bryant, B. R. (2003). *Assistive technology for people with disabilities.* Boston: Allyn and Bacon.
Buckenmeyer, J. (2005). *No computer left behind: Getting teachers on board with technology.* Retrieved June 21, 2006, from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper Archives/NECC_2005/Buckenmeyer-Janet-NECC05.pdf
Coppola, E. (2005). *Powering up: Supporting constructivist teaching with technology.* Retrieved June 21, 2006 from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper Archives/NECC_2005/Coppola-Eileen-NECC05.pdf
Dwyer, D., Ringstaff, C., Sandholtz, J. (1991). Changes in teachers' beliefs and practices in technology-rich classrooms. [Electronic version]. *Educational Leadership, 48*(8), 45-52.
Forcier, R. C., & Descy, D. E. (2005). *The computer as an educational tool: Productivity and problem solving* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning.* (4th ed.). Boston, MA: Houghton Mifflin.
Iverson, K. M. (2005). *E-learning games.* Upper Saddle River, NJ: Prentice Hall.
Kay, K., & Honey, M. (2005). Beyond technology competency: A vision of information communication technology literacy to prepare students for the 21st century. Retrieved June 21, 2006, from http://www.edvantia.org/publications/index1.cfm?&section=publications&area=publications&id=657
Kuder, S. J. (2003). *Teaching students with language and communication disabilities* (2nd ed.). Boston, MA: Allyn & Bacon.
Lai, K. (Ed.). (2005). *E-learning communities teaching and learning with the web.* Dunedin, New Zealand: University of Otago Press.
Lever-Duffy, J., McDonald, J. B., & Mizel, A. P. (2005). *Teaching and learning with technology* (2nd ed.). Boston, MA: Pearson Education, Inc.
Morrison, G. R. & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
November, Alan. (1997). Magic links: Changing the focus of technology planning. *Learning and Leading with Technology, 24,* 54-56.

Olson, D. H., & Deruyter, F. (Eds.). (2001). *Clinician's guide to assistive technology.* St. Louis, MO: C.V. Mosby.
Orey, M., McClendon, J., & Branch, R. M. (Eds.). (2005). *Educational media and technology yearbook.* Westport, CN: Libraries Unlimited.
Reksten, L. E. (2000). *Using educational technology to increase student learning.* Thousand Oaks, CA: Sage Publications Co.
Roblyer, M. D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
Shelly, G. B, Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2006). *Integrating technology and digital media in the classroom.* Boston, MA: Thomson Course Technology.
Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning.* Upper Saddle River, NJ: Pearson Education, Inc.
Staudt, C. (2005). *Changing how we teach and learn with handheld computers.* Thousand Oaks, CA: Corwin Press.
United States Congress, Office of Technology Assessment. (1995). *Teachers & technology: Making the connection.* Washington, D.C.: Office of Technology Assessment. Retrieved April 7, 2006, from http://chiron.galileo.gsu.edu/GPOMonthlyCatalog:Citation.html
Whitaker, L. (February 1995). Aim straight at the curriculum. *Electronic school.* Retrieved April 7, 2006, from http://www.electronic-school.com/whitaker.html
Wiske, M. S., Rennebohm, F., & Breit, L. (2005). *Teaching for understanding with technology.* San Francisco, CA: Wiley Imprint.

Internet Resources:

- PECentral: http://www.pecentral.com
- Kids Health: http://www.kidshealth.com
- High Plains Regional Technology in Education Consortium: http://www.hprtec.org
- Georgia Public Broadcasting: http://www.gpb.org
- Galileo- Georgia's Virtual Library: http://www.galileo.usg.edu
- Marco polo- Internet Content for the Classroom: http://www.marcopolo-education.org/home.aspx
- Discovery Educator Network: http://www.discoveryeducatornetwork.com/
- Georgia Department of Education: http://www.doe.k12.ga.us
- Georgia Online Assessment System: http://info.georgiaoas.org/
- National Technology Standards for Teachers: http://cnets.iste.org/teachers/t_stands.html
- National Technology Standards for Students: http://cnets.iste.org/students/s_stands.html
- National Technology Standards for Administrators: http://cnets.iste.org/tssa/
- Georgia Technology Standards for Students: http://www.georgiastandards.org

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Activities and Assessments:

3. Student Work:

G. Microsoft Applications: Students will develop and submit each of the following (Course Objectives 2 & 3):
Word document on sport of choice (1); Flyer (1); Brochure (1); Newsletter (1);
Calendar (1); Certificate (1)
Introduction Slide deck (i.e. PPT, Sliderocket, Prezi, etc.) on Sepak Takraw
Interactive (physical activity) slide deck
Interactive Slide deck Content-Related Game (cognitive)

H. Cardiovascular and Skill-based (Course Objectives 2, 3, & 7): Activities: Students will use specific apps (UP, mapmyrun, coachmyvideo, etc.) and log progression of fitness and skill based activities.

I. Blog (Course Objectives 1, 2):
Create a blog for a public school health/physical education program (choose ES,MS, or HS)

J. Movie Maker (Course Objectives 2, 3, & 6):
Students will develop and submit a 3-5 minute promotional video on a physical activity of choice

K. Planning and Peer Teaching (Course Objectives 4, 5, & 7):
Students will be required to plan and teach 1 technology-enhanced lesson. The lesson will be taught to student peers during the semester. Students will be placed into a teaching group. All lesson plans are due 24 hours before the teaching experience. A one-page reflection is due the day following the peer teach

L. Course Wiki (Course Objectives 2 & 3):
All work must be placed into a course wiki to be evaluated by the instructor. The wiki displays the student's work during the semester in an electronic format that meets the state technology requirements. Students must include all materials completed throughout the semester. It is recommended that a copy of the work is kept by the student on a storage device (i.e., CD, flash drive, etc.).

4. Evaluation Procedures

As required by State Law 1187, completion of this course or another approved Professional Standards Course is necessary for initial certification as a Georgia teacher. Students not meeting the Special Technology Requirement will not receive certification to teach.

Assignment	Points	Assessment Tools	Due Date
Electronic Wiki	10	Rubric	May 5
Slide Show: Sepak Takraw	10	Rubric	May 9
Flyer	10	Rubric	May 9
Certificate	10	Rubric	May 9
Calendar	10	Rubric	May 9
Newsletter	10	Rubric	May 9
Brochure	10	Rubric	May 9
Interactive (physical activity) slide deck	15	Rubric	May 13
Interactive Slide deck Content-Related Game (cognitive)	15	Rubric	May 13
Technology Enhanced Lesson Plan	20	Rubric	May 18
Technology Enhanced Teaching	20	Rubric	May 19
Peer Teaching Reflection	10	Rubric	May 20
Technology-based Activity Log (UP,mapmyrun)	20	Rubric	May 21
Coachmyvideo Skill-Based Assignment	20	Rubric	May 21
Blog	20	Rubric	May 21
Multimedia presentation	20	Rubric	May 21
Discussion Board Posts	20	Checklist	Throughout Semester
TOTAL	**250**		

Grading

A = 225-250 points   90-100%
B = 200-225 points   80-89%
C = 175-200 points   70-79%
D = 150-175 points   60-69%
F = less than 150 points   less than 60%

Note: A grade of C or better must be earned in this course for continuation in the program

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- Spring Junior Block , no more than 1 U or E mark; and
- Fall Senior Block, no U or E marks.

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Week 3	☐ Lesson plan ☐ Peer teachings ☐ Peer teach reflection ☐ Blog ☐ DB – Social Networking (Pinterest) ☐ Multimedia presentation ☐ DB – multimedia presentations ☐ Activity log and skill analysis

DB-Discussion Board

Program View (Read-Only)

Attachments
Current File: GEOGProgramModification-2.pdf

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Walter, Andy
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

Program Selection

College of Science and Mathematics
College

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

Bachelor of Science with a Major in Geography
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

Shared Governance Process

Senate Action Item   (See Procedure)

Track or Concentration (to not specify a track, do not change this field)
Track or Concentration

On Campus
Program Location

Undergraduate
Degree Level

Fall   2017
Effective Semester/Year

Rationale
See attached.

Modification Details
See attached.

(Max 4000 characters)

(Max 4000 characters)

Attachments
Current File: GEOGProgramModification-2.pdf

SACSCOC Substantive Change
Please review the Policy Summary and Decision Matrix
Send questions to 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

Adding GEOG 4083 to "Required Courses" for each of the four Geography concentrations:

Human Geography
Environmental Sustainability
Physical Geography
Geographic Information Systems

(Max 4000 characters)

College Approvals

James R. Mayer   [APPROVED 2016-11-09]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-11-21]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-12-01]
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

PROGRAM MODIFICATION

Propose to require all Geography majors to complete an Independent Research Project

PROGRAM CHANGE
The only program modification required to achieve this is the following:

Include GEOG 4083 Independent Research as a required course in all tracks. See new program sheets below.

RATIONALE
Numerous studies have confirmed the value to higher learning of independent projects carried out across semesters and involving interaction with a faculty mentor. Specifically, this experience contributes significantly to three of the Geography program's four learning outcomes:

- Demonstrate competence in acquiring, analyzing, and visualizing data.
- Demonstrate an ability to construct and communicate an argument based on evidence.
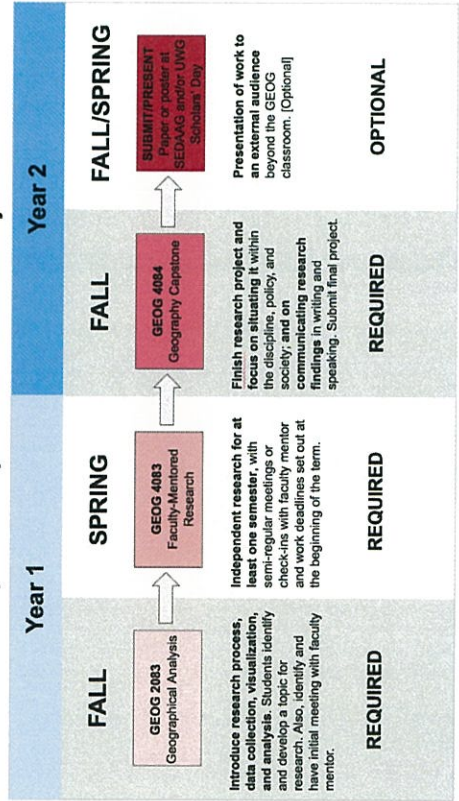- Demonstrate in-depth knowledge of a specific geographical question.

and three of the LEAP Essential Learning Outcomes:

- Development of intellectual and practical skills
- Development of personal and social responsibility
- Integrative and applied learning.

Furthermore, this will institute a common academic experience for all Geography majors, which will strengthen the formation of intellectual community among students and faculty.

Our plan uses three existing and slightly modified courses to scaffold the student research process across multiple semesters, as illustrated here:

Signature Work for Geography Majors
Required Independent Research Project

	Year 1		Year 2	
	FALL	SPRING	FALL	FALL/SPRING
	GEOG 2083 Geographical Analysis	**GEOG 4083** Faculty-Mentored Research	**GEOG 4084** Geography Capstone	**SUBMIT/PRESENT** Paper or poster at SEDAAG and/or UWG Scholars' Day
	Introduce research process, data collection, visualization, and analysis. Students identify and develop a topic for research. Also, identify and have initial meeting with faculty mentor.	Independent research for at least one semester, with semi-regular meetings or check-ins with faculty mentor and work deadlines set out at the beginning of the term.	Finish research project and focus on situating it within the discipline, policy, and society; and on communicating research findings in writing and speaking. Submit final project.	Presentation of work to an external audience beyond the GEOG classroom. [Optional]
	REQUIRED	REQUIRED	REQUIRED	OPTIONAL

B.S. Degree with a Major in Geography
2017-18

HUMAN GEOGRAPHY

Core Areas A-E   **42**
Area A must have MATH 1113
Area D must have Option II

Area F   **18**
GEOG 1013 World Geography
GEOG 2083 Introduction to Geographical Analysis
GEOG 2553 Introduction to GIS and Mapping Science*
MATH 2063 Introductory Statistics or MATH 1634 Calculus
Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS
Additional 1000-2000 level hours as necessary

Major Requirements   **60**

All of the following   **15-21**
GEOG 1112 Weather & Climate# or GEOG 1113 Landform Geography#
GEOG 2503 Cultural Geography+
GEOG 3010 Political Geography
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

Three of the following   **9**
GEOG 3085 Selected Topics in Regional Geography
GEOG 3405 Geographies of Sustainability
GEOG 3644 Atlanta's Geographies
GEOG 4253 Seminar in Economic Geography
GEOG 4500 Moral Geographies
GEOG 4643 Seminar in Urban Geography

3000/4000 level hours from GEOG   **6**

Minor and/or electives   **21-30**

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* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F

B.S. Degree with a Major in Geography
2017-18

HUMAN GEOGRAPHY

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	9		**All of the following:**	15-21
	ENGL 1101			GEOG 1112 or 1113	
	ENGL 1102			GEOG 2503	
	MATH 1113			GEOG 3010	
	Area B	4		GEOG 3253	
	B1			GEOG 3643	
	B2			GEOG 4083	
	Area C	6		GEOG 4084	
	C1			**Three of the following:**	9
	C2			GEOG 3085	
	Area D (Option II)	11		GEOG 3405	
	D1 Lab Science			GEOG 3644	
	D1 Lab Science			GEOG 4253	
	D2			GEOG 4500	
	Area E	12		GEOG 4643	
	E1 HIST 1111 or 1112			**Three GEOG 3000/4000**	9
	E2 HIST 2111 or 2112			1)	
	E3 POLS 1101			2)	
	E4			3)	
	Area F	18		**Minor and/or electives**	21-30
	GEOG 1013				
	GEOG 2083				
	GEOG 2553				
	MATH 2063 or 1634				
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	60		**Major total**	60

B.S. Degree with a Major in Geography
2017-18

ENVIRONMENTAL SUSTAINABILITY

Core Requirements   60
Core Areas A-E   42
Area A must have MATH 1113
Area D must have Option II

Area F   18
GEOG 1013 World Geography
GEOG 2083 Introduction to Geographical Analysis
GEOG 2553 Introduction to GIS and Mapping Science*
MATH 2063 Introductory Statistics or MATH 1634 Calculus
Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS
Additional 1000-2000 level hours as necessary

Major Requirements   60
All of the following   21-24
GEOG 1112 Weather & Climate#
GEOG 2202 Environmental Science
GEOG 3405 Geographies of Sustainability
GEOG 4400 Energy & Sustainability
GEOG 4700 Global Environmental Change
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone
GEOG 4086 Internship

Two of the following   6
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 3713 Meteorology
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4103 Geography of Soils and Water
GEOG 4500 Moral Geographies
GEOG 4900 Dendrochronology

3000/4000 level hours from approved courses   9

Minor and/or electives   21-27

* If not taken in Area D
# If not taken in Area D or F

B.S. Degree with a Major in Geography
2017-18

ENVIRONMENTAL SUSTAINABILITY

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	9		**All of the following:**	21-24
	ENGL 1101			GEOG 1112	
	ENGL 1102			GEOG 2202	
	MATH 1113			GEOG 3405	
	Area B	4		GEOG 4086	
	B1			GEOG 4400	
	B2			GEOG 4700	
	Area C	6		GEOG 4083	
	C1			GEOG 4084	
	C2			**Two of the following:**	6
	Area D (Option II)	11		GEOG 3253	
	D1 Lab Science			GEOG 3643	
	D1 Lab Science			GEOG 3713	
	D2			GEOG 3800	
	Area E	12		GEOG 3900	
	E1 HIST 1111 or 1112			GEOG 4103	
	E2 HIST 2111 or 2112			GEOG 4500	
	E3 POLS 1101			GEOG 4900	
	E4			**Three approved courses**	9
	Area F	18		1)	
	GEOG 1013			2)	
	GEOG 2083			3)	
	GEOG 2553			**Minor and/or elective**	21-27
	MATH 2063 or 1634				
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	60		**Major total**	60

