

Memorandum

To: General Faculty

Date: March 23, 2011

Regarding: Agenda, Faculty Senate Meeting, March 25th at 3:00 pm TLC 1-303

The agenda for the March 25th, 2011 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the March 18, 2011 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

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

- A) Motion to approve Revisions to the Core Implementation Plan

Committee II: Academic Policies and Procedures (Chair, Farooq Khan)

Action Item:

- A) Proposal to adopt the following additional class times on Mondays and Wednesdays, 8:00-9:15am; 9:30-10:45am and 11:00 am – 12:15 pm

Committee III: Faculty and Administrative Staff Personnel (Chair, Adrian Austin)

Information Item:

- A) Update on the revision of promotion and tenure policies

Committee VII: Institutional Studies and Planning (Chair, Tommy Cox)

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

- 1) A motion to adopt the five operational outcomes as outlined in the Quality Enhancement Plan Concept Statement

Committee IX: Graduate Studies (Chair, David Jenks)

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

- A) College of Sciences and Mathematics
 - 1) Department of Biology
 - a) M.S. Biology

Request: Modify
Action: Approved

2) Department of Geosciences
a) Online GIS Masters Program

Request: Add
Action: Approved

b) GEOG 5551
Request: Add
Action: Approved

c) GEOG 6446
Request: Add
Action: Approved

d) GEOG 6755
Request: Add
Action: Approved

e) GEOG 6757
Request: Add
Action: Approved

f) GEOG 6893
Request: Add
Action: Approved

g) GEOG 6895
Request: Add
Action: Approved

h) GEOG 6993
Request: Add
Action: Approved

B) College of Arts and Humanities

1) Department of Foreign Languages and Literatures

a) Initial Certification in Spanish
Request: Modify
Action: Approved

2) Department of History

a) HIST 5250
Request: Add
Action: Approved

C) College of Education

a) Ed.D. in School Improvement
Request: Modify
Action: Approved

1) Department of Leadership and Applied Instruction

- a) EDLE 9004
Request: Add
Action: Approved
- b) EDLE 9901
Request: Add
Action: Approved
- c) EDLE 9902
Request: Add
Action: Approved
- d) EDLE 9903
Request: Add
Action: Approved
- e) EDLE 9941
Request: Add
Action: Approved
- f) EDLE 9960
Request: Add
Action: Approved
- g) EDLE 9961
Request: Add
Action: Approved
- h) EDLE 9962
Request: Add
Action: Approved

D) School of Nursing

- a) Ed.D. in Nursing - Online
Request: Add
Action: Approved

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Information Items:

- A) The Protocols of the Senate ([See Addendum V](#))
- B) The ByLaws of the College of Social Sciences ([See Addendum VI](#))

5. Old Business

- A) *Recommendation to change the process of amending Policies and Procedures as follows below; to consider a further amendment to the following that extends the definition for "notice of the motion to be voted upon" to "10 university business days within the Fall or Spring semesters"; and to consider a further amendment to require a minimum voting*

period outside of meetings such that “Votes outside of meetings shall be cast over a period of no less than 5 university business days within the Fall or Spring semesters.”

(highlighted material are additions, strikethroughs are deletions)

Changes to: *Policies and Procedures* Article IV, Section 3 (Modification):

Modifications of the above provisions in SECTIONS 1 and 2 of this article may only be made through a vote of the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty~~, which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion will have passed if it receives a majority of the votes cast.

Changes to: *Policies and Procedures* Article V, Section 4 (Modification):

Modifications of the above provisions in SECTIONS 1,2, and 3 of this article may only be made through a vote of the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty~~, which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion will have passed if it receives a majority of the votes cast.

- B) *Recommendation to change the process of amending the Bylaws as follows below; to consider a further amendment to the following that extends the definition for “notice of the motion to be voted upon” to “10 university business days within the Fall or Spring semesters”; and to consider a further amendment to require a minimum voting period outside of meetings such that “Votes outside of meetings shall be cast over a period of no less than 5 university business days within the Fall or Spring semesters.”*

(highlighted material are additions, strikethroughs are deletions)

Changes to:

Bylaws Article V (Amendment or Repeal of Bylaws):

Motion for change or repeal of these By-Laws shall be presented in writing to all members ~~present at a meeting~~ of the ~~body in question~~ General Faculty. The proposed amendment shall be voted on either: 1) at the ~~next~~ meeting of that body and must carry by a simple majority vote of the members present; or: 2) by means of electronic or other written balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority of votes cast.

- C) *Recommendation to change voting at general faculty meetings as follows below; to consider a further amendment to the following that extends the definition for “notice of the motion to be voted upon” to “10 university business days within the Fall or Spring semesters”; and to consider a further amendment to require a minimum voting period outside of meetings such that “Votes outside of meetings shall be cast over a period of no less than 5 university business days within the Fall or Spring semesters.”*

(highlighted material are additions, strikethroughs are deletions)

Revise Article I, E, F of the *By-Laws* to specify the inclusion of electronic balloting in the definition of quorum and voting as follows:

E. QUORUM. A quorum of the General Faculty shall consist of fifty (50) percent of the membership at both regular and special meetings. No ~~vote shall be taken at a meeting of the General Faculty shall be held~~ unless a quorum is present.

F. VOTING. Only members of the General Faculty may vote. Voting in regular and special meetings shall ~~may~~ be by voice vote except that a division vote (by showing of hands or standing, whichever is most convenient to the counters) shall be taken on request of any member of the General Faculty, and except that voting shall be by secret written ballot on request of twenty (20) percent of the members present. ~~If it should be declared that the meeting lacks a quorum, voting may be conducted subsequently by electronic or other forms of written balloting. In the case of such subsequent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority of votes cast.~~

6. New Business

A. *Recommendation to change definition of quorum of the General Faculty as follows:*

(highlighted material are additions, strikethroughs are deletions)

To revise Article I, E, F of the *By-Laws* to specify the definition of quorum as follows:

E. QUORUM. A quorum of the General Faculty shall be as defined in the current version of Roberts Rules of Order ~~consist of fifty (50) percent of the membership at both regular and special meetings.~~ No vote shall be taken at a meeting of the General Faculty ~~shall be held~~ unless a quorum is present.