B.S. Degree with a Major in Geography
2017-18

PHYSICAL GEOGRAPHY

Core Requirements   60
Core Areas A-E   42
Area A must have MATH 1113
Area D must have Option II

Area F   18
GEOG 1013 World Geography
GEOG 2083 Introduction to Geographical Analysis
GEOG 2553 Introduction to GIS and Mapping Science*
MATH 2063 Introductory Statistics or MATH 1634 Calculus
Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS
Additional 1000-2000 level hours as necessary

Major Requirements   60
All of the following   6-14
GEOG 1112 Weather & Climate#
GEOG 1112L Weather & Climate Lab#
GEOG 1113 Landform Geography#
GEOG 1113L Landform Geography Lab#
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

Four of the following   12
GEOG 3713 Meteorology
GEOG 3723 Physiography in the United States
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4103 Geography of Soils and Water
GEOG 4400 Energy and Sustainability
GEOG 4700 Global Environmental Change
GEOG 4800 Advanced Topics in Biogeography
GEOG 4900 Dendrochronology

3000/4000 level hours from GEOG   12

Minor and/or electives   22-33

* If not taken in Area D
# If not taken in Area D or F

B.S. Degree with a Major in Geography
2017-18

PHYSICAL GEOGRAPHY

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	**9**		**All of the following:**	**6-14**
	ENGL 1101			GEOG 1112	
	ENGL 1102			GEOG 1112L	
	MATH 1113			GEOG 1113	
	Area B	**4**		GEOG 1113L	
	B1			GEOG 4083	
	B2			GEOG 4084	
	Area C	**6**		**Four of the following:**	**12**
	C1			GEOG 3713	
	C2			GEOG 3723	
	Area D (Option II)	**11**		GEOG 3800	
	D1 Lab Science			GEOG 3900	
	D1 Lab Science			GEOG 4103	
	D2			GEOG 4400	
	Area E	**12**		GEOG 4700	
	E1 HIST 1111 or 1112			GEOG 4800	
	E2 HIST 2111 or 2112			GEOG 4900	
	E3 POLS 1101			GEOL 40003	
	E4			**Four GEOG 3000/4000**	**12**
	Area F	**18**		1)	
	GEOG 1013			2)	
	GEOG 2083			3)	
	GEOG 2553			4)	
	MATH 2063 or 1634			**Minor and/or electives**	**22-33**
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	**60**		**Major total**	**60**

B.S. Degree with a Major in Geography
2015-16

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements   60

Core Areas A-E   42
Area A must have MATH 1113
Area D must have Option II

Area F   18
GEOG 1013 World Geography
GEOG 2083 Introduction to Geographical Analysis
GEOG 2553 Introduction to GIS and Mapping Science*
MATH 2063 Introductory Statistics or MATH 1634 Calculus
Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS
Additional 1000-2000 level hours as necessary

Major Requirements   60

All of the following   18-21
GEOG 1112 Weather & Climate OR GEOG 1113 Landform Geography#
GEOG 3563 Introduction to Remote Sensing
GEOG 4553 Geographic Information Systems
GEOG 4554 Computer Cartography
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

Three of the following   12
GEOG 4562 Airphoto Interpretation & Photgrammetry
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4753 Contemporary GIS Applications
GEOG 4755 GIS Database Design
GEOG 4757 Programming & Customization in GIS
GEOG 4893 Practicum in GIS

3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM   12

Minor and/or electives   15-21

---

* If not taken in Area D
# If not taken in Area D or F

B.S. Degree with a Major in Geography
2017-18

GEOGRAPHIC INFORMATION SCIENCE

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	**9**		**All of the following:**	**18-21**
	ENGL 1101			GEOG 1112 or 1113	
	ENGL 1102			GEOG 3563	
	MATH 1113			GEOG 4553	
	Area B	**4**		GEOG 4554	
	B1			GEOG 4083	
	B2			GEOG 4084	
	Area C	**6**		**Three of the following:**	**12**
	C1			GEOG 4562	
	C2			GEOG 4564	
	Area D (Option II)	**11**		GEOG 4753	
	D1 Lab Science			GEOG 4755	
	D1 Lab Science			GEOG 4757	
	D2			GEOG 4893	
	Area E	**12**		**3000/4000 courses from**	**12**
	E1 HIST 1111 or 1112			**GEOG, GEOL, CS, POLS,**	
	E2 HIST 2111 or 2112			**MGNT, CISM:**	
	E3 POLS 1101			1)	
	E4			2)	
	Area F	**18**		3)	
	GEOG 1013			4)	
	GEOG 2083			**Minor and/or electives**	**15-21**
	GEOG 2553				
	MATH 2063 or 1634				
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	**60**		**Major total**	**60**

Course View (Read Only)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Walter, Andy
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

GEOG **4082**
Prefix   Number

Directed Problems
Course Title

Course Catalog Description

3.00
Lec Hrs

3.00
Lab Hrs

3.00
Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

Corequisites

Rationale

This course is no longer needed, having been replaced by a new Special Topics course (GEOG 4985) that will serve the same function. The new course number will, along with others, reflect the sequence of course requirements for Geography majors.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

College Approvals

James R. Mayer [APPROVED 2017-01-13]
Chair, Course Department

Scott Gordon [APPROVED 2017-01-24]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-02-17]
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: GEOG4083CourseAddition-2.pdf

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Walter, Andy
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

GEOG
Prefix

4083
Number

Faculty-Mentored Research
Course Title

Research or other work related to student's independent project. This is a 1-3 hour course repeatable up to six hours.

Course Catalog Description

1-3
Lec Hrs

1-3
Lab Hrs

1-3
Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

GEOG 2083

Corequisites

Rationale

This course will serve as the second in a three-course sequence to scaffold the multi-semester independent research projects now required of all Geography majors. In this course students will carry out independent research/work under the direction of a faculty mentor. This is a 1-3 hour course repeatable up to six hours.

Planning-Info

• Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

Attachments
Current File: GEOG4083CourseAddition-2.pdf

College-Approvals

James R. Mayer   [APPROVED 2017-01-13]
Chair, Course Department

Scott Gordon   [APPROVED 2017-01-24]
Coordinator, COSM Curriculum Committee

Other-Approvals

Cale Self   [APPROVED 2017-02-17]
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final-Approval

David Jenks   [REQUIRED]
Final Approver

COURSE MODIFICATION

GEOG 4083 Faculty-Mentored Research

The Department of Geosciences proposes to create the following new course:

RATIONALE This course will serve as the second in a three-course sequence to scaffold the multi-semester independent research projects now required of all Geography majors. In this course students will carry out independent research/work under the direction of a faculty mentor.

This is a 1-3 hour course repeatable up to six hours.

Name   Faculty-Mentored Research

Description   Research or other work related to student's independent project.

Prerequisite   GEOG 2083

Course View (Read Only)

Attachments
Current File: GEOG4985CourseAddition.pdf

Originator

College of Science and Mathematics
College

Walter, Andy
Originator

Geosciences Department
Department

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

GEOG	4985	**Special Topics in Geography**
Prefix	Number	Course Title

A course focusing on specialized, timely, or advanced topics in geography.

Course Catalog Description

3	0	3	Fall - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
None

Rationale
This course will be used for one-off course topics and pilot editions of courses under consideration for permanent addition to the GEOG catalog of courses.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Attachments
Current File: GEOG4985CourseAddition.pdf

College Approvals

James R. Mayer   [APPROVED 2016-11-10]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-11-21]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-12-01]
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
Final Approver

COURSE ADDITION

GEOG 4985 Special Topics in Geography

RATIONALE: This course will be used for one-off course topics and pilot editions of courses under consideration for permanent addition to the GEOG catalog of courses.

Name	Special Topics in Geography
New description	A course focusing on specialized, timely, or advanced topics in geography.
Prerequisite	GEOG 1013 or GEOG 1112 or GEOG 1113 or GEOG 2553

Program View (Read-Only)

Attachments
Current File: BSCSProgramModificationsforSubmission_Fall2017.pdf

Originator

College of Science and Mathematics
College

Computer Science Department
Department

Rudolph, Edwin
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 Computer Science
Existing Program (as shown in the DMA)

Bachelor of Science with a Major in Computer Science
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

Fall | 2017
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

We are changing requirements for math and lab science courses, credit hours for selected CS courses, and minimum GPA requirements to declare/remain in the major. See attached document for details.

(Max 4000 characters)

Attachments

Current File: BSCSProgramModificationsforSubmission_Fall2017.pdf

Rationale

These changes are intended to provide students additional flexibility in completing the requirements for the degree, while remaining compliant with ABET accreditation criteria for the program. The minimum GPA requirements are based on SSC-Campus analytics data that shows GPA as a predictor of success in the program. Increasing the GPA requirement for students to declare/remain a CS major will help to ensure student success by encouraging those students who are unable to achieve the success marker to seek alternative majors where they can be successful. See attached document for details.

(Max 4000 characters)

SAGSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to 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

Adel Abunawass   [APPROVED 2016-11-15]
_____
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-11-21]
_____
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2017-01-24]
_____
Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]
_____
Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]
_____
Final Approver

Program Modification Comparison Chart for B.S. in Computer Science
Proposed Effective Term: Fall 2017

Summary of Modifications and Rationale:

We are changing requirements for math and lab science courses, as well as credit hours for selected CS courses, in order to provide students additional flexibility while remaining compliant with ABET accreditation criteria for the program. We are also modifying the specific requirements for the degree to require students to maintain a 2.5 GPA to declare/remain in the major, based on SSC-Campus analytics data that shows GPA as a predictor of success in the program.

Changes are shown **highlighted in bold.** Current catalog requirements and proposed edits are listed following this table.

Current Program	Differences & Rationale	Modified Program
Core Area D (Option II for Science Majors): MATH 1634 (required) **BIOL 1107 & 1108, or CHEM 1211 & 1212, or PHYS 2211 & 2212 required as lab sequence**	Currently, students must take both courses in the sequence from one of the lab sciences listed. This change will remove the requirement to take both courses in a lab science sequence. This allows students more flexibility while ensuring that we remain compliant with ABET accreditation criteria that requires students to take some lab sciences for science majors.	**Core Area D (Option II for Science Majors):** MATH 1634 (required) **Take any two from the following list:** • **BIOL 1107+1107L** • **BIOL 1108+1108L** • **CHEM 1211+1211L** • **CHEM 1212+1212L** • **PHYS 2211+2211L** • **PHYS 2212+2212L**
Core Area F (18 hours): CS 1301: Computer Science I (4 hrs) **CS 1302: Computer Science II (3 hrs)** CS 2100: Intro to Web Development (3 hrs) MATH 1113: Precalculus (1 hr from Area A) MATH 1634: Calculus I (1 hr from Area A) **MATH 2644: Calculus II (4 hrs)** MATH 2063: Introductory Statistics (2 of 3 hrs)	Remove MATH 2644 (Calculus II) requirement, replace with MATH 2853 (Elementary Linear Algebra). MATH 2644 is a difficult course for many CS students, and is no longer necessary for the major or to satisfy ABET accreditation criteria. Increase credit hours for CS 1302 from 3 (2 lecture, 2 lab) to 4 (2 lecture, 4 lab) to provide additional laboratory components needed to ensure students success. A course modification has been submitted together with this program change.	**Core Area F (18 hours):** CS 1301: Computer Science I (4 hrs) **CS 1302: Computer Science II (4 hrs)** CS 2100: Intro to Web Development (3 hrs) MATH 1113: Precalculus (1 hr from Area A) MATH 1634: Calculus I (1 hr from Area A) **MATH 2853: Elementary Linear Algebra (3 hrs)** MATH 2063: Introductory Statistics (2 of 3 hrs)
Supporting Courses (11 hours): ENGL 3405: Prof/Tech Writing (3 hrs) MATH 2063: Introductory Statistics (1 hr from Area F) **Select one from the following (3 hrs):** **MATH 2853, 3303, 4003, 4103, 4153** Select one lab science from the following not already taken in Area D (4 hrs): BIOL 1107+1107L, CHEM 1211+1211L, PHYS 2211+2211L	Remove list of MATH electives and replace with requirement to take MATH 3003 (Transition to Advanced Mathematics). MATH 2853 has been moved to Area F above, and MATH 3003 will partially satisfy ABET accreditation criteria for math while also providing students with a math elective that is more directly relevant to the discipline.	**Supporting Courses (11 hours):** ENGL 3405: Prof/Tech Writing (3 hrs) MATH 2063: Introductory Statistics (1 hr from Area F) **MATH 3003: Transition to Advanced Mathematics (3 hrs)** Select one lab science from the following not already taken in Area D (4 hrs): BIOL 1107+1107L, CHEM 1211+1211L, PHYS 2211+2211L

Program Body (45 hours) CS 3110: System Architecture (3 hrs) **CS 3151: Data Structures & Discrete Mathematics I (3 hrs)** **CS 3152: Data Structures & Discrete Mathematics II (3 hrs)** CS 3201: Program Construction I (3 hrs) CS 3202: Program Construction II (3 hrs) CS 3211: Software Engineering I (3 hrs) CS 3212: Software Engineering II (3 hrs) CS 3230: Information Management (3 hrs) CS 3270: Intelligent Systems (3 hrs) **CS 3280: System and Network Administration (3 hrs)** **CS 4225: Parallel and Distributed Systems (3 hrs)** CS 4982: Computing Capstone (3 hrs) 3 additional 4000-level CS electives (9 hrs)	Program body increases from 45 hours to 47 hours, due to increasing credit hours for CS 3151 and CS 3152 from 3 (2 lecture, 2 lab) to 4 (3 lecture, 2 lab) in order to provide additional coverage of discrete math needed to comply with ABET accreditation criteria. Course modifications for these have been submitted together with this program change. Also, the title will change for both CS 3280 & CS 4225. Course modifications for these have been submitted together with this program change.	**Program Body (47 hours)** CS 3110: System Architecture (3 hrs) **CS 3151: Data Structures & Discrete Mathematics I (4 hrs)** **CS 3152: Data Structures & Discrete Mathematics II (4 hrs)** CS 3201: Program Construction I (3 hrs) CS 3202: Program Construction II (3 hrs) CS 3211: Software Engineering I (3 hrs) CS 3212: Software Engineering II (3 hrs) CS 3230: Information Management (3 hrs) CS 3270: Intelligent Systems (3 hrs) **CS 3280: Systems Programming (3 hrs)** **CS 4225: Distributed and Cloud Computing (3 hrs)** CS 4982: Computing Capstone (3 hrs) 3 additional 4000-level CS electives (9 hrs)
Specific Requirements for a B.S. in Computer Science 1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. 2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science. 3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major. 4. The minimum cumulative grade point average required for graduation is 2.0. 5. Students must complete the science major option of Core Areas A & D 6. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major. 7. There is no physical education requirement. Physical education classes will not count as electives. 8. Students must complete other requirements for the major as listed by the Department of Computer Science.	Add requirement that students must maintain a minimum cumulative GPA of 2.5 in order to declare and/or remain in the Computer Science major. Based on SSC-Campus analytics data, GPA is identified as a student success predictor for degree completion in Computer Science. Increasing the GPA requirement for students to declare/remain a CS major will help to ensure student success by encouraging those students who are unable to achieve the success marker to seek alternative majors where they can be successful.	**Specific Requirements for a B.S. in Computer Science** 1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. 2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science. 3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major. 4. **Students must maintain a minimum cumulative GPA of 2.5 in order to declare and/or remain in the major.** 5. The minimum cumulative grade point average required for graduation is 2.0. 6. Students must complete the science major option of Core Areas A & D 7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major. 8. There is no physical education requirement. Physical education classes will not count as electives. 9. Students must complete other requirements for the major as listed by the Department of Computer Science.

2

Current 2016-2017 Catalog Program Requirements

B.S. Degree in Computer Science

Accredited by the Computing Accreditation Commission of ABET, http://www.abet.org

Requirement		Hours
Core Areas A, B, C, D, and E		42
Core Area A:		
MATH 1113 required (3 of 4)		
Core Area D:		
MATH 1634 (required)		
BIOL 1107 & 1108, or CHEM 1211 & 1212, or		
PHYS 2211 & 2212 required as lab sequence		
Core Area F - Major Specific Courses		18
CS 1301 Computer Science I	4	
CS 1302 Computer Science II	3	
CS 2100 Introduction to Web Development	3	
MATH 1113 Precalculus (from Area A)	1	
MATH 1634 Calculus I (from Area D)	1	
MATH 2644 Calculus II	4	
MATH 2063 Introductory Statistics (2 of 3)	2	
Supporting Courses		11
ENGL 3405 Professional & Technical Writing	3	
MATH 2063 Introductory Statistics (1 of 3)	1	
Select 1 course from the following:	3	
MATH 2853, 3303, 4003, 4103, 4153		
Select 1 course not taken in Area D from the following:	4	
BIOL 1107+1107L, CHEM 1211+CHEM 1211L, PHYS 2211+2211L		
Program Body		45
CS 3110 System Architecture	3	
CS 3151 Data Structures and Discrete Mathematics I	3	
CS 3152 Data Structures and Discrete Mathematics II	3	
CS 3201 Program Construction I	3	
CS 3202 Program Construction II	3	
CS 3211 Software Engineering I	3	
CS 3212 Software Engineering II	3	
CS 3230 Information Management	3	
CS 3270 Intelligent Systems	3	
CS 3280 System and Network Administration	3	
CS 4225 Parallel and Distributed Systems	3	
CS 4982 Computing Capstone	3	
3 additional 4000-level CS electives	9	
Electives		4
TOTAL		120

Specific Requirements for a B.S. Degree in Computer Science

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. The minimum cumulative grade point average required for graduation is 2.0.
5. Students must complete the science major option of Core Areas A & D
6. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
7. There is no physical education requirement. Physical education classes will not count as electives.
8. Students must complete other requirements for the major as listed by the Department of Computer Science.

3

Proposed New Requirements (effective Fall 2017)

B.S. Degree in Computer Science

Accredited by the Computing Accreditation Commission of ABET, http://www.abet.org

Requirement		Hours
Core Areas A, B, C, D, and E		42-43
Core Area A:		
MATH 1113 required (3 of 4)		
Core Area D (Option II for Science Majors):		
MATH 1634 (required)		
Take any two from the following (with lab component):		
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,		
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L		
Core Area F - Major Specific Courses		18
CS 1301 Computer Science I	4	
CS 1302 Computer Science II	4	
CS 2100 Introduction to Web Development	3	
MATH 1113 Precalculus (from Area A)	1	
MATH 1634 Calculus I (from Area D)	1	
MATH 2853 Elementary Linear Algebra	3	
MATH 2063 Introductory Statistics (2 of 3)	2	
Supporting Courses		11
ENGL 3405 Professional & Technical Writing	3	
MATH 2063 Introductory Statistics (1 of 3)	1	
MATH 3003 Transition to Advanced Mathematics	3	
Select 1 course not taken in Area D from the following:	4	
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,		
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L		
Program Body		47
CS 3110 System Architecture	3	
CS 3151 Data Structures and Discrete Mathematics I	4	
CS 3152 Data Structures and Discrete Mathematics II	4	
CS 3201 Program Construction I	3	
CS 3202 Program Construction II	3	
CS 3211 Software Engineering I	3	
CS 3212 Software Engineering II	3	
CS 3230 Information Management	3	
CS 3270 Intelligent Systems	3	
CS 3280 Systems Programming	3	
CS 4225 Distributed and Cloud Computing	3	
CS 4982 Computing Capstone	3	
3 additional 4000-level CS electives	9	
Electives		1-2
TOTAL		120

Specific Requirements for a B.S. Degree in Computer Science

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major.
5. The minimum cumulative grade point average required for graduation is 2.0.
6. Students must complete the science major option of Core Areas A & D

4

7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
8. There is no physical education requirement. Physical education classes will not count as electives.
9. Students must complete other requirements for the major as listed by the Department of Computer Science.

5

Course View (Read Only)

Originator

Computer Science Department
Department

College of Science and Mathematics
College

Rudolph, Edwin
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

CS
Prefix

1302
Number

Computer Science II
Course Title

This course continues the exploration of theory, abstraction, and design in computer science as the students develop more complex software in a high-level programming language. This course may not be attempted more than two times without department approval.

Course Catalog Description

2
Lec Hrs

4
Lab Hrs

4
Credit Hrs

Fall - 2017
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites
CS 1301 Minimum Grade: B

Corequisites

Rationale

We are increasing the credit hours from 3 (2 lecture, 2 lab) to 4 (2 lecture, 4 lab) to more accurately reflect the needs of the course by focusing on the laboratory component. Note, this course was previously 4 credit hours several years ago and was reduced to accommodate the addition of CS 1300 to the program, however, CS 1300 has since been removed from the program requirements. Also, we are adding a policy for this course, which will be managed/enforced within the department, that will restrict the number of times a student may be allowed to take the course without earning a sufficient grade to successfully move forward in the program. Most of the upper-division courses in the program that follow CS 1302 require CS 1302 with a B or better as a prerequisite. Students who do not earn a B or better in CS 1302 cannot progress unless they retake CS 1302 and earn a B or better. Based on our experience, students who do not earn a B or better in CS 1302 and who are unable to do so after repeating the course two times are very unlikely to succeed in the program. This has also been confirmed by analytics data from SSC-Campus that shows success in CS 1302 with a B or better is a very strong predictor of success in the program. We have already implemented this policy informally through internal advising in the department, however, we believe it is important to formalize it in the catalog so that students are informed from the outset that their success in this course is crucial to their ability to succeed in the major. This will also help to ensure students success at UWG by encouraging students, who are unable to complete the course successfully, to seek alternative majors.

Planning Info

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

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

Present or Projected Annual Enrollment: 80

Comments

Final Approval

David Jenks   [REQUIRED]

Final Approver

Other Approvals

Cale Self   [APPROVED 2017-01-25]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

College Approvals

Adel Abunawass   [APPROVED 2016-11-15]

Chair, Course Department

Gregory T. Payne   [APPROVED 2016-11-21]

Coordinator, COSM Curriculum Committee

Course View (Read Only)

Originator

Computer Science Department
Department

College of Science and Mathematics
College

Rudolph, Edwin
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

CS
Prefix

3151
Number

Data Structures and Discrete Mathematics I
Course Title

An integrated approach to the study of data structures, algorithm analysis, and discrete mathematics. Topics include induction and recursion, time and space complexity, and big-O notation, propositional logic, proof techniques, sorting, mathematical properties of data structures, including lists.

Course Catalog Description

3
Lec Hrs

2
Lab Hrs

4
Credit Hrs

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

CS 1302 Minimum Grade: B and MATH 1634 Minimum Grade: C

Corequisites

Rationale

We are increasing the credit hours for this course from 3 (2 lecture, 2 lab) to 4 (3 lecture, 2 lab) in order to provide additional coverage of discrete mathematics needed to comply with ABET accreditation criteria. Note, this course was previously 4 credit hours several years ago and was reduced to accommodate the addition of CS 1300 to the program, however, CS 1300 has since been removed from the program requirements.

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

College Approvals

Adel Abunawass [APPROVED 2016-11-15]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2017-01-25]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Originator

Computer Science Department
Department

College of Science and Mathematics
College

Rudolph, Edwin
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

CS
Prefix

3152
Number

Data Structures and Discrete Mathematics II
Course Title

A continuation of CS 3151. Topics include sets, relations and functions, graphs, state spaces and search techniques; automata, regular expressions, and context free grammars; NP-completeness.

Course Catalog Description

3
Lec Hrs

2
Lab Hrs

4
Credit Hrs

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

CS 3151

Corequisites

Rationale

We are increasing the credit hours for this course from 3 (2 lecture, 2 lab) to 4 (3 lecture, 2 lab) in order to provide additional coverage of discrete mathematics needed to comply with ABET accreditation criteria. Note, this course was previously 4 credit hours several years ago and was reduced to accommodate the addition of CS 1300 to the program, however, CS 1300 has since been removed from the program requirements.

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

Course View (Read Only)

Attachments
Current File: XIDS 2002- Design Software Syllabus.doc

Originator

Darvas, Brad
Originator

Theater Department
Department

College of Arts and Humanities
College

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

XIDS
Prefix

2002
Number

What do you really know about: Design Software for Ev
Course Title

This course is an introduction to various design software for students who wish to either work or participate in the arts. Knowledge of software like Vectorworks and Photoshop, are used by professionals in the performing arts, architecture and film to create designs, plans, and concept art and in other fields to create two and three-dimensional drawings to explain historic, national, or landmark sites. This course will endeavor to instill in the student an appreciation for and understanding of the many skills and range of knowledge needed to successfully Core Area B, section 2.

Course Catalog Description

2
Lec Hrs

0
Lab Hrs

2
Credit Hrs

Fall - 2017
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

Corequisites

Rationale

This course will introduce the fundamentals of a variety of design software commonly used by designers in the entertainment industry. Focusing mainly on Vectorworks (a computer aided drafting software) and Photoshop, I will show how these programs can be used by anyone in a variety of ways and applications. By understanding the basic navigation though these programs, students will be able to utilize them for; but not limited to: poster and graphic designs for class projects, fundraisers, advertisement, landscape design, interior design, fashion design, architecture, construction and site planning, prototyping, 3D modeling. In addition to how this class can be applied to many disciplines, and artistic ventures, it is also the foundation for theatrical design student who plans on pursing a career in scenic, lighting, sound, or costume design for the live entertainment industry or film and television.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Attachments
Current File: XIDS 2002- Design Software Syllabus.doc

College Approvals

Other Approvals

Julia Farmer   [REQUIRED]
Chair of the Faculty Senate

Cale Self   [APPROVED 2017-02-17]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks   [REQUIRED]
Final Approver

XIDS 2002 <u>What Do You Really Know About:</u>
<u>Design Software for Everyone</u>
Fall 2017
M W   3:00-3:52
Martha Munro Rm 102

<u>Instructor</u>: Brad Darvas
<u>Office Room</u>: Martha Munro Room 202 B
<u>Office Hours</u>:
<u>Office Phone #</u> (678)839-4701
<u>Email</u>: bdarvas@westga.edu

Course Description:
This course is an introduction to various design software for students who wish to either work or participate in the arts. Knowledge of software like Vectorworks and Photoshop, are used by professionals in the performing arts, architecture and film to create designs, plans, and concept art and in other fields to create two and three-dimensional drawings to explain historic, national, or landmark sites. This course will endeavor to instill in the student an appreciation for and understanding of the many skills and range of knowledge needed to successfully Core Area B, section 2.

Course Learning Outcomes:
1. Students will develop an introductory/basic knowledge of the technical tools needed to effectively communicate theatrical and conceptual designs
2. Students will demonstrate a clear understanding of the job requirements of all the areas of theatrical and entertainment design
3. Students will explore design technology for multiple areas of design in the theatrical and entertainment industry.
4. Students will identify and implement verbal and visual communication as a tool to support personal and artistic growth.

Learning Degree Outcomes:
A. <u>Corresponding to Area B Humanities and Fine Arts</u>:
1. Students will demonstrate the ability to adapt oral communication to specific purposes and audiences.
2. Students will demonstrate the ability to utilize appropriate technologies for oral communication.
3. Students will develop students better prepared for career demands in the 21st Century.
4. Students will develop enhanced problem solving and critical thinking skills.

Course Requirements/Expectations:

1. **You are allowed two excused absences. You are required to support your third or future unexcused absences with valid documentation or with the consent of the instructor. However, the third and future absences will result in grade reduction, 10% of the attendance points per absences and 20% reduction on any assignment due that day.**
2. All class projects must be turned in on the agreed deadline. All late projects will be reduced one letter grade per day after the assigned deadline.
3. Everyone should arrive to class on time and ready to work
4. All lecture/demos are active exercises where the student follows along on their computer mimicking what the professor is doing on the overhead.

Online CourseDen (WebCT)

Each of you has quick and easy access to resources, which can help you do well in the course. IT IS YOUR RESPONSIBILITY TO CHECK COURSE DEN DAILY TO STAY UP –TO-DATE WITH THE ASSIGNMENTS OUTLINED IN THIS CLASS. Access Course Den (WebCT) through: webct.westga.edu and you can find class announcements, a calendar of events for this course, and other course materials.

For CourseDen (WebCT) Support: Call the UWG DE Helpline @ 678-839-6248 **M-F 8am-5pm**

Disability Services

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.

<u>University of West Georgia Honor Code</u>
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.

Grading:

		Grading Scale
Participation	60	A 445 – 415
		B 414 – 385
Mini Project 1 – Duplicate drafting	40	C 384 – 345
Mini Project 2 - Elevation	50	D 344 – 314
Mini Project 3 - Spotlight	50	F 313 – 000
Mini Project 4 – Q-lab	50	
Advanced Project 1 – Color Elevation	100	Extra Credit
Advanced Project 2 – Costume Rendering	200	+5% Overall Final Grade
Total Points	550	

Class Project Descriptions:

Student Participation (60pts) – Almost everyday we will be doing work on the computers. At the end of each class, the professor will examine every student's computer to inspect the work that they have been doing. The professor will be looking to see how well the students followed along with the days activates and how well they are grasping the topics at hand. Each student will be given 0-2 points (0 for absent, 1 for not following along, or 2 for completing the days work). On days that we are not actively working on the computer points will be awarded based on attentiveness. Points will be awarded for 30 class periods totaling in a possible 60 points.

Mini Project 1 – The Student will be giving a PDF of basic scenic drafting, which they must duplicate on a fresh Vectorworks page. The purpose of this exercise to exhibit basic knowledge and the ability to navigate, confidently through Vectorworks.

Mini Project 2 – The Student will create a front elevation in Vectorworks from an assigned architectural photograph. The purpose of this exercise is to demonstrate more advanced CAD drafting skills, which will be used in the 1st Advanced Project.

Mini Project 3 – Using Spotlight, students will create 2 documents, one of a mini light plot based on parameters provided by the professor, and the other being an example of a light distribution projection. The purpose of this exercise is to show basic navigation through spotlight and figure out the spread of a specific light fixture from a specified distance.

Mini Project 4 – The student will create a sound cue list, consisting of 5 cues that require a specific set of parameters. During the presentation, the professor will ask for 2-3 changes, in which the student will have to make the necessary adjustments live. The purpose of this exercise is to exhibit confident navigation through the program and demonstrate the ability to problem solve on the spot.

Advanced Project 1 – The student will take their elevation created in Vectorworks and import it to Photoshop where they will add, color, texture, and additional detail resulting in a polished, final color elevation.

Advanced Project 2 - Students will create a costume rendering from a hand drawing provided by the professor. The Drawing will then be scanned into the computer and completed in Photoshop. Each student will be given a set of 5 parameters that they must include in their final product. Each parameter will demonstrate a specific use of the program, along with an artistic intent created by the student. This project is intended to demonstrate the student's ability to successfully import things into Photoshop and use a variety of specific techniques to create a rendering that communicates artistic intent and emotion. This will be your final. Be prepared to present your project and speak about your intent, your choices, and how you accomplished them.