7. Announcements

8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Minutes—Draft**

March 18, 2011

1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Chris Huff.

2. Present:

Aanstoos, Anderson, Ashford, Austin, Barnhart, Baumstark, Huett (substitute for Baylen), Bucholz, Burton, Carter, Chowns, Cox, de Nie, DeFoor, Deng, Donohoe, Gordon, Hasbun, Hatfield, Hodges, Hooper, Jenks, Lane, Mbaye, Morris, Ogletree, Payne, Penceo, Ringlaben, Rollins, Rutledge, Smith, Thomas, Williard,

Absent:

Cook, Crean, Jackson, Kang, Khan

3. Approval of the minutes of the February 25, 2011 meeting

Corrections:

Heggs (substitute for Bucholz), Goodson (substitute for Barnhart), and Jackson were present.

Minutes were approved as corrected.

4. Committee Reports

Committee I: Undergraduate Academic Programs (Jean Cook for Chair, Tami Ogletree)

Action Items:

A) College of Arts and Humanities

I) Department of History

a) HIST 4250: The First World War

Request: Add

Action: Approved

B) College of Sciences and Mathematics

I) Department of Biology

a) BA in Biology

Request: Delete

Action: Approved

- b) BS in Biology/Secondary Education
Request: Delete
Action: Approved
- 2) Department of Geosciences
 - a) GEOG 3900: Ecological Climatology
Request: Add
Action: Approved
- C) College of Social Sciences
 - 1) Department of Anthropology
 - a) Anthropology
Request: Modify Area F Program of Study (Change from BA to BS)
Action: Approved
 - b) College of Social Sciences (All Programs)
Request: Modify (All DSW/WAC requirements dropped)
Action: Approved
 - 2) Department of Mass Communications
 - a) Mass Communications
Request: Modify (5 changes of declaration criteria)
Action: Approved
 - b) COMM 4453: Announcing
Request: Delete (Content too narrow for 17 weeks/covered in skills courses)
Action: Approved
 - 3) Department of Political Science and Planning
 - a) PLAN 4721/POLS 4721: Housing and Community Development
Request: Add
Action: Approved
 - b) PLAN 4722/POLS 4722: Environmental Planning
Request: Add
Action: Approved
 - c) PLAN 4723/POLS 4723: Transportation Planning
Request: Add
Action: Approved
 - d) PLAN 4724/POLS 4724: Sustainable Development
Request: Add
Action: Approved
- D) School of Nursing

- a) NURS 4470: Community Health in Nursing
Request: Delete
Action: Approved

- b) NURS: 4475: Nursing Leadership and Management
Request: Delete
Action: Approved

One concern voiced in regards to the Anthropology Program Modification. Changing from a BA to a BS will eliminate the language requirement. Question was asked if having both a BA and BS in Anthropology was considered. Anthropology responded that their department is too small to offer both degree programs but the opportunity to take a language is possible and encouraged.

Motion approved by voice vote for Items A-D.

Information Items:

- A) College of Social Sciences
 - I) Department of Mass Communications
 - a) COMM 3330: Advanced Communication Skills
Request: Modify (Change course description)
Action: Approved

 - b) COMM 3313: Public Relations Principles
Request: Modify (Change title)
Action: Approved

 - c) COMM 3351: Radio Program Production
Request: Modify (edits and pre-reqs)
Action: Approved

 - d) COMM 3352: Fundamentals of Video Production
Request: Modify (Updating course title and description)
Action: Approved

 - e) COMM 3353: Fundamentals of Film Production
Request: Modify (Change course title and description)
Action: Approved

 - f) COMM 4451: Copy Writing
Request: Modify (change course title and description/add pre-req)
Action: Approved

 - g) COMM 4452: Advanced Film & Video Production
Request: Change course title and description and pre-req)
Action: Approved

B) College of Education

I) Department of Leadership and Applied Instruction

a) SPMG: 2600 Intro to Sports Management

Request: Modify (Eliminate GPA)

Action: Approved

C) School of Nursing

a) NURS: 4523: Translating Research into Practice

Request: Modify (Add pre-requisite)

Action: Approved

b) NURS: 4545: Nursing Leadership in Healthcare

Request: Modify (Add pre-requisite)

Action: Approved

Committee VI: University Matters: (Chair, Minna Rollins)

Action Item:

A) The General University Matters Committee proposes that Faculty Senate approve the changes made to UWG's Parking Code. Richard Curvin, Assistant Director of Auxiliary Services was present to answer questions.

I. MOTOR VEHICLE REGISTRATION:

B. Registration Procedure

1. "For the purpose of this code, a golf cart, motorized scooter (below engine size of 50 cc or less) or similar vehicle may not be registered as a personal vehicle to meet the requirements of this code."

· I. MOTOR VEHICLE REGISTRATION:

B. Registration Procedure

6. Registration Fees:

a. Faculty/Staff & ARAMARK contracted employees.....\$15.00

b. Replacement for lost hangtag.....~~\$25.00~~-\$15.00

· I. MOTOR VEHICLE REGISTRATION

D. After Hours Registration

Students who cannot come to Parking Services during regular office hours may go to the ~~University Police Dispatch Center (Ground floor of Aycock Hall—open 24/7)~~ to register for their hangtags. lobby of Mail Services (located on the main level of the UCC) to register for their hangtags. The building offers accessibility Monday-Thursday 7:00 AM until 2:00 AM, Friday 7:00 AM until 6:30 PM, Saturday 11:00 AM until 6:30 PM and Sunday 11:00 AM until 2:00 AM. Registration forms are located in the lobby and must be filled out completely, signed, and placed in the lock box. The registration will be processed and your hangtag will be mailed on the following business day to the address on your application.

III. PARKING REGULATIONS

C. Scooters (See definition I. MOTOR VEHICLE REGISTRATION, A. UWG Definitions) are allowed to park in bicycle racks on campus.