****Note: Syllabus schedule is subject to change. It is the student's responsibility to get the changes.

XIDS 2002   Class Schedule   Fall 2017

Date	Lecture	Assign	Due
W 8/9	Intro to Class and Syllabus		
M 8/14	Scenic Design Plans *USITT drafting standards and how to read plans* *- Lecture*		
W 8/16	Vectorworks *Finding your way around the program part 1* *- Lecture/Demo*		
M 8/21	Vectorworks *Finding your way around the program part 2* *- Lecture/Demo*		
W 8/23	Vectorworks *Drafting the ground plan and elevations* *- Lecture/Demo*		
M 8/28	Vectorworks *Drafting the ground plan and elevations* *- In class work*		Mini project 1 -Duplicate Drawing (end of class)
W 8/30	Vectorworks *Drafting the ground plan and elevations* *- In class work*		
M 9/4	Vectorworks *- In class work*		
W 9/6	Vectorworks *3D CAD drawing* *- Lecture/Demo*		
M 9/11	Vectorworks Spotlight *Navigating through the program* *- Lecture/Demo*		
W 9/13	Vectorworks Spotlight *Navigating through the program* *- Lecture/Demo*		
M 9/18	Other Forms of Design Techonolgy *AutoCad, Sketch-Up* *- Lecture/Demo*		Mini Project 2 – Elevation (top of class)
W 9/20	Other Forms of Design Techonolgy *Sculptrist, ZBrush,* *- Lecture/Demo*		
M 9/25	Photoshop *Finding your way around the program*		

	Part 1 *- Lecture/Demo*		
W 9/27	Photoshop *Finding your way around the program* *Part 2* *- Lecture/Demo*		
M 10/2	Photoshop *Importing drawings to finish in Photoshop* *(elevations)* *- Lecture/Demo*		Mini Project 3 – Spotlight (top of class)
W 10/4	Photoshop *Importing drawings to finish in Photoshop* *(elevations)* *- In class work*	*Start Work on* *Advanced Project 1*	
M 10/9	Photoshop *Importing drawings to finish in Photoshop* *(elevations)* *- In class work*	*Work on Advanced* *Project 1*	
W 10/11	Photoshop *Importing drawings to finish in Photoshop* *(elevations)* *- In class work*	*Work on Advanced* *Project 1*	
M 10/16	Photoshop *Importing drawings to finish in Photoshop* *(Costume Rendering)* *- Lecture/Demo*		
W 10/18	Photoshop *Importing drawings to finish in Photoshop* *(Costume Rendering)* *- Lecture/Demo*		
M 10/23	Photoshop *Importing drawings to finish in Photoshop* *(Costume Rendering)* *- In class work*		Advanced Project 1 – Color Elevation
W 10/25	Photoshop *Importing drawings to finish in Photoshop* *(Costume Rendering)* *- In class work*		
M 10/30	In class work day *- In class work*		
W 11/1	In class work day *- In class work*		
M 11/6	Sound Design Technology *Q-lab* *- Lecture/Demo*		
W 11/8	Sound Design Technology *Q-lab* *- In class work*		
M 11/13	Sound Design Technology *Sound editing software*		

	- Lecture/Demo		
W 11/15	Sound Design Technology *Sound Editing Software* *- In class work*		
M 11/20	THANKSGIVING BREAK		
W 11/22	THANKSGIVING BREAK		
M 11/27	In Class work day *½ meet with Professor to present Q-lab* *½ cont. work on Costume Rendering*		Mini Project 4- Q-lab
W 11/29	In Class work day *½ meet with Professor to present Q-lab* *½ cont. work on Costume Rendering*		
EXAM	Present Costume rendering		Advanced Project 2 – Costume Rendering

Addendum III: GPC

Course View (Read Only)

Attachments

Current File: CSS_CEP-SLP_Spec Topic Repeatable Course Mod_11.17.16.pdf

Originator

Parrish, Mark
Originator

Originator

Communication Sciences and Profess
Department

College of Education
College

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

SLPA
Prefix

6785
Number

Special Topics in Speech-Language Pathology
Course Title

Enrollment requires advisor permission. Title and descriptions of specific courses to be inserted at time of offering. **May be repeated for credit.**

Course Catalog Description

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

Prerequisites

Teacher Education Admission TE

Corequisites

Rationale

Proposed Course Modification: Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours. The maximum accumulated hours will be 12 semester credit hours. Rationale: The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner to accommodate either no multiple course repeats, or an adequate number of course repeats. Multiple course repeats are required due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

Library Resources are Adequate

Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 35

Comments

Proposed Course Modification:
Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours. The maximum accumulated hours will be 12 semester credit hours.

Rationale:
The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner to accommodate either no multiple course repeats, or an adequate number of course repeats. Multiple course repeats are required due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

Attachments
Current File: CSS_CEP-SLP_Spec Topic Repeatable Course Mod_11.17.16.pdf

College Approvals

Laura Smith [APPROVED 2016-12-09]

Associate Dean, College of Education

Mark Parrish [APPROVED 2016-11-17]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Matt Varga [APPROVED 2017-02-14]

Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

Course Modification Request

Proposed Course Modification:

Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours for the following courses:

- **SLPA 6785**
- **CEPD 7185**

Rationale:

The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner to accommodate either no multiple course repeats, or an adequate number of course repeats. Multiple course repeats are required due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

(Requested Modifications "Highlighted" in "Yellow")

Course	Description	Current Repeatable Course (yes/no)	Proposed Repeatable Course (yes/no)	Current Maximum Course Repeats	Proposed Maximum Course Repeats	Current Course Credit Hours	Proposed Course Credit Hours	Current Maximum Credit Hours	Proposed Maximum Credit Hours
SLPA 6794	Medical Externship in Speech-Language Pathology	No	Yes	None	3	6	6	6	12
SLPA 6785	Special Topics in Speech-Language Pathology	Yes	Yes	2	3	1-3	3	3	12
CEPD 6175	Student Affairs Practicum	Yes	Yes	1	2	3	3	6	9
CEPD 6182	Internship: Prof Counseling	No	Yes	None	2	1-9	1-9	6	9
CEPD 7181	Independent Study	Yes	Yes	3	6	1-3	1-3	3	12
CEPD 7185	Special Topics in Counseling and Educational Psychology	Yes	Yes	3	5	1-3	3	3	18
CEPD 9185	Doctoral Seminar–Advocacy	No	Yes	None	2	3	3	3	9
CEPD 9186	Doctoral Internship	No	Yes	None	2	3	3	3	9
CEPD 9187	Doctoral Practicum in Supervision	No	Yes	None	2	3	3	3	9
CEPD 9199	Dissertation	No	Yes	None	6	1-12	1-12	9	9

Course View (Read Only)

Attachments
Current File: CSS_CEP-SLP_Spec Topic Repeatable Course Mod_11.17.16.pdf

Originator

Communication Sciences and Profess
Department

College of Education
College

Parrish, Mark
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

CEPD	**7185**	**Special Topics in Counseling and Educational Psycholog**
Prefix	Number	Course Title

Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Proposed Course Modification: Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours. The maximum accumulated hours will be 15 semester credit hours. Rationale: The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner to accommodate either no multiple course repeats, or an adequate number of course repeats. Multiple course repeats are required due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

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

Proposed Course Modification:
Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours. The maximum accumulated hours will be 15 semester credit hours.

Rationale:
The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner to accommodate either no multiple course repeats, or an adequate number of course repeats. Multiple course repeats are required due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

Attachments

Current File: CSS_CEP-SLP_Spec Topic Repeatable Course Mod_11.17.16.pdf

College Approvals

Laura Smith   [APPROVED 2016-12-09]

Associate Dean, College of Education

Mark Parrish   [APPROVED 2016-11-17]

Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Matt Varga   [APPROVED 2017-02-14]

Chair, Graduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

Course Modification Request

Proposed Course Modification:

Revise Banner codes to allow the course to be taken multiple times "under the same course number," with the accumulation of total credit hours for "special topics" courses, and to amend the variable credit hours to a standard number of credit hours for the following courses:

- **SLPA 6785**
- **CEPD 7185**

Rationale:

The course is a "special topics" course and a number of specialty courses are offered "under the same course number". The course is currently mis-coded in Banner due to the use of "special topics" courses for course development and transition to new course offerings waiting formal CSS approval. This has been an ongoing practice, however, with the transition to the "Wolf Watch" system, the Banner codes need to be revised in order to meet systematic graduation credit hour approval requirements.

(Requested Modifications "Highlighted" in "Yellow")

Course	Description	Current Repeatable Course (yes/no)	Proposed Repeatable Course (yes/no)	Current Maximum Course Repeats	Proposed Maximum Course Repeats	Current Course Credit Hours	Proposed Course Credit Hours	Current Maximum Credit Hours	Proposed Maximum Credit Hours
SLPA 6794	Medical Externship in Speech-Language Pathology	No	Yes	None	3	6	6	6	12
SLPA 6785	Special Topics in Speech-Language Pathology	Yes	Yes	2	3	1-3	3	3	12
CEPD 6175	Student Affairs Practicum	Yes	Yes	1	2	3	3	6	9
CEPD 6182	Internship: Prof Counseling	No	Yes	None	2	1-9	1-9	6	9
CEPD 7181	Independent Study	Yes	Yes	3	6	1-3	1-3	3	12
CEPD 7185	Special Topics in Counseling and Educational Psychology	Yes	Yes	3	5	1-3	3	3	18
CEPD 9185	Doctoral Seminar-Advocacy	No	Yes	None	2	3	3	3	9
CEPD 9186	Doctoral Internship	No	Yes	None	2	3	3	3	9
CEPD 9187	Doctoral Practicum in Supervision	No	Yes	None	2	3	3	3	9
CEPD 9199	Dissertation	No	Yes	None	6	1-12	1-12	9	9

Program View (Read-Only)

Attachments
Current File: Higher Ed Admin One Step New Academic Proposal - Reviewed.pdf

Originator

College of Education
College

Communication Sciences and Professional Counseling
Department

Varga, Matt
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 Education
College

Communication Sciences and Professional Counseling
Department

Higher Education Administration
Program Name

On Line
Program Location

Graduate
Degree Level

Doctorate in Education
Degree Name

Fall   2018
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

There are various doctorates in higher education administration, student affairs, leadership, etc. However, there are very few doctorates of higher education administration that are fully online. This degree will fill a current gap in online degrees for students seeking to advance their career in post-secondary education. Additionally, with the University of West Georgia's doctoral granting status, adding another doctoral degree will help support the institutions status as a doctoral granting institution.

(Max 4000 characters)

Attachments

Current File: Higher Ed Admin One Step New Academic Proposal - Reviewed.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to 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

Mark Parrish [APPROVED 2017-01-09]

Chair, Course Department

Laura Smith [APPROVED 2017-01-23]

Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2017-02-14]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Higher Education Administration

Degree: Doctorate of Education

Major: Higher Education Administration

CIP Code: 13.0406

Anticipated Implementation Date: Fall 2018

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	X
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: College of Education

Department: Communication Sciences and Professional Counseling

Departmental Contact: Dr. Matt Varga, mvarga@westga.edu

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System
Office, MVMM   **Page 1 of 32**

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1) **Rationale:** Provide the rationale for proposing the new academic program.

There are various doctorates in higher education administration, student affairs, leadership, etc. However, there are very few doctorates of higher education administration that are fully online. This degree will fill a current gap in online degrees for students seeking to advance their career in post-secondary education. Additionally, with the University of West Georgia's doctoral granting status, adding another doctoral degree will help support the institution's status as a doctoral granting institution.

2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

Mission
The mission of the University of West Georgia states "The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community." The proposed program aligns with the mission of the institution as it would provide practical education that would support the potential of higher education administrators who are seeking to advance their career goals. This program, as an Ed.D., would focus on the practical experiences and education through professional development and academic engagement, which will help prospective students learn how to improve their campus environment.

The University of West Georgia is a regional comprehensive university that aspires to be the best in America, sought after to be the best place to work, learn, and succeed. This program would expand its regional offering of terminal degrees to prospective students looking for an online option to earn a doctorate in higher education administration.

Disciplinary Trend
The Professional Competency Areas for Student Affairs Educators are competencies that were established jointly by the two premiere professional organizations in Higher Education: NASPA and ACPA. These organizations mutually agreed that these competencies are the content areas that higher education administrators need to be effective administrators while working for colleges and universities. The competencies range from foundational outcomes to advanced outcomes. The foundational outcomes are generally achieved by entry level professionals and students who complete a master's degree in the field. After years of experience, administrators progress from foundational to intermediate. This program is designed to help professionals advance their competencies from intermediate to advanced.

The Ed.D. in Higher Education Administration program objectives and outcomes were developed and designed utilizing the NASPA/ACPA Professional Competencies. We further used the competencies to develop the courses needed to transition professionals

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from intermediate to advanced competencies that best serve students hoping to work in leadership roles.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The College of Education at the University of West Georgia proposes the development and fully online delivery of an Ed.D. in Higher Education Administration. The program will recruit and admit administrators that work in a higher education/collegiate setting. The program is designed to increase participants' knowledge of college and university administration, leadership, finance management, and their overall ability to address and solve critical issues in higher education. The purpose of delivering the program fully online helps increase the exposure and interest of prospective students across the region, state, and nation.

This program aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective though, and teach them to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, our students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate this program should be able to understand the intricacies and nuances of higher education finance and advancement. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

Currently, the University of West Georgia offers four doctorates, three Ed.D.'s and one Ph.D. All three of the Ed.D.'s are offered online, fully or partially, and include nursing, counseling, and school improvement. The School Improvement program offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become change agents in the schools they serve. The focus of the program is on P-12 school administration; however, despite this focus, students hoping to work for colleges and universities enroll in this program. These students are seeking an online doctorate that facilitates their needs, but the curriculum does not adequately address these specific students' needs as the P-12 environment is significantly different from the environment of higher education.

The Doctorate in School Improvement has approximately 80 applications a year for approximately 20–25 spots. The Doctorate in Higher Education Administration would expand the doctoral options for students in post-secondary administrative positions,

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especially those who work in higher education and want a higher education focus, not a P–12 focus.

The Doctorate in Higher Education Administration will also fulfill a gap at UWG in terms of preparing students to work in the higher education sector as senior college administrators. This degree would not attempt to train students to become faculty or students working in the P-12 sector. The demand for administrators who hold an in depth understanding of higher education is paramount as we strive for a more educated Georgia. Translating that understanding broadly across the curriculum and student support services to increase retention, promotion, and graduation will support the Governor's HDCI, as well as, Complete College Georgia, Gateways to Completion, and LEAP.

In addition to these benefits to UWG and Georgia, the proposed program would also enrich the College Student Affairs concentration in Professional Counseling M.Ed. degree. The Higher Education Administration Doctorate would permit us to utilize current professionals in the field to network with and mentor our current master's students.

5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Each year, Dr. Matt Varga attends a conference at the University of Georgia titled the "Next Gen Conference." This conference targets prospective students seeking a doctorate or master's degree in higher education. Various schools in the region attend to recruit students and provide information about their respective programs. What becomes immediately clear is that students are looking for online options to complete a doctorate while they work professionally. Additionally, Dr. Varga receives calls approximately 5 calls per month inquiring about a doctorate at the University of West Georgia in Higher Education Administration.

Nationally, with the exception of for-profit institutions, there are very few fully online programs in higher education administration. The University of Wisconsin –LaCross is starting a shared program in 2017 with other UW institutions. Aside from this fully online program, we were not able to find another fully online Doctorate in Higher Education Administration. Most online Doctorates have some form of blended experience that require weekend presence in the classroom, visits to campus once a month, or hybrid classes resulting in students missing work. This program would be 100% fully online delivered through an asynchronous online environment, using a wide variety of instructional technologies.

According to the Employment Projections by the Department of Labor, Bureau of Labor Statistics, administrative positions in postsecondary education are expected to have an 8.7% growth rate. Among all sectors of education administrators, higher education administrators present the highest rate of growth over the next eight years. By 2024, it is

expected that there will be approximately 66,000 jobs available through growth and replacement needs. Combining the increase in market growth with the availability of an online program, it is very likely this program will be in demand.

As a result, there is a clear demand in the market for a non-profit institution of higher education to offer a fully online doctorate in higher education administration.

6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Similar Programs in BOR
There are various institutions that offer similar programs. The two institutions that are most similar in nature are Georgia Southern and the University of Georgia. Georgia State has an Ed.D. in Educational Leadership, which is outside the scope of the proposed program.

Georgia Southern offers a three tiered online doctorate in Higher Education. The first tier is completely online. The second tier is blended with some on campus work. This tier may prohibit students outside of driving range to Georgia Southern from enrolling in their program.

The University of Georgia offers an Ed.D. in Student Affairs Leadership, which is a blended program. This program focuses on students and student development. Our program will have an emphasis on the administrative operations and less on student development. The program at UGA is also blended, which may prevent prospective students who cannot travel to UGA from applying.

Also at UGA is the Institute of Higher Education. The institute offers an Executive Ed.D., which would be comparable in terms of curriculum and prospective students applying to the program. However, the IHE Ed.D. is a residential program with a global emphasis. This emphasis may be cost prohibitive to some students and the residential nature could prohibit some students from applying.