III. PARKING REGULATIONS:

D. The Parking Code is in effect 24 hours a day, 7 days a week, 365 days a year.

III. PARKING REGULATIONS

K. ~~Parking at or near the athletic and intramural fields is at your own risk.~~

~~Warning signs are posted.~~ is at your own risk. Warning signs are posted. The University does not carry insurance for damage or loss to vehicles or contents.

To protect yourself and your property, it is recommended that you:

1. Do not leave valuable items in your vehicles.
2. Call University Police (678-839-6000) to report damaged or stolen property.
3. Pay attention to warning signs, and park away from athletic fields.

V. IMPOUNDMENT D. Vehicles may be impounded for any of the following reasons:

(Add #6)

6. Bicycles or scooters blocking sidewalks or disabled access will be removed and impounded.

VII. PARKING APPEALS

A. Time Limit

"All appeals must be made within ~~five (5)~~ ten (10) business days of the date of the citation. Failure to do so in the specified time will result in the automatic forfeiture of the right to appeal the parking citation."

B. Appeals Procedure

6. The following citations ~~and/or explanations~~ cannot be appealed:

- a. Yellow curbs
- b. Fire lane
- c. Fire hydrant
- d. Persons with Disabilities citations
- e. ~~Unable to find a space~~
- f. ~~Lack of knowledge of the regulations, e.g., new to campus or have not reviewed the regulations~~
- g. ~~Other vehicles were parked improperly~~
- h. ~~Only illegally parked for a short period of time~~
- i. ~~Late to class or appointment~~
- j. ~~Inability to pay the amount of the fine~~
- k. ~~Meter violations~~

VII. PARKING APPEALS

C. Parking Appeals Committee

(add this to code)

3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure correct interpretation of the parking code is being administered.

Motion approved by voice vote

Committee VII: Institutional Studies and Planning (Chair, Tommy Cox)

Action Item:

A) Quality Enhancement Plan/SACS Compliance

1) Accept the QEP topic of undergraduate student writing

In its quest to become a destination institution, the University of West Georgia will implement a well-constructed and heavily integrated quality enhancement plan (QEP). The focal point of this QEP is *undergraduate student writing*.

Approved by voice vote with no nays or abstentions.

2) Accept the two learning outcomes as outlined

Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

1. write in standard English,
2. apply writing to discipline specific communication.

Approved by voice vote with no nays or abstentions.

3) Endorse the QEP Concept Statement

With the approval of concept and learning outcomes, the committee was asked to clarify the operational outcomes.

Item returned to committee.

Following the work of the Senate on the ISP proposals for the QEP plan, Provost Hoff indicated his solid support for the plan the university is considering. He praised those who worked on the draft, and he indicated that the process followed to adopt an official QEP was exemplary. He urged that the measure be passed. He then expressed his serious reservations and objections over the very idea that SACS would define and mandate the QEP. "In mandating a QEP," said Provost Hoff, "SACS has crossed a sacred line and presumed to engage in managing an autonomous institution of higher education. The Board of Regents has the authority to mandate projects like QEP's, and the institution certainly has the right to engage in the same sort of quality improvement project. However, as a regional accrediting body, SACS has no authority to run our university for us. The entire concept of the QEP and the way that it has been imposed upon the university and the university system by SACS is unethical, improper, and illegal. It violates UWG's institutional autonomy in a wholly unacceptable way, usurping the authority of both the faculty and the administration, whose responsibility it is to determine how it will define, measure, and improve academic quality."

Senate voted to include this statement in the minutes and express agreement.

Committee IX: Graduate Studies (Chair, David Jenks)

Action Item:

- A) College of Social Sciences
 - I) Department of Psychology
 - a) Post-Baccalaureate Certificate – Integrative Health Studies
 - Request: Add
 - Action: Approved

Motion approved by voice vote.

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action Items:

- A) A Proposal to Amend the Motion “To Revise the Standing Committees”
 To amend the previous motion “To Revise the Standing Committees” approved at the February 25, 2011 meeting of the Faculty Senate, which proposed to revise Article IV, Section 2,I of the *Policies and Procedures Manual* with the following changes to that prior motion, as presented below with additional material shown in highlight and deleted material shown as struck through.

8. Technology Committee

To recommend policy and procedures concerning the integration of information and instructional technology into the academic mission, including distance and online learning, and the choice of software and hardware support; to ~~compile an annual evaluation of~~ evaluate the state of information technology at the University; and to advise with respect to the campus computer centers, and ~~the Office of~~ Information Technology Services. Membership: three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; ~~two~~ three administrators: the Chief Information Officer; ~~the Director of Distance and Distributed Education,~~ and one appointed by the Provost; one student representative, appointed by SGA. (Total: ~~13~~14)

9. University Environment Committee

9. Facilities and Services Committee

- B) A Proposal to Revise the Composition of the Post Tenure Review Appeals Committee
 The membership of the university’s Post Tenure Review Appeals Committee shall be seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library.
- C) To change the process of amending Policies and Procedures
- D) To change the process of amending the Bylaws
- E) To change voting at general faculty meetings
- F) To specify the voting status of ex officio members
- G) To combine the Secretary of Faculty and Senate
- H) To revise the electing of non-senator representatives

- D) To allow the re-election of non-senator representatives
- J) To authorize committees to appoint subcommittees
- K) To replace the term COAS
- L) To replace outdated names of committees

Motion made to consider Items A-C, E-G, and I-L

Motion approved by voice vote.

Motion was made to rescind the previous motion.

Motion approved by voice vote.

- *Item A and B*

Motion made to take Items A and B together.

Motion approved by voice vote.

- *Item C, D, and E*

Motion to consider C, D, and E. as a block was approved.

Concerns raised and responses to concerns included:

1. The definition of full time—review of definition used
2. Will faculty have a voice in the summer—In absence of a rule, historical practice indicates that all faculty would be included in communiqués and meetings.
3. “Vote of a quorum” could be interpreted more than one way.

Motion to approve C, D, and E was defeated.

- *Item F*

Concern was raised about adding a local definition of “ex officio” when an extensive definition already exists in Roberts Rules of Order.