The IHE Ed.D. is a top ten program and is extremely competitive in terms of admission. The Ed.D. in Higher Education Administration at the University of West Georgia would expand the offerings for students to receive a doctoral degree in higher education administration from a USG school.

Georgia State University's Ed.D. in Educational Leadership is a residential program and focuses on a more general curriculum that can apply to P-16. The Ed.D. in Higher Education Administration at the University of West Georgia has a very specific curriculum that focuses on the administration of post-secondary institutions.

Similar Programs in Region

In terms of the region, the schools with comparable programs are the University of Alabama, University of Tennessee at Knoxville, Clemson University, and Auburn University.

The University of Alabama has an Executive Ed.D. program that has a residential component and is also extremely competitive. Both of these would be prohibitive in nature to students who are seeking an online program and cannot travel to Tuscaloosa.

The University of Tennessee at Knoxville is a Ph.D. program with an emphasis in research. Their program is also a residential program that focuses on Higher Education Administration.

Clemson University has a Ph.D. in Educational Leadership with a concentration in Higher Education. This program is also a residential program.

Auburn University has a Ph.D. in Administration of Higher Education. This is also a residential program.

Based on the availability of Higher Education Administration doctorates, the University of West Georgia would be offering a unique opportunity to students seeking a program that is delivered through an asynchronous online environment, using a wide variety of instructional technologies. It would not compete with schools in the region or system as it would attract a very different student, likely outside of the state.

7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No __X__ (place an X beside one)
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

The genesis of this program evolved after the forecast deadline. We would like to launch the program in the Fall of 2018 and will include the program on the next academic forecast.

9) **Admission Criteria:** List the admission criteria for the academic program.
   a) Include all required minima scores on standardized tests.
   b) Include the required grade point average requirement.

Graduate Application
Letter of intent articulating professional goals

Two letters of recommendation
One letter of support from direct supervisor
Official university transcripts from all schools attended
Masters degree
A graduate cumulative GPA of at least 3.5 (all graduate coursework)
Vita
At least 3 to 5 years of professional experience in higher education
Competitive GRE scores with minima scores:

      GRE Verbal   151
      GRE Quantitative   142
      Writing: 3.5

10) Curriculum (See the form below this series of questions and please complete.)

   a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

CEPD	9210	History of Higher Education	3	New
CEPD	9211	Organizational Theory	3	New
CEPD	9212	Advanced Seminar in Leadership	3	New
CEPD	9213	Critical Issues and Trends in Higher Education	3	New
CEPD	9214	Analysis of Higher Education Literature	3	New
CEPD	9215	Advanced Legal Issues and Policy Analysis	3	New
CEPD	9216	Values and Ethics in Higher Education Leadership	3	New
CEPD	9217	Diversity Issues in Higher Education	3	New
CEPD	9218	Higher Education Finance and Advancement	3	New
CEPD	9219	Governance in Higher Education	3	New
CEPD	9220	Enrollment Management	3	New
CEPD	9221	Qualitative Research in a Higher Education Environment	3	New
CEPD	9222	Quantitative Research in a Higher Education Environment	3	New
CEPD	9223	Applied Research Practices	3	New
CEPD	9224	Institutional Assessment and Program Effectiveness	3	New
CEPD	9225	Directed Doctoral Research	3	New
CEPD	9199	Dissertation	12	

These courses were entered into the Course Management System on January 9 and are currently going through the approval process per UWG guidelines.

b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.
Please see Appendix A

c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

CEPD 9223 Applied Research Practices (3) will require students to successfully complete:
CEPD 9221 Qualitative Research in a Higher Education Environment (3)
CEPD 9222 Quantitative Research in a Higher Education Environment (3)

d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

60 credit hours to complete the plan of study.

e) Program of Study Form

Please see Appendix B

f) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Dr. Tony Cawthon
Alumni Distinguished Professor Emeritus
cawthot@clemson.edu
(864) 656-5100
Clemson University

Dr. Nathaniel Bray
Associate Professor
nbray@ua.edu
(205) 348-1159
University of Alabama

Dr. Jorg Vianden
Associate Professor
jvianden@uwlax.edu
(608) 785-6870
University of Wisconsin – La Crosse

Phyllis McCluskey-Titus
Professor
pamcclu2@ilstu.edu
(309) 438-3923
Illinois State University

g) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

No internships will be required.

h) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Please see Appendix C

11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

This program aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach them to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, our students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate this program will be able to understand the intricacies and nuances of higher education finance and advancement. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

13) **Assessment and Quality**: Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The College of Education at the University of West Georgia has an extensive assessment system designed to evaluate the quality of COE programs. The Ed.D. in Higher Education Administration will abide by this system. Therefore, each class will have a key assignment that is designed to measure the students' learning as it relates to the course objectives as well as at least one of the program objectives. The key assignment is evaluated by the instructor on a 4 point scale and reviewed at the end of the year with all

of the other key assignment data. Based on these data, adjustments and action plans will be made to ensure the quality of the program.

Appendix D is the curriculum map that demonstrates the three phase assessment process. The first phase includes an evaluation of our admission's scores. Each year we will assess the average quantitative scores to determine whether we are exceeding our minimum scores.

The second phase includes aligning classes with program outcomes. Each class assigned to a program objective will have an assignment designed by the instructor to measure that specific program objective – the key assignment as described above. Some classes are assigned to multiple objectives. The assignments will be evaluated in our assessment management software (TK20). The data are reviewed at the beginning of every year to ascertain whether the program objectives are being met. Based on this information, recommendations are made to improve the overall scores on the four-point rubric, which aligns with the program objectives.

The third phase includes ongoing assessment efforts based on programmatic needs. This can include exit interviews and surveys to determine overall satisfaction with the program. Additionally, course evaluations will be reviewed to determine instructor effectiveness. This information will provide additional data to make data-driven decisions as we move the program forward.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
   a) Will enrollments be cohort-based? Yes__X__ or No_____ (place an X beside one)
   b) Explain the rationale used to determine enrollment projections.
      The enrollment projections were based off of the ideal size for doctoral education and on the current enrollment numbers of UWG's online doctoral programs. Currently, the EDSI School Improvement online Ed.D. receives approximately 90 to 100 applications with about 10% of those applications coming from individuals employed in higher education. With a concerted effort to market and advertise the online nature of this program, we anticipate a large demand allowing us to selectively choose between 10 and 15 students per year. Until we are able to gain momentum, we believe the cohort will start out small and then grow, as we are able to establish the program.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				

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Shifted from other programs	0	0	0	0
New to the institution	10	12	12	15
Total Majors	10	12	12	15
Course Sections Satisfying Program Requirements				
Previously existing	0	8	19	20
New	8	8	0	0
Total Program Course Sections	8	16	19	20
Credit Hours Generated by Those Courses				
Existing enrollments		240	726	1224
New enrollments	240	288	288	360
Total Credit Hours	240	528	1014	1584

The Course Sections Satisfying Program Requirements were based on year to year projections of courses added to the program. In the First FY, there will be 8 courses required to successfully complete (Fall to Summer). All of these courses will be new. In the second FY, we will have 8 courses previously offered from FY1 with 8 additional courses being added that are necessary for students to successfully complete the POS. In FY3, we will offer 16 courses from FY1 and FY2 as well as begin offering 3 currently existing courses. In FY4, students will only need to take 1 course, which is currently existing. Based on the matriculation of students, cohort sizes, and dissertation work, we were able to calculate the credit production with the assumption of 100% matriculation.

16) Faculty
   a) Provide the total number of faculty members that will support this program: _16___

   b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Mark Parrish (F)	Associate Professor, (Department Chair)	CEPD-6131, ,(Counseling Theories), 3, G, CEPD-6182 (Internship: Prof Counseling) , 3, G,	B.B.A, Marketing Management, Armstrong State College, 1976 M.Ed., Community Counseling, University of West Georgia, 2002	1/1	

			Ed.S., Community Counseling, University of West Georgia, 2004 Ph.D., Counselor Education and Supervision, Auburn University, 2008		
Dr. Matt Varga (F)	Assistant Professor, Director EdD. Program in Professional Counseling and Supervision	CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 6175 Practicum, 3, G, Spring and Summer; CEPD 6178 American College Student, 3, G, Spring; CEPD 7152 Research, 3, G, Summer; CEPD 6176 Legal Issues, 3, G, Spring; CEPD 6179 Capstone, 3, G, Spring	Ph.D. in Higher Education Administration, University of Tennessee M.S. in College Student Personnel, University of Tennessee B.A. in Philosophy, Christopher Newport Universtiy Coursework and Specialty in: Higher Education Administration and College Student Affairs	1/1	Dr. Varga will serve as the Director of the Higher Education Administration program.
Dr. Ryan Bronkema (F)	Assistant Professor	CEPD 6172, Foundations, 3, G, Fall; CEPD 6140 Counseling Skills, 3, G, Fall; CEPD 7153 Crisis and Trauma, 3, G, Fall; CEPD 7145 Advocacy and	B.B.A, Business Administration, Western Michigan Universiy, 2002 M.S., Counseling in Higher Education, The University of Wisconsin - Oshkosh, 2006	3/3	

Existing Vacant Line (F)				3/3	An individual that can support the program in terms of diversity education and leadership.
Existing Vacant Line					Currently a counselor education line that can support higher education administration
New Hire 2019 (F)				3/3	An individual with Higher Education Administration background and expertise.
Dr. Scot Lingrell (P)	Adjunct	CEPD 6174 Higher Education Administration, 3, G	B.A., Communication, Bowling Green State University, 1988 M.A., College Student Personnel, Bowling Green State University, 1992 M.A., Guidance and Counseling, Bowling Green State University, 1992 Ph.D., Higher Education Administration, Ohio University, 2004 Coursework and Specialty in: Higher Education Administration and College Student Affairs	1/0	Vice President of Student Affairs and Enrollment Management
Dr. John Head (P)	Adjunct	None	B.A., Mass Communication, Shorter College, 1987 MMC, Mass Communication - Broadcast Management, The University of Georgia, 1988 Ed.D., Educational Administration & Policy Studies with emphasis in Higher Education Administration, The University of Tennessee, 2005	0	Associate Vice President of Enrollment Management

Dr. Xavier Whitaker (P)	Adjunct	None	Ed.D. Higher Education Leadership, Azusa Pacific University, M.A. MACM Leadership, Friends University, B.S. Education, Southwestern College Coursework and Specialty in: Higher Education Leadership	0	Associate Vice President of Student Affairs
Dr. Diana Mindrila (F)	Assistant Professor	Research and methodology courses EDSI-9961 (Quantitative Research Methods), 3, G, Fall EDSI-9964 (Advanced Research Seminar) , 3, G, Fall EDSI-9998 (Research for Doc Dissertation) , 3, G, Fall MEDT-8484 (Resrch Media & Instuct Tech) , 3, G, Spring NURS-9007 (Applied Stats Meth in Nurs) , 3, G, Spring	B.S., Psychology and Educational Sciences, University of Bucharest, 2003 M.Ed., Instructional Accommodations, Francis Marion University, 2006 M.Ed., Educational Research, University of South Carolina, 2010 Ph.D., Educational Psychology and Research, University of South Carolina, 2012	3/3	Methodology and research expertise
Dr. Frances Chumney (F)	Assistant Professor	Research and methodology courses All graduate courses and online CEPD-7152 (Research & Program Evaluation), 3, G, Fall EDRS-8301 (Planning Research in Education), 3, G, Fall EDSI-9901 (Dissertation Mentoring I) , 3, G, Fall EDSI-9902 (Dissertation Mentoring Sec 2) , 3, G, Spring	B.S., Psychology, East Tennessee State University, 2007 B.S. Minor, Sociology, East Tennessee State University, 2007 M.A., Quantitative, Qualitative, and Psychometric Methods, University of Nebraska-Lincoln, 2012 Ph.D., Quantitative, Qualitative, and Psychometric Methods, University of Nebraska-Lincoln, 2013 Ph.D. Minor, Survey Research and Methodology, University of Nebraska-Lincoln, 2013	2/2	Methodology and research expertise

Dr. Mary Alice Varga (F)	Assistant Professor	Research and methodology courses at all graduate level: CEPD-7185 (Research: Quant. Analysis) , 3, G, Fall CEPD-8184 (Research Quantitative Analysis) , 3, G, Fall CEPD-8194 (Resch: Mixed Methods Analysis) , 3, G, Spring EDRS-6342 (School and Classroom Assess) EDSI-9960 (Research Design), 3, G, Spring EDSI-9964 (Advanced Research Seminar), 3, G, Summer EDSI-9998 (Research for Doc Dissertation), 3, G, All	B.S., Biology, Shenandoah University, 2005 M.Ed., College Student Personnel, Western Carolina University, 2008 Graduate Certificate, Evaluation, Statistics, and Measurement, The University of Tennessee, Knoxville, 2012 Graduate Certificate, Qualitative Research Methods in Education, The University of Tennessee, Knoxville, 2012 Ph.D., Educational Psychology and Research, The University of Tennessee, Knoxville, 2013	3/3	Methodology and research expertise
Dr. Dianne Hoff (F)	Dean	All graduate level courses: EDLE-6316 (School Law and Ethics), 3, G, Fall EDSI-9925 (Policy Analysis for Sch Impr)	B.S., Secondary Education: English, Indiana University, 1974 M.S., Secondary Education: English, Indiana University, 1978 Educational Administration (Urban	1/0	Legal and Law expertise in higher education

		EDSI-9998 (Research for Doc Dissertation), 3, G, Spring	Administration and School Law), University of Louisville, 1998		
Dr. Markesha Henderson (F)	Assistant Professor	EDSI-9998 (Research for Doc Dissertation), G, 3, Fall SPMG-3665 (Communication in Sport), U, 3, Spring SPMG-4584 (Pre-Intern Sem in Sport Mgmt), U, 3, Fall SPMG-4685 (Social Media in Sport), U, Spring, 3 SPMG-4686 (Internship), U, Spring 3	B.A., Journalism, University of Wisconsin - Madison, 1999 B.A., Communication Arts, University of Wisconsin - Madison, 1999 M.S., Sport Administration, Georgia State University, 2003 Ed.D., Higher Education Administration, The George Washington University, 2013	3/3	Higher Education training and expertise in Qualitative Research
Dr. Kyle Marrero	President			0	His expertise in higher education governance would make him an invaluable asset to students in this program.

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

c) Explain how faculty workloads will be impacted by the proposed new program.

With the addition of the two faculty members to support the program, one current vacancy and newly requested position, the workloads of other faculty will not be impacted. The adjuncts will be able to support with classes that are in their specialties as leaders in higher education. Dr. Matt Varga will shift his current focus from the master's program to the Ed.D. in Higher Education Administration. Additionally, our research courses could be supported by the Leadership, Research, and School Improvement Department in addition to new faculty hires. This would reduce the overall workload for faculty within the program.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

After the program is established for the first year, we will submit a request for an additional faculty member that is supported by the tuition generated from the

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program. We would advertise the position over a national listserv that consists of faculty all over the country. We would like to add the faculty member by 2019 to help support additional courses added for that term. This program is devised to be self-supportive and no funds will be transferred from another department. This faculty member, in addition to the three current faculty members in the College Student Affairs program, will be able to cover the courses with a 3/3 load in addition to adjunct faculty from Student Affairs and Enrollment Management.

17) Fiscal and Estimated Budget
   a) Describe the resources that will be used specifically for the program.

   With the program being fully online, we plan to utilize current academic learning management resources available at the institutional and system level including library resources and online management systems.

   b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

   c) For Expenditures:
      i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

         We have numerous faculty and professionals that can support the proposed program. This program would be offered online and would utilize current infrastructure available at the institution such as the course management system, smart thinking, etc. Additionally, as part of the USG system, we would not need additional library resources, as we would have the necessary resources currently available online for our students. We would be able to utilize current support staff for the program.

      ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

         The program does not require reassigning faculty.

   d) For Revenue:
      i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
      ii. Explain how the new tuition amounts are calculated.