Item F failed to pass.

- *Item G*

Item G motion approved by voice vote

- *Item H*

Motion to strike “in the same manner” in Addendum XIII was approved by voice vote

MOTION: To revise the current statement in Art. IV, Section 2,J,5 of the *Policies and Procedures* with the following changes (highlighted material = additions; strikethrough material = deletions):

Election of nonsenators to committees shall proceed ~~in the same manner~~ in each of the following ~~five~~^{seven} units: the College of Arts and ~~Sciences~~^{Humanities}, the College of Sciences and Mathematics, the College of Social Sciences, College of Business, School of Nursing, College of Education and the Library. The faculty of each unit shall elect ~~a Committee on Nominations, composed of five faculty members with at least three (3) years of service at University of West Georgia.~~ ~~The Committee on Nominations shall submit a slate of candidates to a formal meeting of the faculty of each unit to be held not later than April 7. Nominations shall be received from the floor.~~ ~~its representatives by whatever rules that unit has approved for doing so, no later than April 15.~~ The deans or heads of the units shall report the results of the election, in writing, to the Chair of the Faculty Senate, the Executive Secretary to the Faculty Senate and to the Provost and Vice President for Academic Affairs before the agenda deadline for the last Faculty Senate meeting of Spring semester. ~~Academic~~^{Administrative}, ex officio appointments will be likewise reported.

Motion as amended was approved unanimously.

- Items I, J, K, and L

Items I, J, K, and L were approved unanimously

Information Items:

- A) The Protocols of the Senate
- B) The Bylaws of the College of Social Sciences
- C) Pending Agenda Items of the Rules Committee

5. No Old Business

6. New Business

- 1) *A motion was made to change the process of amending Policies and Procedures based upon the recommendation in agenda Item C from the Rules Committee. An amendment was approved to strike "a quorum of". The revised motion is as follows:*

(highlighted material are additions, strikethroughs are deletions)

Changes to: *Policies and Procedures* Article IV, Section 3 (Modification):
Modifications of the above provisions in SECTIONS 1 and 2 of this article may only be made through a vote of ~~a quorum of~~ the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty.~~ ~~which may be taken either at a~~

physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion will have passed if it receives a majority of the votes cast.

Changes to: *Policies and Procedures* Article V, Section 4 (Modification):
Modifications of the above provisions in SECTIONS 1,2, and 3 of this article may only be made through a vote of ~~a quorum of~~ the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty.~~ which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent-balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at-least one week in advance of the vote. The motion will have passed if it receives a majority of-the votes cast.

The revised motion will be presented at the next Senate meeting.

- 2) *A motion was made to change the process of amending the Bylaws based upon the recommendation in agenda Item D from the Rules Committee. An amendment was approved to strike “of a quorum of the General Faculty” and add “of votes cast.” The revised motion is as follows:*

(highlighted material are additions, strikethroughs are deletions)

Changes to:

Bylaws Article V (Amendment or Repeal of Bylaws):
Motion for change or repeal of these By-Laws shall be presented in writing to all members ~~present at a meeting~~ of the ~~body in question~~ General Faculty. The proposed amendment shall be voted on ~~either:~~ 1) at the ~~next~~ meeting of that body and must carry by a simple majority vote of the members present; or: 2) by means of electronic or other written balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority of votes cast ~~of a quorum of the General Faculty.~~

[NOTE the difference in the statement above and below – 'upon a majority of votes cast.']

The revised motion will be presented at the next Senate meeting.

- 3) *A motion was made to change voting at general faculty meetings based upon the recommendation in agenda Item E from the Rules Committee. An amendment was approved to strike “of a quorum of the General Faculty” and add “of votes cast” The revised motion is as follows:*

[NOTE that the amendment redefining the quorum under RROR was not included in the motion to amend and was withdrawn.]

Motion to revise Article I, E, F of the *By-Laws* to specify the inclusion of electronic balloting in the definition of quorum and voting, by the addition of the following highlighted material:

E. QUORUM. A quorum of the General Faculty shall consist of fifty (50) percent of the membership at both regular and special meetings. No ~~vote shall be taken at a~~ meeting of the General Faculty ~~shall be held~~ unless a quorum is present.

F. VOTING. Only members of the General Faculty may vote. Voting in regular and special meetings ~~shall~~ ~~may~~ be by voice vote except that a division vote (by showing of hands or standing, whichever is most convenient to the counters) shall be taken on request of any member of the General Faculty, and except that voting shall be by secret written ballot on request of twenty (20) percent of the members present. ~~If it should be declared that the meeting lacks a quorum, voting may be conducted subsequently by electronic or other forms of written balloting. In the case of such subsequent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority of votes cast~~ ~~vote of a quorum of the General Faculty.~~

The revised motion will be presented at the next Senate meeting.

7. Meeting was adjourned.

Respectively submitted,

Dawn Harmon McCord

Addendum II

[The General Education Committee has approved the following revised Core Implementation Plan:](#)

Core Implementation Plan

(Approved by the General Education Committee, the UAPC, and the Faculty Senate)
December 2010

The Board of Regents of the University System of Georgia has required all four-year colleges and universities in the USG system to submit their core implementation plans for approval this year (<http://core.usg.edu/implementation/>). A core implementation plan must state the learning outcomes for Core Areas A-E, the learning outcomes for the three new learning goals / overlays, a list of courses that will be matched to the overlays, and a plan for fulfilling the Critical Thinking learning goal. The General Education Committee, the UAPC, and the Faculty Senate have approved the following core implementation plan for the University of West Georgia.

Learning Outcomes for the Core Areas:

Core Area A1:

Demonstrate the ability to:

1. Recognize and identify appropriate topics for presentation in writing
2. Synthesize and logically arrange written presentations
3. Adapt written communication to specific purposes and audiences.