The projected tuition amounts were calculated using the current graduate tuition rate, plus E-tuition, times the projected credit hour production based on 10, 12, 12, and 15 students per fiscal year, collectively.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

There are no anticipated student or program fees.

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

To assist with the growing cost of supporting doctoral dissertations, we have added a $50 tuition differential fee per credit hour. This $50 addition will cover the financial support needed to compensate faculty working on doctoral dissertations and admin support for this process. Please see the operating costs section for a breakdown of the compensation model for faculty working on dissertations.

e) When Grand Total Revenue is not equal to Grand Total Costs:
   i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

   The grand total revenue exceeds the expense grand total.

   ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

   The first year would be all new income with minimum expenses by utilizing current faculty. Considering the program is online, we would be able to utilize current e-tuition funds to cover the shortfall occurred if enrollment projections are not met.

Revenues and Expenditures by Category

Expenditures
1. Personnel New Position
   a. We are forecasting a new position needed to help support the Doctoral Program, which would include a base salary of $55,000, plus fringe benefits at 33% and $1,000 for travel and professional development. We are also estimating an increase in base salary at 3% for each year beginning in year 2019. There would not be any reassigning of current positions.

   We added $10,000 for a stipend to the Director of the program, which is listed under administrators.
2. Start Up Costs
   a. Equipment
      i. We project a one-time cost of purchasing a computer for the new faculty member at $2,000.
   b. Library
      i. Additionally, library and online resources for the USG system would meet the needs for the program.
   c. Institutional Resources
      i. As an online program, we would require access to our online management system and online library resources, all of which are provided to students through their mandatory student fees.
3. Operating Costs
   a. Supplies
      i. We anticipate needing supplies for marketing and recruitment as well additional office supplies. We believe $1,000/yr is enough to accommodate marketing and recruitment materials.
   b. Equipment
      i. N/A
   c. Travel
      i. As mentioned earlier, we anticipate the new faculty member to receive $1,000 a year in travel funds.
   d. Other:
      i. We are requesting $2,000 to help fund orientation for new students.
   e. Dissertation Support Compensation
      i. We are projecting compensation for chairs and committee members to work on dissertations. We would see the first expenses for committee compensation in the third fiscal year. We are proposing the following compensation model for dissertation support:

Chair		Cohort 1	Cohort 2
$500	Proposal Development	Fall FY3	Fall FY4
$500	Student successfully defends proposal	Spring FY3	Spring FY4
$500	Student successfully defends dissertation	FYear 4	FYear 5

Committee		Cohort 1	Cohort 2
$250	Proposal Development	Fall FY3	Fall FY4
$250	Student successfully defends proposal	Spring FY3	Spring FY4
$250	Student successfully defends dissertation	FYear 4	FYear 5

Based on this model and the assumption enrollment projections are met as well as there is 100% matriculation, we calculated $10,000 for chair compensation ($500 [fall] + $500 [spring] X 10 Chairs). We utilized the same assumptions and formula for the committee members with the understanding we would have two committee members per committee. Therefore, the formula used to budget $10,000 for committees was ($250 [fall] + $250 [spring] X 20 Committee Members). This accounted for $20,000 in dissertation compensation beginning in the Third Fiscal Year.

The fourth fiscal year included the 10 students from cohort 1 with the assumption they have made satisfactory progress and have all been retained. The formula to budget for chair compensation included ($500 [Summer/Fall] X 10 Chairs) with a projected cost of $5,000 and the committee compensation formula was ($500 [Summer/Fall] X 20 Committee Members) with a projected cost of $5,000. This resulted in a projected dissertation compensation cost of $10,000 in the fourth fiscal year for the first cohort progressing through the program. In addition to the $10,000 for the first cohort, the fourth fiscal year would include the second cohort at a projected enrollment of 12 students. We held the same assumptions regarding progress and matriculation. We budgeted $24,000 for dissertation support using the following formulas: ($500 [fall] + $500 [spring] X 12 Chairs = $12,000) and ($250 [fall] + $250 [spring] X 24 Committee Members = $12,000). We added the projected cost from the first cohort to the projected cost for the second cohort in the fourth fiscal year, which totaled $34,000.

Revenue
1. New Tuition
   a. With an enrollment projection of 10 new students for the first fiscal year, we anticipate $53,280 in tuition ($222 per credit hour for 240 credits). The new tuition would increase each year, as we would increase our enrollment for the cohort based program by 12 for FY2 and FY3 and 15 for FY4. We anticipate, based on credit hour production, by FY4 we would produce approximately 1584 credits at $222 a credit hour.
2. Other Tuition
   a. In addition to the new tuition, as an online program, students will be assessed an E-Tuition fee of $90 per credit hour as well as a request for differential tuition at $50/per credit hour.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)				
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	$10,000.00	$10,000.00	$10,000.00	$10,000.00
EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty		$55,000.00	$56,650.00	$58,349.50
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits		$18,150.00	$18,694.50	$19,255.34
Other personnel costs				
Total New Personnel Costs		$73,150.00	$75,344.50	$77,604.84
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	$ -	$ -	$-	$-
Equipment		$4,000.00		
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs		$4,000.00		
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	$1,000.00	$1,000.00	$ 1,000.00	$ 1,000.00
Travel		$1,000.00	$ 1,000.00	$ 1,000.00

Equipment				
Library/learning resources				
Dissertation Support Compensation	$ -	$ -	$20,000.00	$34,000.00
Other (Orientation)	$2,000.00	$2,000.00	$2,000.00	$2,000.00
Total Recurring Costs	$3,000.00	$4,000.00	$24,000.50	$38,000.00
GRAND TOTAL COSTS	$13,000.00	$91,150.00	$109,344.50	$125,604.84
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	$53,280.00	$117,216.00	$225,108.00	$351,648.00
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
E Tuition	$21,600.00	$47,520.00	$91,260.00	$142,560.00
Other Fees				
Tuition Differential ($50)	$12,000.00	$26,400.00	$50,700.00	$79,200.00
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	$86,880.00	$191,136.00	$367,068.00	$573,408.00
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	$73,880.00	$101,986.00	$257,723.50	$447,803.17

18) Facilities/Space Utilization for New Academic Program Information

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Facilities Information — Please Complete the table below.

				Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.			
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)			
	Type of Space		**Comments**	
i.	Construction of new space is required (x).	N/A		
ii.	Existing space will require modification (x).	N/A		
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.			
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.			
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.			
vi.	Indicate whether existing space will be used.	Yes	As an online program, we will only need space for new faculty.	
c.	If new space is anticipated, provide information in the spaces below for each category listed:			
i.	Provide the estimated construction cost.			
ii.	Provide the estimated total project budget cost.			
iii.	Specify the proposed funding source.			
iv.	What is the availability of funds?			
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).			
vi.	How will the construction be funded for the new space/facility?			
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?			
d.	If existing space will be used, provide information in the space below.			
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main			

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	campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.
	Carrollton: Education Annex (2nd Floor) As an online program, there is only a need for office space for faculty.

e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
		Classrooms		
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
Total Assignable Square Feet (ASF)				

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

Appendix A

Year	Time	Course / Title / Semester Hours	Hours
Year 1	Fall	CEPD 9210 History of Higher Education **(new)**	3
		CEPD 9212 Advanced Seminar in Leadership **(new)**	3
		CEPD 9211 Organizational Theory **(new)**	3
	Spring	CEPD 9213 Critical Issues and Trends in Higher Education **(new)**	3
		CEPD 9214 Analysis of Higher Education Literature **(new)**	3
		CEPD 9215 Advanced Legal Issues and Policy Analysis **(new)**	3
	Summer	CEPD 9216 Values and Ethics in Higher Education Leadership **(new)**	3
		CEPD 9217 Diversity Issues in Higher Education **(new)**	3
Year 2	Fall	CEPD 9219 Governance in Higher Education **(new)**	3
		CEPD 9222 Quantitative Research in a Higher Education Environment **(new)**	3
		CEPD 9218 Higher Education Finance and Advancement **(new)**	3
	Spring	CEPD 9220 Enrollment Management **(new)**	3
		CEPD 9224 Institutional Assessment and Program Effectiveness **(new)**	3
		CEPD 9221 Qualitative Research in a Higher Education Environment **(new)**	3
	Summer	CEPD 9223 Applied Research Practices **(new)**	3
		CEPD 9225 Directed Doctoral Research **(new)**	3
Year 3	Fall	CEPD 9199 Dissertation	3
	Spring	CEPD 9199 Dissertation	3
	Summer	CEPD 9199 Dissertation	3
Year 4	Fall	CEPD 9199 Dissertation	3
	Spring		
			60

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix B

Higher Education Administration, Ed.D.				
CURRICULUM	HRS	GR	Semester	SUB
First Fall Semester				
CEPD 9210 History of Higher Education (new)	3			
CEPD 9212 Advanced Seminar in Leadership (new)	3			
CEPD 9211 Organizational Theory (new)	3			
First Spring Semester				
CEPD 9213 Critical Issues and Trends in Higher Education (new)	3			
CEPD 9214 Analysis of Higher Education Literature (new)	3			
CEPD 9215 Advanced Legal Issues and Policy Analysis (new)	3			
First Summer Semester				
CEPD 9216 Values and Ethics in Higher Education Leadership (new)	3			
CEPD 9217 Diversity Issues in Higher Education (new)	3			
Second Fall Semester				
CEPD 9219 Governance in Higher Education (new)	3			
CEPD 9222 Quantitative Research in a Higher Education Environment (new)	3			
CEPD 9218 Higher Education Finance and Advancement (new)	3			
Second Spring Semester				
CEPD 9220 Enrollment Management (new)	3			
CEPD 9224 Institutional Assessment and Program Effectiveness (new)	3			
CEPD 9221 Qualitative Research in a Higher Education Environment (new)	3			
Second Summer Semester				
CEPD 9223 Applied Research Practices (new)	3			
CEPD 9225 Directed Doctoral Research (new)	3			
Third Fall Semester				
CEPD 9199 Dissertation	3			
Third Spring Semester				
CEPD 9199 Dissertation	3			
Third Summer Semester				

CEPD 9199 Dissertation	3			
Fourth Fall Semester				
CEPD 9199 Dissertation	3			
Total Hours	60			

COMMENTS

Appendix C

Core Courses List	NASPA/ACPA Competency

CEPD 9210 History of Higher Education — Values, Philosophy, and History

Credits: 3

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

CEPD 9211 Organizational Theory — Organizational and Human Resources

Credits: 3

Review of organizational theories that contribute to the development of human capital and effective operating systems.

CEPD 9212 Advanced Seminar in Leadership — Leadership

Credits: 3

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

CEPD 9213 Critical Issues and Trends in Higher Education — Values, Philosophy, and History

Credits: 3

Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

CEPD 9214 Analysis of Higher Education Literature — Assessment, Evaluation, and Research

Credits: 3

The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

CEPD 9215 Advanced Legal Issues and Policy Analysis — Law, Policy, and Governance

Credits: 3

Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

CEPD 9216 Values and Ethics in Higher Education Leadership — Personal and Ethical Foundations

Credits: 3

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Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

CEPD 9217 Diversity Issues in Higher Education   **Social Justice and Inclusion**

Credits: 3

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

CEPD 9218 Higher Education Finance and Advancement   **Organizational and Human Resources**

Credits: 3

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

CEPD 9219 Governance in Higher Education   **Law, Policy, and Governance**

Credits: 3

Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

CEPD 9220 Enrollment Management   **None**

Credits: 3

Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

Research Courses

CEPD 9221 Qualitative Research in a Higher Education Environment   **Assessment, Evaluation, and Research**

Credits: 3

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

CEPD 9222 Quantitative Research in a Higher Education Environment   **Assessment, Evaluation, and Research**

Credits: 3

This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

Appendix D

	Program Learning Outcomes						
	Outcome 1:	**Outcome 2:**	**Outcome 3:**	**Outcome 4:**	**Outcome 5:**	**Outcome 6:**	**O**
Program Outcomes	Candidates will appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought	Candidates will understand, analyze, and utilize literature to influence decisions in the work environment	Candidates will conduct or review institutional assessments to analyze policy and program effectiveness in order to make data driven decisions	Candidates will understand the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, alumni, and trustees.	Candidates will understand the intricacies and nuances of institutional finance and capital management in a higher education environment	Candidates will identify personal values and ethics that influence their practice	C; ur id is: cc af in
Phase 1: Admissions Scores							
Phase 2: Classes and Assignments used to assess	CEPD 9210 History of Higher Education	CEPD 9214 Analysis of Higher Education Literature	CEPD 9221 Qualitative Research in Higher Education	CEPD 9219 Governance in Higher Education	CEPD 9218 Higher Education Finance and Advancement	CEPD 9216 Values and Ethics in Higher Education Leadership	C' A Is A

Program Objectives	CEPD 9213 Critical Issues in Higher Education	CEPD 9225 Directed Doctoral Research	CEPD 9222 Quantitative Research in Higher Education	CEPD 9211 Organizational Theory		CEPD 9212 Advanced Seminar in Leadership	
	CEPD 9214 Analysis of Higher Education Literature	CEPD 9199 Dissertation	CEPD 9223 Applied Research Practices	CEPD 9218 Higher Education Finance and Advancement		CEPD 9217 Diversity in Higher Education	
	CEPD 9217 Diversity Issues in Higher Education		CEPD 9224 Institutional Assessment and Program Effectiveness	CEPD 9220 Enrollment Management			
Phase 3: Ongoing Follow-Up (Program Evaluation)							
CAS Learning Domain	Knowledge acquisition, integration, construction, and application; Practical competence	Knowledge acquisition, integration, construction, and application; Cognitive complexity	Knowledge acquisition, integration, construction, and application; cognitive complexity	Cognitive Complexity, interpersonal competence;	Knowledge acquisition, integration, construction, and application; cognitive complexity	Intrapersonal development; interpersonal competence; humanitarianism and civic engagement	K ac in cc ap cc cc
NASPA/ACPA Competency	Values, Philosophy, and History; Assessment, Evaluation and Research, Social Justice and Inclusion	Assessment Evaluation and Research	Assessment Evaluation and Research	Organizational and Human Development' Law, Policy, and Governance	Organizational and Human Development	Values, Philosophy, and History	L: G

Course View (Read Only)

Attachments

Current File: HIST5310comparativeslaveryandemancipation.docx

Originator

Vasconcellos, Colleen
Originator

History Department
Department

College of Arts and Humanities
College

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

HIST
Prefix

5310
Number

Comparative Slavery and Emancipation
Course Title

This course takes a comparative approach to the history of trans-Atlantic slavery and emancipation as it developed in different regions and social contexts in the Atlantic World from the 15th through 19th centuries.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Fall - 2017
Effective Term

Other
Frequency

Letter Grade
Grading

Prerequisites

Corequisites

Rationale

Not only does this course enrich students' understanding of the history of slavery, but it will also help them explore contemporary issues like race and identity as well. Each time that I have taught the course it has been well received, and it has made enrollment every time. This course fulfills a requirement for the Atlantic World concentration and meets Secondary Education certification requirements for cultural diversity. By adding this course to our course catalog, I feel that it serves as an important contribution to our program and curriculum.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Attachments
Current File: HIST5310comparativeslaveryandemancipation.docx

College Approvals

Steve Goodson   [APPROVED 2017-01-27]

Chair, Course Department

Pauline Gagnon   [APPROVED 2017-02-10]

Dean, College of Arts and Humanities

Other Approvals

Matt Varga   [APPROVED 2017-02-14]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

Proposal for HIST 5310: Comparative Slavery and Emancipation
Colleen Vasconcellos, Associate Professor of Atlantic History, UWG

I would like to propose adding HIST 5310: Comparative Slavery and Emancipation to the course catalog. Not only does this course enrich students' understanding of the history of slavery, but it will also help them explore contemporary issues like race and identity as well. Each time that I have taught the course it has been well received, and it has made enrollment every time. This course fulfills a requirement for the Atlantic World concentration and meets Secondary Education certification requirements for cultural diversity. By adding this course to our course catalog, I feel that it serves as an important contribution to our program and curriculum.