Core Area A2:

Demonstrate the ability to:

1. Students will have a strong foundation in [college-level] mathematical concepts and principles.
2. Students will have the ability to apply symbolic representations to model and solve real-world problems.
- ~~1. Use mathematical principles.~~
- ~~2. Apply mathematics in real world circumstances.~~

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Core Area B:

Demonstrate the ability to:

1. Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.
2. Identify and critically analyze issues of social and cultural diversity.
3. Utilize problem solving and critical thinking skills.
4. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

~~3.~~

- ~~4. Identify, evaluate, and correctly use information, language, and technology appropriate to one's needs.~~

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Core Area C:

1. Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.
2. Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.

Core Area D:

1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.

Core Area E:

- ~~1. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of world history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.~~
- ~~2. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of United States history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.~~
1. Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.
- ~~3-2.~~ Students will demonstrate that they have developed ~~an~~ understanding of the ~~constitutional, institutional,~~ political and legal processes of the U.S. and Georgia, ~~an understanding of the interrelationship between American governmental institutions;~~ and an understanding of the ~~basic~~ terminology of political science and U.S. politics.
- ~~4-3.~~ Students will demonstrate ~~a basic~~ knowledge of the fundamental concepts of a discipline examining the social world.

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Learning Outcomes for the Learning Goals / Overlays:

Learning outcome for the Global Perspectives (GL) Core Learning Goal / Overlay:

Students demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures (~~at least one of which has to be outside of the United States~~) in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.

Learning outcome for the US Perspectives Core Learning Goal / Overlay:

Students demonstrate an understanding of the social, cultural, ~~and~~ or political development of the people and institutions of the United States.

Learning outcome for the Critical Thinking (CT) Core Learning Goal:

Students will demonstrate the ability to interpret, analyze, evaluate, and explain various kinds of evidence, statements, and arguments.

Courses that will be matched to the Global Perspectives (GL) Core Overlay:

ANTH 1100 (Faces of Culture) and 1102 (Intro to Anthropology)
ENGL 2110 (World Literature)
FREN 1001, 1002, 2001, and 2002
GRMN 1001, 1002, 2001, and 2002
HIST 1111 and 1112 (World Civilization I & II)
MUSC 1110 (Survey of World Music)
PHIL 2010 (Intro to Philosophy) and 2130 (Intro to World Religions)
PSYC 1101 (Intro to General Psychology)
XIDS 2301 (Intro to Global Studies)

Courses that will be matched to the US Perspectives Core Overlay:

ECON 2105 (Macroeconomics)
ENGL 2000, 2130, and 2180 (American Speech, American Literature, and Studies in African-American Literature)
HIST 2111 and 2112 (US History I & II)
MUSC 1120 (Survey of Jazz, Rock, and Popular Music)

Critical Thinking Plan (see below):

Critical Thinking Plan Proposal

The University of West Georgia has chosen to submit a Critical Thinking Plan instead of creating a Critical Thinking overlay, because we believe that all of the areas of our core train students in critical thinking and meet the learning outcomes of the Critical Thinking learning goal. The UWG Critical Thinking learning outcome states that *“Students will demonstrate the abilities to interpret, analyze, evaluate, and explain various kinds of evidence, statements and arguments.”*

This outcome is explicit in AREA B, which all students are required to fulfill. AREA B outcomes specifically refer to the development of *“problem solving and critical thinking skills”* as one of several learning outcomes. [All courses in AREA B will assess for the critical thinking learning outcomes.](#)

~~Likewise, critical thinking outcomes are implicitly featured in the learning outcomes for all core areas, A through E. AREA A deals specifically with communication through the effective articulation of ideas, oral and written. Critical thinking skills are implied in the learning outcomes for AREA A, which state that students must *“recognize and identify topics, synthesize and logically arrange,”* and *“adapt”* communication to *“specific purposes and audiences.”* These AREA A requirements support the development of critical thinking because they require students to *“demonstrate the ability to access, analyze, interpret and use various information sources.”*~~

~~In AREA C, the exploration of *“foundational concepts”* in *“artistic, intellectual, and literary achievements”* fosters a keen understanding of the tradition and practice of interpretation. Additionally, other learning outcomes in AREA C challenge students to *“make informed judgments about the fine, literary, or performing arts from various cultures.”* This reflects the development of skills which contribute to students achieving a decided level of critical thinking in order to complete this area of the core.~~

~~AREA D, which includes sciences, mathematics, and computer science, further supports development of critical thinking skills through the application of scientific reasoning and methods of inquiry, the appropriate use of tools to acquire data, process information and communicate results, and the appropriate application of mathematical principles and information technologies to real world situations. These AREA D requirements fulfill the critical thinking learning goal *“to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments.”*~~

~~AREA E, where both the social sciences and history reside, calls for multiple outcomes which can be linked to further development of critical thinking skills. Specific outcomes such as demonstrating the ability to *“think historically”* and gain *“awareness of the social significance of ethnicity, gender, race, and class in historical events and study”* imply that students will be asked to practice critical thinking skills.~~

~~These selected outcomes serve as examples of the numerous ways in which our core curriculum emphasizes critical thinking as students move through areas A through E. Every student who completes the UWG core will thus fully meet the objectives listed in the Critical Thinking learning outcome.~~

Addendum III

Quality Enhancement Plan

Concept Statement and Learning Outcomes

University of West Georgia

In its quest to become a destination institution, the University of West Georgia will implement a well constructed and heavily integrated quality enhancement plan (QEP). The focal point of this QEP is *undergraduate student writing*. Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

- 1) write in standard English, and
- 2) apply writing to discipline-specific communication.

Each of the above **learning outcomes** will be assessed by institution-wide sampling, and the increase or decrease in students' ability to perform these learning outcomes will be measured and reported. In addition, the institution has identified a number of operational outcomes that will support this initiative.

By the end of this QEP, these initiatives will result in the following **operational outcomes**. UWG will:

- 1) include at least one student learning outcome related to writing in all undergraduate programs
- 2) implement a system to support the development of writing for online students
- 3) increase investment in faculty development in the area of writing instruction
- 4) develop and implement a common rubric for the assessment of writing in standard English
- 5) develop and implement a second -year writing experience

Addendum IV

BIOLOGY

1). Please include the following statement as paragraph 4 on p. 106 of the current 2010-2011 Graduate Catalog (prior to the Learning Outcomes section):

All applicants to the Biology Graduate Program must submit a narrative statement (up to 1 page in length) including three components: 1) their reasons for pursuing a graduate degree in Biology; 2) the specific area(s) (sub-discipline) of Biology in which they are interested; and 3) the type of degree (thesis track or non-thesis track) they wish to pursue.

2). Changes/additions to paragraph 1 on p. 106 of the Current 2010-2011 Graduate Catalog:

A student entering this program is normally expected to have an undergraduate degree in biology. Students without a degree in biology or students lacking certain background courses in biology and related sciences may be expected to complete undergraduate courses to compensate for deficiencies. All students must take the GRE general test. Applicants to the Biology Graduate Program must have a minimum undergraduate cumulative post-secondary grade point average of 2.8 on a 4.0 scale and a minimum combined verbal and quantitative GRE score of 1000.

Rationale:

1). This requirement will allow us to more effectively evaluate the applicant and manage the application process. As a faculty, we would be in a better position to understand the intent of the student and direct their efforts toward a particular degree track based on their goals and to match the applicant with a specific faculty member or group of faculty.

2). This proposed increase in minimum GPA and GRE requirements are in line with other institutions, and as a faculty, we believe that this change will most likely improve the quality of our applicant pool and the success of the students following admission into the program. These requirements are consistent with similar programs within the state and region. I checked on GPA and GRE requirements at the University of Georgia, Clemson University, Georgia State University, Georgia Southern University, Kennesaw State University, and Valdosta State University. The GPA requirements (for the programs reviewed) were between 2.8 (Georgia Southern University) and 3.0 (all of the other institutions checked) on a 4.0 scale, and the combined verbal/quantitative GRE requirements were between 800 (Kennesaw State University) and 1000 (all of the other programs checked that required the GRE).

Course or Program Addition, Deletion or Modification Request

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Department: Geosciences

College: COSM

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This is for requesting the addition of online GIS masters program. Please see the attachment for more detail.

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>[Signature]</u>	<u>2-25-2011</u>	Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3-7-11</u>	Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	<u>[Signature]</u>	<u>3-15-11</u>	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs Date

Office of the Vice President for Academic Affairs | Substantive Change Approvals - Windows Internet Explorer

http://www.westga.edu/vpaa/index_13535.php

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Catalog Submission System Office of the Vice Presi...

PROVOST & VICE PRESIDENT for ACADEMIC AFFAIRS

VPAA Home Substantive Change Approvals

Substantive Change Approvals

Degree	Change	Internal Approval	Board Approval	SACS Approval	Specialized Accreditation
Master of Science in Geographic Information Science	New Program	Initiated <u>2/17/1011</u>			
Master of Science in Rural and Small Town Planning	Change name to Urban and Regional Planning. The program will also have five new courses and a different core course requirement.	Initiated <u>2/2/2011</u>			
K-5 Mathematics Endorsement	Offered more than 25% at an off campus site	Initiated <u>11/3/2010</u>			
Online Teaching Endorsement	New Endorsement Program and more than 50% online	Initiated <u>9/28/2010</u>			
Online Teaching	New Certificate Program and more than 50% online	Initiated <u>9/28/2010</u>			
Online Ed.S. in Media (Instructional)	New track 95% online	<u>9/27/2010</u>			

MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS

(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: University of West Georgia

Institutional Contact (President or Vice President for Academic Affairs): Dr. Beheruz N. Sethna,
President

Date: 02/24/2011

School/Division: College of Science and Math

Department: Department Geosciences

Departmental Contact: Dr. Curtis Hollabaugh

Name of Proposed Program/Inscription: Online Master's Degree in GIS

Degree: Master of Science in Geographic Information Science

Major: Geospatial Technology

CIP Code:

Anticipated Starting Date: Fall 2011

1. Program Description and Objectives:

a. Objectives of the program

The MS in Geographic Information Science (GIS) is designed to meet the training needs of the high growth geospatial industry. The geospatial field's rapidly growth creates a demand for a highly skilled workforce that can quickly adapt as technology advances. The objectives of the proposed program are as follows:

- provide non-traditional students and field professionals updated GIS knowledge and skills for career advancement
- provide students with fundamental GIS knowledge and skills to pursue doctoral studies
- provide students with a set of marketable GIS skills to access opportunities in public and private institutions, and
- provide GIS learning material via online.

b. Needs the program will meet

The MS in GIS program would uniquely meet the needs of nontraditional students and working professionals through its on-line delivery. It will also serve students who want to add GIS proficiency to majors such as biology, planning, forestry, environmental studies and environmental science.

c. Brief explanation of how the program is to be delivered

The program will be delivered via online. We will use evolving technologies in online teaching, learning and communication. UWG and USG have excellent recourses in online delivery of course contents and we will use various UWG and USG resources. Please refer to the External Degree Proposal Form for more details.

d. Prioritization within the institution's strategic plan

In an effort to support a 'robust' destination university within the University System of Georgia, the MS in GIS program serves several key priorities. The first priority, "Academic Programs Balancing Liberal Arts with Professional Preparation", would be met by offering a graduate degree that both educates students in the principles and theory of Geographic Information Science while training them in specific techniques in demand in the workforce. This combination of academic and professional preparation bolsters the University's commitment to the first guiding principle of the strategic plan. This Master's program also serves the second and third guiding principles through attracting students from metro Atlanta, the State of Georgia, and beyond to participate in an engaging on-line learning community. The fourth guiding principle includes efforts to increase community service through meeting the needs of stakeholders. This program supports this effort through providing a highly trained workforce for public and private institutions in the west Georgia region and throughout the State of Georgia.