History 5310: Comparative Slavery and Emancipation

Instructor: Dr. Colleen A. Vasconcellos
Office Hours: TBA
Office: TLC 3208   Phone: 678-839-6032
Email: cvasconc@westga.edu (email preferred)

Course Objectives:
The Atlantic World is a vibrant mixture of ethnicities, classes, and cultures in continuous struggle to forge new national identities. Throughout the course of this semester, we will see how the processes of colonial exploitation, the formation of plantation societies, the enforcement of slavery, and the development of the abolitionist movement shaped these struggles. By approaching this topic from a comparative perspective, we will be able understand Atlantic World slavery from a broader perspective.

Learning Objectives:
At the end of this course, students should be able to:
*demonstrate an understanding of the history of Atlantic World slavery and the emancipation movements throughout the region;
*analyze primary and secondary sources for their historical content and interpretations
*craft persuasive written arguments based on evidence and historical research
*think historically

Textbooks: (available in the bookstore—eReader versions accepted if available)
1. Philip Curtin, *The Rise and Fall of the Plantation Complex*
2. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World.*
3. Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano*
4. Frederick Douglass. *Narrative of the Life of Frederick Douglass.*
5. Sue Peabody and Keila Grinberg, *Slavery, Freedom, and the Law in the Atlantic World.*
6. Eric Foner, *Nothing But Freedom*
7. See syllabus for additional weekly readings

Course Requirements and Evaluation
The course will be evaluated on a ten point scale. Emphasis will be on clarity of ideas, extent of research, reading, writing, analytical skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. Grade calculations are as follows

Exams 20 %	Formal Research Paper 30%
Review Papers 30%	Class Participation 20%

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and I am happy to do so at any time.
Special Note

Students, please carefully review the following information at this link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Exams: 20%
You will have two essay exams over the course of the term, with each exam consisting of 10% of your final grade. Students who miss the exam, must supply a properly documented excuse in order to make-up the exam.

Formal Research Paper: 30%
Each student will write a formal 15-20 page research paper on any topic of their choosing relating to the themes of this course to be turned in at the end of the semester. Please see courseden for paper guidelines.

Review Papers 30%:
Rather than write a more traditional book review on the Equiano, Douglass, and Foner books, you will instead write a 5-page review paper on each of these books that follows a certain list of questions provided by me well ahead of the due date of each paper. Each paper is worth 10% of your grade.

Class Participation: 20%
Although there will be class lectures throughout the semester, the majority of the course will be a seminar where each student is expected to participate actively in and at times carry the course of the conversation. All reading assignments must be completed before the start of class, so that you will be ready to engage in class discussion, debate, and analysis. Class participation is not attendance, but actual participation in the class discussion of the day. While you are expected to speak up in class and ask questions, you are also expected to respect your fellow students' opinions. I will not tolerate disrespect of any kind, and you will be asked to leave. If disruptive behavior continues, you will be asked to leave for the remainder of the course, and you will not be allowed to finish any assignments or take any exams that follow. In other words, you will fail the course.

One on One Meetings:
Each week, we will meet outside of class to discuss a separate set of readings reserved specifically for graduate students at a time to be determined after consultation of our schedules. You can find a list of readings in courseden and at the end of this syllabus.

Extra Credit: There will be no extra credit offered in this class

Class Policies

Cell Phones: TURN THEM OFF!!!!! I'm serious. I don't want to hear it, see it, even know that it exists. If you need them on for emergency purposes, please set the ring to vibrate only. If I hear a

phone ring, you will be asked to leave the class, and don't even let me catch you talking on it. If you are caught talking on the phone in class (even checking voice mail) you will not be allowed to return to class.

Attendance and Tardiness:
I will not be taking attendance in this class. You are all adults. Please keep in mind, however, that excessive absence will affect your class participation grade. If you aren't here, then you can't participate in the class discussion. Excessive lateness is disruptive to the class, affecting your fellow students as well as me. If for any reason, you need to leave class early, please let me know ahead of time. In short, come on time and stay for the whole class. If you miss class, I suggest you borrow notes from a classmate. My notes are not available.

Academic Honesty:
I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class, and any student found guilty will automatically receive a failing grade for the course. Your reaction papers will be written in your own words, and will not consist of information found on the internet or from any outside source. If you plagiarize a reaction paper, you will receive no credit for that paper and you will be ejected from the course. I will also recommend that UWG administration take action as well.

<div align="center">

Tentative Course Outline and Readings Assignments
**PLEASE NOTE THAT A WEEK HAS BEEN BUILT INTO THIS
SYLLABUS FOR THANKSGIVING BREAK OR SPRING BREAK**
SP=Sue Peabody; PC=Philip Curtin; DBD=David Brion Davis

</div>

Week 1: Pre-Colonial Slavery
Tuesday: Introduction and Brief Overview to the Course
Thursday: Old World Slavery—Readings: DBD=CH 2; PC=CH 1; SP=178-182

Week 2: The Emergence of a Colonial Order
Tuesday: The Shaping of a Colonial Society—Readings: PC=CH 2 and 4-5
Thursday: The Rise of Slavery in the New World—Readings: DBD=CH 3; PC= CH 7-8

Week 3: The Slave Trade and the Rise of Abolitionist Sentiment
Tuesday: The Middle Passage and the Triangular Trade—Readings: DBD=CH 4;
        PC=CH 3 and 9
Thursday: The Rise of Abolitionist Sentiment and the Ending of the Slave Trade—
        Readings: SP=68-74, 79-80, 148-150; Eric Williams, "Slavery, Industrialization, and
        Abolition" (see courseden); David Brion Davis, "Morality, Economics, and Abolition,"
        (see courseden)

Week 4: Why Abolition?
Tuesday: The Enlightenment and the Atlantic World—Readings: Core Ideals of the
        Enlightenment; Thomas Paine, "African Slavery in America"; Selection from Thomas
        Jefferson's *Notes on the State of Virginia*
Thursday: **Equiano Paper Due—discussion of Equiano**

Week 5: Comparing Atlantic World Slavery
Tuesday: Latin America and the Caribbean—Readings: DBD=CH 5; SP=31-36,102-116,
    134-148, 150-156
Thursday: North America –Readings: DBD=CH 6; SP=74-79

Week 6: Slave Life—Taking a Closer Look
Tuesday: Gender and Family—Readings: Marie Jenkins Schwartz, "Family Life in the
    Slave Quarters" (see courseden); Alvin Thompson "Enslaved Children in Berbice, with
    Special Reference to the Government Slaves, 1803-31" (see courseden)
Thursday: Ethnicity and African Cultural Identity—Readings: Joseph Holloway, "What
    Africa Has Given America" (see courseden); Colin Palmer "From Africa to the
    Americas" (see courseden) **(Research Paper topics and bibliographies due)**

Week 7: Resistance and Rebellion
Tuesday: Slave Resistance and Early Abolitionists—Readings: DBD=CH 11, SP=65-
    67; Runaway Slave Advertisements from Virginia Newspapers (we'll discuss in class, but
    look these over before coming)
Thursday: Atlantic Revolutions and Their Impact—Readings: DBD=CH 7-8; PC=11-12

Week 8: Free People of Color in the Age of Slavery
Tuesday: Readings: SP=36-51, 45-56; Laura Foner, "The Free People of Color in
    Louisiana and St. Domingue" (see courseden); Kathryn Dungy, "Live and Let Live:
    Native and Immigrant Free People of Color in Early Nineteenth Century Puerto Rico"
    (see courseden)
Thursday: MID TERM—BRING A BLUE BOOK

Week 9: Progress?
Tuesday: British and French Abolition—Readings: DBD=CH 12, SP=5-14, 57-64, 68-74
Thursday: Case Study: The Second Slavery in Cuba—Readings: SP=124-133

Week10: North American Abolitionists and Their Impact
Tuesday, Mar 13: The Defense of Slavery—Readings: DBD=CH 9, 13
Thursday, Mar 15: The politics of slavery in the US—Readings: DBD=CH 1, 14; SP=81-95

Week 11: War and Freedom
Tuesday: **Honors Day—No Class**
Thursday: American Emancipation—Readings: DBD=CH 15; SP=10-15, 95-101

Week 12: Case Study: Black Abolitionists
Tuesday: **Discuss Douglass' *Narrative*--Frederick Douglass paper due**
Thursday: Research Paper Check-In

Week 13: Emancipation in Latin America
Tuesday, Apr 10: Spanish Abolition & Ending Slavery in Brazil—Readings: PC=CH 14,
    SP=15-24, 117-123, 156-166

Thursday, Apr 12: Comparing Post Emancipation Societies—Readings: SP=24-28, 167-177;
    Rebecca Scott, "The Boundaries of Freedom: Post-Emancipation Society in Cuba,
    Louisiana, and Brazil (see courseden)

Week 14: An End to Slavery in the Atlantic World?
Tuesday: Evaluating the Abolitionists—Readings: DBD=Epilogue; PC=CH 13
Thursday: Legacies of Slavery—Readings: PC="Retrospect"; Edward Rossiter "The
    Abolition of Slavery in the Western Hemisphere" (see courseden)

Week 15: Class Presentations

FINAL EXAM: SEE THE SCOOP FOR DATES AND TIMES

Additional Readings:

Week 1: Robin Blackburn, "The Old World Background to European Colonial Slavery," *The William and Mary Quarterly* 54:1 (1997): 65-102 (available on JSTOR)

Week 2: James H. Sweet, "The Iberian Roots of American Racist Thought," WMQ 54 (1997): 143-166 (available on JSTOR)

Week 3: Seymour Drescher, "Who's Abolition?" *Past & Present* 143 (1994): 136-166 (available on JSTOR)

Week 4: Thomas Bluett, *Some Memoirs of the Life of Job, the Son of Solomon the High Priest of Boonda in Africa; Who was a Slave about two Years in Maryland; and Afterwards being Brought to England, was set free, and sent to his Native Land in the Year 1734* (London: Printed for Richard Ford, 1734), p. 9-33. (see: http://docsouth.unc.edu/neh/bluett/menu.html)

Week 5: Richard Dunn, "A Tale of Two Planatations," WMQ 34 (1977): 32-64 (available on JSTOR)

Week 6: James H. Sweet, "Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora," AHR 114 (2009): 279-306 (available on JSTOR)

Week 7: Steve Mintz, "Models of Emancipation during the Age of Slavery," *Slavery & Abolition* 17 (August 1996): 1-21. (see courseden)

Week 8: Midterm Week

Week 9: Dale Tomich, "The Wealth of Empire: Francisco Arango y Parreño, Political Economy, and the Second Slavery in Cuba," *Comparative Studies in Society and History* 45 (2003): 4-28 (available on JSTOR)

Week 10: Robert J. Loewenberg, "John Locke and the Antebellum Defense of Slavery," *Political Theory* 13 (1985): 266-291 (available on JSTOR)

Week 11: Selection from *Taking Sides*: "Was Slavery the Key Issue in the Sectional Conflict Leading to the Civil War?" (see courseden)

Week 12: Margaret Kohn, "Frederick Douglass's Master-Slave Dialectic," *The Journal of Politics* 67 (2005): 497-514 (available on JSTOR)

Week 13: Steven Hahn, "Class and State in Postemancipation Societies,"(AHR) 95 (1990): 75-98. (available on JSTOR)

Week 14: Students to present an article that they read relating to their research.

Week 15: Students to present an article that they read relating to their research.

Addendum IV: Faculty Development

103.06 ~~Instruments for~~ Evaluating Teaching

Evaluation of a faculty member's ~~work~~ teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

~~Although evaluation of classroom success is necessarily somewhat subjective, two modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: evaluation by the department chair[MK1] and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.~~

With the exception of USG ecore courses, the instrument~~s~~ of student evaluation is ~~are~~ a standard form~~s~~ for all departments. For ecore courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. ~~In June of 1996 the Faculty Senate passed a policy of centralizing the form and procedure for course evaluation. As of that date, a~~All faculty teaching face-to-face and hybrid courses must use the Scantron form titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Faculty teaching online courses must use either the Scantron form or online version of the University of West Georgia / Student Evaluation of Instruction for any class that has enrollment of 5 or more students. Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final 2 week~~s~~ of ~~each semester~~classes. Any college, department, or faculty member ~~area, however,~~ may add questions to the ~~department chair's~~ standard SEI form which makes the form apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.) ~~In place of the standard forms, non-teaching areas may devise their own forms to evaluate fulfillment of duties.~~

The faculty member should receive the forms ~~shortly after mid-semester~~ from the department chair prior to the final two weeks of the course. They will be sorted by class and section number, with the correct number of forms per section, and placed in a~~n~~ ~~manila~~ envelope ~~and~~ marked with an identifying label. The labels and proctor instructions are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last two week~~s~~ of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class, who should not be in the room while the evaluation is being administered. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. ~~If the class is being taught at a remote site, the instructor should provide the proctor with a stamped envelope addressed to the departmental office that the student can drop in the mail[MK2].~~ The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the department chair ~~office~~ and/or the instructor shall make arrangements for delivering ~~receiving~~ the forms.)

At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by

the instructor, he or she may review the data and open-ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental

ooffice and keep for complete records to support applications of tenure, promotion, and post-tenure review.

Student evaluation forms shall be an official part of the administrative evaluation process. Other forms of evaluating teaching are supervisor evaluation and peer evaluation, which can be used as determined by the department. The department chair's evaluation in company with the published or unpublished student evaluations shall be in the department chair's care and the cumulative file shall be available only to the faculty member, his or her department chair, college dean or area supervisor, the provost and vice president for academic affairs, and the president except when the faculty member is being considered for promotion or tenure. When the faculty member is being considered for promotion or tenure, the entire file shall be made available to the appropriate review and/or advisory committee. If the department chair's evaluation is computerized, code symbols shall be used to ensure anonymity.

A Ccopyies of the forms for student evaluation (103.0601) and the evaluation by the department chair (103.0602) are is given on the next pages.

103.0601 University of West Georgia / Student Evaluation of Instruction (SEI) Instructor/Course Evaluation Questionnaire (Not Available)

This form will be deleted.

P03.0602 (Revised May 27, 1983, by Faculty Senate)

University of West Georgia
EVALUATION BY DEPARTMENT CHAIR

(To be completed by the department chair for each member of the department at the close of the Spring semester, or at the time he or she is being considered for promotion or tenure.

Name of faculty member _____ Date

Computer Code Symbol

CALE:
A – To maximum degree
practicable. B – To a significant
degree.
C – To some extent.
D – No.
E – Not applicable.

ACCEPTANCE OF COLLEGE ASSIGNMENTS (department and college)

1	He or she accepts departmental and college assignments willingly.					
		A	**B**	**C**	**D**	**E**

ATTITUDE

		A	B	C	D	E
2	He or she acts in the best interests of the department and the college.					
3	He or she takes a professional attitude in human relations and personnel problems.					
4	His or her approach to problems is mature and reasonable.					

A   B   C   D   E

COOPERATION

5	He or she assists colleagues and others with their problems.					
6	His or her suggestions and actions are constructive rather than destructive.					

A   B   C   D   E

PERFORMANCE ON COLLEGE ASSIGNMENTS (department and college)

7	He or she performs his or her assigned departmental duties.					
8	He or she performs college-wide duties (committee assignments, etc.)					

A   B   C   D   E

PROFESSIONAL BEHAVIOR AS IT RELATES TO HIS OR HER PROFESSIONAL ACTIVITIES AND THE GOALS AND NATURE OF THE INSTITUTION. (Department and campus)

9	He or she acts responsibly (see "Professional Ethics," 109.03)					

A   B   C   D   E

[MK3]

FACTORS RELATING TO TEACHING EFFECTIVENESS

10	He or she displays enthusiasm which vitalizes his or her teaching.					
11	He or she displays skill and willingness to advise and consult with individual students.					
12	He or she follows the general policies of the department/objectives, etc.					