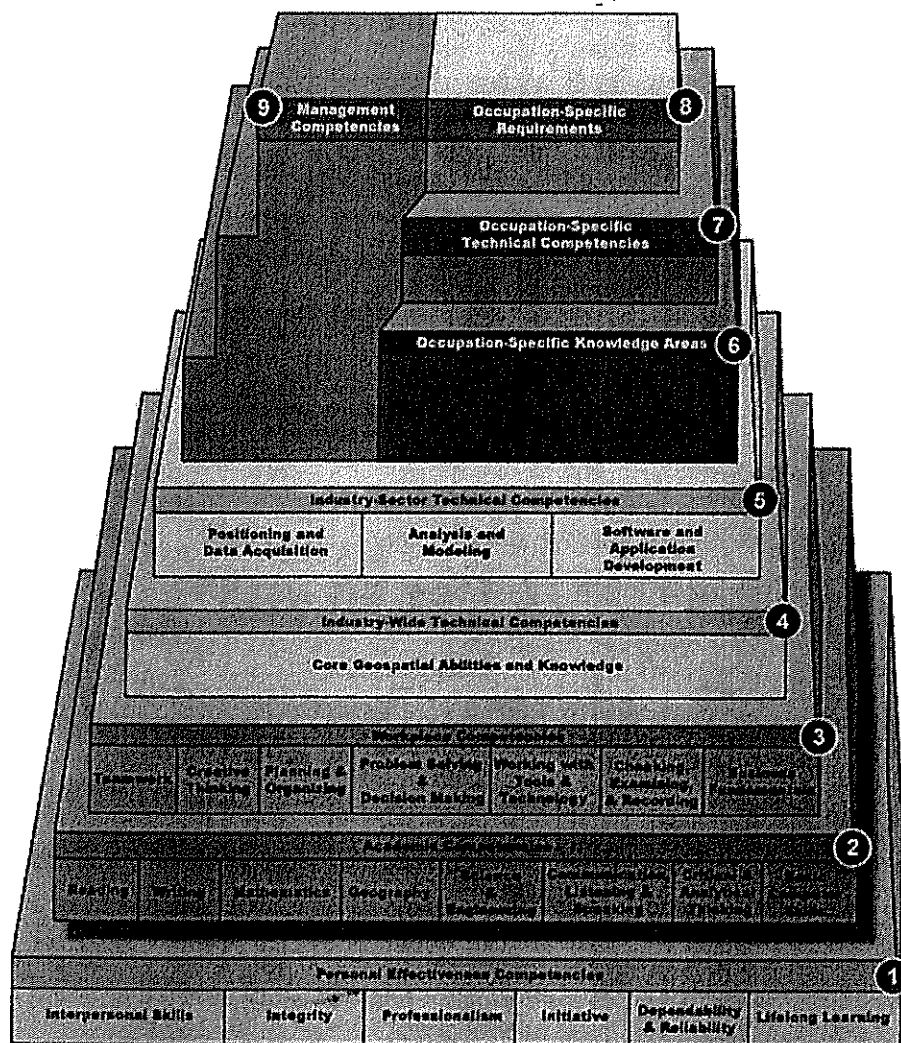
2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

An MS in GIS program fundamentally supports the institutional mission and trends in the discipline through its technology-oriented focus and delivery method, commitment to personal education and life-long learning, and preparation of students to contribute to an increasingly global society. Increasingly universities in the U.S. and worldwide are beginning to offer on-line MS in GIS degrees as the demand strengthens. Examples are the World Campus in Pennsylvania State University, Northwest Missouri State University, Vancouver Island University (Canada), and City University London (England).

The faculty in the Department of Geosciences are committed to providing quality instruction to undergraduate students on subjects that fall within the scope of the discipline, conducting

research that contributes to the body of knowledge in the field, and engaging in service that allows practical application of both knowledge and skills. In conjunction with the goals of the University, the College, and the Department, our program is based on the philosophy of a liberal arts education and grounded in scientific methodologies. The focus for the program promotes a critical applications of geospatial issues, as well as enhancing analytical and communication skills. Faculty seek opportunities to involve students in a range of professional activities to facilitate further educational pursuits or their entry into the job market.

The proposed program will use the Geospatial Technology Competency model (Department of Labor 2009) as its building blocks, shown as below (<http://www.careeronestop.org/competencymodel/pyramid.aspx?GEO=Y>):



Following topics will be delivered by the program:

- o Design or coordinate the development of integrated spatial or non-spatial databases.
- o Design or prepare graphic representations of geospatial data using GIS hardware or software applications.

- Enter data into geospatial databases using techniques such as coordinate geometry, keyboard entry of tabular data, manual digitizing of maps, scanning or automatic conversion to vectors, and conversion of other sources of digital data.
- Maintain or modify existing geospatial databases.
- Perform geospatial data building, modeling, or analysis using advanced spatial analysis, data manipulation, or cartography software.
- Analyze geospatial data to identify spatial relationships or display results of analyses using maps, graphs, or tabular data.
- Interpret aerial or ortho-photographs.
- Review existing or incoming data for currency, accuracy, usefulness, quality, or completeness of documentation.
- Transfer or rescale information from original photographs onto maps or other photographs.
- Select cartographic elements needed for effective presentation of information.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

The geospatial industry has experienced significant growth over the past two decades. It has been recognized by the U.S. Department of Labor as a “High Growth Industry” with needs for a highly skilled workforce. Additionally, many students throughout Georgia have expressed an interest in completing an on-line Masters degree at the University of West Georgia. Currently, the Department of Geosciences offers an undergraduate degree with a GIS concentration and a graduate certificate. The MS degree would provide an opportunity for more specialized training in demand by both students and public and private institutions.

This will be the first on-line MS in GIS in the State of Georgia. The proposed program will help advance UWG and USG by supporting enterprise missions. We may attract Georgians as well as national/international students.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The MS in GIS degree will be added on to what the Geosciences Department offers currently. With the addition of a new faculty member approved for the Fall of 2011, no significant resource additions are expected, except for the time to develop on-line course materials.

Faculty

Dr. Seong, Dr. Rose, and a Fall 2011 hire will teach courses in geographic techniques, GIS, remote sensing, and image processing.

Software Licenses

GIS and Remote Sensing software necessary for the MS in GIS degree is available through the ESRI University-wide Site License Program, the ERDAS HEAK license kit, and Pixoneer software license through AmericaView. Online course revenue may be used to partially cover the software fees. No additional licenses are required at this time.