A   B   C   D   E

Description of specific faculty assignments and services:

Other comments

Department Chair

PF[MK4]

Proposed Revision

103.06 Evaluating Teaching

103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

With the exception of USG ecore courses, the instrument of student evaluation is a standard form for all departments. For ecore courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. All faculty teaching face-to-face and hybrid courses must use the Scantron form titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Faculty teaching online courses must use either the Scantron form or online version of the University of West Georgia / Student Evaluation of Instruction for any class that has enrollment of 5 or more students. Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final 2 weeks of classes. Any college, department, or faculty member may add questions to the standard SEI form which makes the form apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

The faculty member should receive the forms from the department chair prior to the final two weeks of the course. They will be sorted by class and section number, with the correct number of forms per section, and placed in an envelope marked with an identifying label. The labels and proctor instructions are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last two weeks of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class, who should not be in the room while the evaluation is being administered. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the department chair and/or the instructor shall make arrangements for delivering the forms.)

At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by the instructor, he or she may review the data and open-ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and post-tenure review.
Student evaluation forms shall be an official part of the administrative evaluation process. Other forms of evaluating teaching are supervisor evaluation and peer evaluation, which can be used as determined by the department.

A copy of the form for student evaluation (103.0601) is given on the next page.

103.0601 University of West Georgia / Student Evaluation of Instruction (SEI)

Addendum V: Rules

401 Research, Research Grants, and Sponsored Operations Projects

Research is one of the areas in which a faculty member is evaluated for promotion and tenure. (See Sections 103.03 and 103.04 in this Handbook.) The Office of Research and Sponsored Projects (ORSP) provides individual support to faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives.

Faculty who are applying for external grants that will be administered by the university shall contact the ORSP before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for ~~internal funds should follow the instructions set by the grant administrator.~~ ~~projects. Application blanks may be obtained from the Chair of the Learning Resources~~ ~~A modest sum is allocated annually to assist faculty members in their unsponsored research.~~ ~~Committee of the Faculty Senate. Deadlines for the submission of applications are announced.~~

~~Grants are restricted to full-time faculty members who have been employed at the University of West Georgia for at least one year and whose research project will not be used for completion of a degree. Grants are awarded to support bonafide research leading to a refereed publication. Grants are given to encourage scholarship that might otherwise go unaccomplished. Such grants may be used to help defray research expenses involving travel (transportation, food and lodging), photo duplications, equipment purchases, supplies, and publication assistance, with the following qualifications:~~

~~1. Any item or service which is normally funded through the grantee's department is generally not a qualified candidate for fund-granting.~~
~~2. No more than 50 percent of the subsidy can be made to a publisher up to a maximum grant of $1500 for this purpose. No private publications can be subsidized in which the author pays all the publication costs.~~
~~3. At the discretion of the Committee, a project may be funded at an amount less than the requested amount.~~
~~4. The applicant's department is expected to contribute ten (10) percent of the cost of all reusable items to be purchased by grant funding.~~
~~5. Funds are not allocated for hiring research assistants to do typing, reading film, or performing experiments (unless expertise is required).~~
~~6. Funds are not provided for travel expenses to conferences.~~
~~7. Sponsored Operations serves as the central clearinghouse for all proposals, contracts and grants. This office also drafts agreements with external agencies. A representative of Sponsored Operations should assist in the negotiation of the agreement. The office provides assistance in the writing of proposals and approves the proposed budget.~~

~~The following are some general procedural guidelines:~~
~~1. Proposals involving faculty or facilities of the university must be approved by the appropriate department chair and dean of the college involved. If the faculty or facilities of a college or~~

department other than the one in which the proposal originates are committed, the appropriate department chair and dean must approve the proposal.

2. If a training proposal is submitted which commits the institution to a new degree program, the degree program must have been authorized prior to submission of the proposal.

3. New courses included in a funding proposal must have prior approval for inclusion in the course offering of the University of West Georgia.

The routing of proposals will be:

1. Department Chair (or Chairs)

2. Dean of the appropriate college

3. Coordinator of Sponsored Operations

4. President

Requests for expenditures from funded projects should be routed through Sponsored Operations.

Requests for budget amendments must be routed to Sponsored Operations.

Approved by Rules committee_2_9_17

Proposed Revision

401 Research, Research Grants, and Sponsored Projects

Research is one of the areas in which a faculty member is evaluated for promotion and tenure. (See Sections 103.03 and 103.04 in this Handbook.) The Office of Research and Sponsored Projects (ORSP) provides individual support to faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives.

Faculty who are applying for external grants that will be administered by the university shall contact the ORSP before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

Addendum VI: Rules

UWG PROCEDURE NUMBER: **UWG Procedure 2.9.3**
Authority: **UWG POLICY: UWG Policy 2.9, Service and Professional Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.9,** establishes the following procedures for compliance with UWG Policy **2.9** on **Service and Professional Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the grants and sponsored projects procedures.

A. Definitions.
    1. Grants- funding to support scholarly, creative, or institutional initiatives.

B. Research, research grants, and sponsored operations procedure:
Faculty who are applying for external grants that will be administered by the university shall contact the Office of Research & Sponsored Projects (ORSP) before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

Pursuant to BOR Research 6.1 General 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 approval_2_9_2017

Addendum VII: Rules

Mark Up

201 ~~Classroom Procedures~~

201.01 ~~Early in the semester, each faculty member should introduce each course clearly in terms of objectives, topics to be covered, types of learning activities, number and~~ nature of tests and reports, absence policies, and ~~the~~ system of evaluation and grading. In general, he or she ~~should cover the~~ course content described in the catalog and syllabus. Additionally, All syllabi at the University of West Georgia should must include the follo~~wing information: Course title~~, course ~~objectives,~~ course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, in-class and out-of-class time requirements to earn course credit, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and ~~office hours), required~~ reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.

~~A syllabus will be made~~ Each instructor must make the syllabus available to each student on or before the first day of class, and provide ~~access to all course syllabi will be provided~~ to the appropriate department office.

Each syllabus must include a link to the online University of West Georgia document titled "Common Language for Course Syllabi" (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus. Students, please carefully review the following information at this link [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review ~~the information each semester.~~

201.02 ~~Each member of the faculty who teaches a course in the Core Curriculum has the responsibility of explaining the objectives~~ of the core curriculum and discussing how the course contributes to the attainment of the objectives. A faculty member who does not subscribe to the objectives should not teach a core course.

Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses ~~must adhere to these Core Curriculum learning outcomes.~~

201.03 ~~Faculty members should define for the student their standards of proper academic conduct; what assistance is permissible in the preparation of reports, term or research~~ papers, and ~~outside projec~~ts, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests. (See Section 207 "Cheating and Plagiarism.") Faculty shall include in their syllabi a link to the university's statement on

academic dishonesty and the honor code: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It is the student's responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus. However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

201.04 Faculty members should promptly return all students' graded academic work written tests and reports to students for review. In the case of final exams and other end-of-term work that cannot easily be returned to students,Unless final examinations are returned to students, faculty members should keep this work such examinations on file for at least one year semester and allow each student to review his or her work paper upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: http://www.usg.edu/records_management/schedules/934).

201.05 Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final weeks of classes. For more detail on the evaluation form and procedures, see Section 103.06.

201.06 Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students should be accommodated as the professor deems reasonable. Any student who will be absent for more than one week of class should notify the Patient Advocates in Health Services 678-839-6452. The student should also notify the instructor or department. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor. In the case of student absences, instructors have full discretion over all makeup work assignments.

Short-term excused absences: Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated as the professor deems reasonable.

Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election (http://www.usg.edu/policymanual/section4/C327/).

Long-term absences: Students who are absent for more than a week of class must notify the instructor if they want to request accommodation or the opportunity for make-up work. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 ~~In the event of epidemic illness, natural disaster, or other such emergency situation, faculty are responsible for communicating with students regarding alternative means of meeting the learning objectives of the course. If the faculty member is absent for a prolonged period, he or she should provide for alternative means of delivery of course material. Such means may include distance learning options, make-up class periods, or electronic submission of assignments. In such cases, faculty should relax attendance requirements and allow students to make up work missed. Each student is responsible for completing any assignments, and for making specific arrangements with the instructor for the work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose, with the methods of the make-up at the discretion of the course instructor.~~
If a faculty member is absent for a prolonged period, he or she shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.

In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the course learning outcomes.

Proposed Revision

201 Classroom Procedures

201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.
Each instructor must make the syllabus available to each student on or before the first day of class, and provide access to all course syllabi to the appropriate department office.
Each syllabus must include a link to the online University of West Georgia document titled "Common Language for Course Syllabi"
(http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus. Students, please carefully review the following information at this link
[http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

201.02 Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses must adhere to these Core Curriculum learning outcomes.

 201.03 Faculty shall include in their syllabi a link to the university's statement on academic dishonesty and the honor code:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It is the student's responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus.

However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

201.04 Faculty members should promptly return all students' graded academic work In the case of final exams and other end-of-term work that cannot easily be returned to students, Faculty members should keep this work on file for at least one semester and allow each student to review

his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: http://www.usg.edu/records_management/schedules/934).

201.05 Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final weeks of classes. For more detail on the evaluation form and procedures, see Section 103.06.

201.06 In the case of student absences, instructors have full discretion over all makeup work assignments.

Short-term excused absences: Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated, as the professor deems reasonable.

Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election (http://www.usg.edu/policymanual/section4/C327/).

Long-term absences: Students who are absent for more than a week of class must notify the instructor if they want to request accommodation or the opportunity for make-up work. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 If a faculty member is absent for a prolonged period, he or she shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.

In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the course learning outcomes.

Addendum VIII: Rules

UNIVERSITY of
WEST Georgia.

UWG PROCEDURE NUMBER: 2.7.3 (201.01 and 201.02)
*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: To ensure that all course syllabi at the University of West Georgia are made available to all students in every course and to ensure that all syllabi include all of the information that students will need to understand the responsibilities and obligations of both the instructor and the students in the course.

A. <u>Definitions</u>.
1. "*Syllabus*" *(plural: "syllabi")* – A written course description and class schedule that each course instructor is required to give to all students enrolled in his or her course on or before the first day of class. The syllabus may be given to students in printed form, distributed, or posted electronically for their access. The syllabus describes the course content and learning outcomes for the course, and contains all of the information required in this procedure.

B. <u>Procedures for Course Syllabi.</u>
1. All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.
2. Each instructor must make the syllabus available to each student on or before the first day of class, and provide access to all course syllabi to the appropriate department office.
3. Each syllabus must include a link to the online University of West Georgia document titled "Common Language for Course Syllabi" (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).
4. Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses must adhere to these Core Curriculum learning outcomes.

Compliance [or Penalties].

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

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum IX: Rules

UNIVERSITY *of*
West Georgia.

UWG PROCEDURE NUMBER: 2.7.3 (201.03)
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: To ensure that all students are aware of their instructors' expectations and guidelines regarding academic honesty, and to ensure that all students have access to their graded exams and assignments.

A. Definitions. N / A

B.   Procedures governing faculty responsibilities to ensure that students are aware of instructors' policies regarding academic honesty and to ensure that they have access to graded exams and assignments.
1. Faculty shall include in their syllabi a link to the university's statement on academic dishonesty and the honor code:
    http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.
2. It is the student's responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus. However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

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

_____
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum X: Rules

UWG PROCEDURE NUMBER: 2.7.3 (201.04)
*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: To ensure that all students have access to their graded exams and assignments.

A. Definitions. N / A

B.   Procedures governing faculty responsibilities to ensure that students have access to graded exams and assignments.
1. Faculty members should promptly return all students' graded academic work.
2. In the case of final exams and other end-of-term work that cannot easily be returned to students, faculty members should keep this work on file for at least one semester and allow each student to review his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: http://www.usg.edu/records_management/schedules/934).

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

_____
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XI: Rules

UWG PROCEDURE NUMBER: **2.7.3 (201.05)**
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: To ensure that all students have the opportunity to evaluate all of their courses and quality of instruction at UWG.

A. **Definitions.**
    1. "***Instructional responsibility***" – Any contractual teaching responsibility at either the undergraduate or the graduate level, and in either face-to-face or online classes.
    2. ***"Faculty members"*** – All teaching faculty (including adjunct faculty, part-time instructors, graduate students with teaching responsibilities, and other non-tenured instructors, as well as full-time instructors, tenure-track and tenured faculty, and administrators with teaching responsibilities).

B. **Course Evaluations**

Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final weeks of classes by using the evaluation survey(s) provided by the university.

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

_____
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: *N/A*

Addendum XII: Rules

UWG PROCEDURE NUMBER: 2.7.3 (201.06 and 201.07)
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: To ensure that students who are absent from class for approved reasons are given reasonable accommodations, and that faculty absences will not impede the delivery of course material in any class.

A. <u>Definitions</u>. **N/A**

B. <u>Procedures for faculty response to class absences</u>.
  1. In the case of student absences, instructors have full discretion over all makeup work assignments.
  2. Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated, as the professor deems reasonable.
  3. Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election (http://www.usg.edu/policymanual/section4/C327/).
  4. Students who are absent for more than a week of class must notify the instructor if they want to request accommodation or the opportunity for make-up work. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.
  5. Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).
  6. If a faculty member is absent for a prolonged period, he or she shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.
  7. In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the the course learning outcomes.

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

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XIII:
Declaration of Support Draft

Declaration of Support for International Faculty and Students and the Value of a Global Education

At a time when recent political actions on immigration have imposed a barrier to the success of our students and the ability of the faculty to perform their educational duties, we affirm our commitment to uphold the University of West Georgia's educational mission and values. We stand in support of our international students and faculty and denounce any policies that unfairly target them for discrimination or that impede their ability to succeed in their educational mission at UWG. We also assert our commitment to give all of our students a global education, with full access to international resources that are integral to their success.

We realize that immigration policies are complex and that there is a wide spectrum of political opinion on these issues among our students and faculty. We encourage open expression of diverse political opinions on these subjects, and we favor informed, respectful debate.

Without attempting to restrict the expression of any particular political perspective, we reaffirm our support for the following UWG values, especially as they shape the academic success of our students and faculty who are affected by the current political debate over immigration and international travel:

1)   The UWG value of inclusiveness. We declare that it is essential to our university's educational mission to have globally diverse faculty and students, and we oppose policies that would discriminate against any of our students and faculty because of their ethnicity, religion, or country of origin.

2)   The UWG value of achievement. As our university's mission statement declares, we are committed to the "academic and social success of our students, staff and faculty," and we therefore oppose any policies that will impede our students' access to a global education that is critical to their "academic and social success."

3)   The UWG value of caring. Because we are committed to "consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve," we declare our support for all of our students and faculty, including those who are facing discrimination because of recent immigration policies or related political debates. We stand with our international faculty and students, and we declare our support for all faculty who are persisting in their efforts to give their students a global education in the midst of unprecedented challenges.

Signed:
[Faculty Senate – if approved]

Accompanying Statement to Explain the Need for this Resolution

Why is this resolution needed?

1) We want to declare our support for international students and faculty who may be affected by recent political actions on immigration and international travel.
   - UWG students come from 74 countries, including Iran, Sudan, and Yemen.
   - Twenty-seven percent of our graduate students – a population that is rapidly growing as UWG expands its graduate programs – are international, as are more than 300 of our undergraduates.
   - National travel bans on foreign nationals from our students' countries of origin impedes our students' ability to complete their educational goals at UWG. Likewise, national immigration policy that affects other regions of the world will directly affect our students, because our students come from all parts of the globe.
   - At a time when we are working to insure that none of our students face any unnecessary barriers to retention, progression, and graduation, we cannot stand by in silence when national political debates or new policy initiatives threaten our students' ability to complete their education at UWG.

2) We are concerned that a hostile political climate toward particular immigrant groups, or policies directed against immigrants or travelers from particular countries, will harm all of our students – including those born in the United States – by depriving them of the opportunity for a truly globalized education.
   - Fifteen percent of our undergraduate students participate in a study abroad program. Our university's Office of Education Abroad is currently facilitating study abroad programs in Europe, Asia, South America, Central America, and Australia, and we do not want to see any of those programs negatively impacted by barriers to international travel and migration.
   - Our faculty come from all parts of the world and represent numerous ethnic, racial, and religious backgrounds. We believe that our students benefit from the experience of being taught by faculty from all parts of the globe.