Hardware

Students are required to have access to computers compatible with sufficient resources to utilize GIS software needed for course completion.

Organization

There shouldn't be a significant overload to the existing workload.

5. Curriculum: *List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.*

- a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

Title	Number	Name	Credit	New	Required
GEOG	5551	Introduction to GIS and Mapping Science	3	x	x
GEOG	5553	Geographic Information Systems	4		x
GEOG	5554	Computer Cartography	4		Elective
GEOG	5563	Remote Sensing	4		x
GEOG	5562	Airphoto Interpretation and Photogrammetry	4		Elective
GEOG	6082	Directed Problems	1-3		Elective
GEOG	6086	Internship	1-3		Elective
GEOG	6677	Image Processing	4		Elective
GEOG	6753	Advanced GIS and Spatial Analysis	4		Elective
GEOG	6755	GIS Database Design	4	x	Elective
GEOG	6757	Programming and Customization in GIS	4	x	Elective
GEOG	6446	Special Topics	4	x	Elective
GEOG	6893	Practicum in GIS	4	x	Electives
GEOG	6895	Project	2	x	N
GEOG	6993	Thesis	2	x	T

N : Required for the non-thesis option students

T : Required for the thesis option students

- Credit hours for degree completion
 - o Required: 15 credit hours
 - o Electives: 20 credit hours
 - Total: 35 credit hours

- Program of study

Required Courses		15
GEOG 5551	Introduction to GIS and Mapping Science	3
GEOG 5553	Geographic Information Systems	4
GEOG 5563	Remote Sensing	4
GEOG 6895	Project or GEOG 6993 Thesis	4 (2 x 2)

Electives		20
GEOG 5554	Computer Cartography	4
GEOG 5562	Airphoto Interpretation & Photogrammetry	4
GEOG 6082	Directed Problems	1-3
GEOG 6086	Internship	1-3
GEOG 6677	Image Processing	4
GEOG 6753	Advanced GIS and Spatial Analysis	4
GEOG 6755	GIS Database Design	4
GEOG 6893	Practicum in GIS	4
GEOG 6757	Programming and Customization in GIS	4
GEOG 6446	Special Topics	4

Total **35**

Example Program of Study

Semester 1	7 credits	Cumulative 7 credits
<hr/>		
GEOG 5551 (3)		
GEOG 5563 (4)		
Semester 2	8 credits	15 credits
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GEOG 5553 (4)		
GEOG 6677 (4)		
Semester 3	8 credits	23 credits
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Electives such as GEOG 6753 (4) and GEOG 5554 (4)		
Semester 4	6 credits	29 credits
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GEOG 6895 (2) or GEOG 6993 (2)		
Elective such as GEOG 6757 (4)		
Semester 5	6 credits	35 credits
<hr/>		
GEOG 6895 (2) or GEOG 6993 (2)		
Elective such as GEOG 6446 (4)		

Faculty Rotation Plan (Tentative Example)

	Dr. Seong	Dr. Rose	2011 New GIS Hire
Semester 1	GEOG 5563 GEOG 5562 GEOG 6895/GEOG 6993	GEOG 5551 GEOG 6082/GEOG6086	GEOG 6446
Semester 2	GEOG 6677 GEOG 6755	GEOG 6446 GEOG 6893	GEOG 5553 GEOG 6895/GEOG 6993
Semester 3	GEOG 5551 GEOG 5563 GEOG 6895/GEOG 6993	GEOG 6757 GEOG 6893	GEOG 6753 GEOG 6446
Semester 4	GEOG 6677 GEOG 6755	GEOG 5554 GEOG 6895/GEOG 6993	GEOG 5553 GEOG 6446
Semester 5	GEOG 6082/GEOG6086	GEOG 6446 GEOG 5551	GEOG 6753 GEOG 6895/GEOG 6993

- b. Append course descriptions for all courses (existing and new courses).
- a. GEOG 5551. Introduction to GIS and Mapping Science. 3 credits. New course: An introduction to GIS, mapping and geospatial sciences. Topics include introductory GIS, map projections, land partitioning systems, map reading, map analysis, GPS, map making, aerial photography, and remote sensing. This course will guide students to GIS, mapping sciences and emerging geospatial technologies. This course may be waived with faculty consent.
 - b. GEOG 5553. Geographic Information Systems. 4 credits: Prerequisite – GEOG 5551. An introduction to the use of Geographic Information Systems, including GIS theory, data input, spatial analysis, and final output.
 - c. GEOG 5554. Computer Cartography. 4 credits: Prerequisite – GEOG 5553. Instruction and practice in the technique of computer-assisted map design and production. Students will design various digital maps with GIS datasets and images.
 - d. GEOG 5562. Airphoto Interpretation and Photogrammetry. 4 credits: Study on air photo interpretation and photogrammetry. Topics include digital airphotos, correcting airphoto distortions, orthophoto generation, stereoscopy and DEM generation, airphoto interpretation techniques, and mapping with airphotos.
 - e. GEOG 5563. Remote Sensing. 4 credits: Remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications.
 - f. GEOG 6082. Directed Problems. 1-3 credits. Modification of course number from GEOG 5082 to GEOG 6082 to meet the 6000-level course works.
 - g. GEOG 6086. Internship. 1-3 credits. Modification of course number from GEOG 5086 to GEOG 6086 to meet the 6000-level course works.

- h. GEOG 6446. Special Topics. 4 credits. New course. Prerequisite – GEOG 5553 or Instructor Permission. Special topics to meet contemporary GIS technologies and applications.
- i. GEOG 6677. Image Processing. 4 credits. Prerequisite – GEOG 5563. Instruction and practice in the technique of digital image handling and analysis. Students will use terrestrial, airborne and satellite imagery to detect various features and changes.
- j. GEOG 6753. Advanced GIS and Spatial Analysis. 4 credits. Prerequisite – GEOG 5553. An advanced course in GIS and geospatial data analysis. Topics include GIS as decision support system, GIS modeling, geostatistics, and geospatial analysis techniques.
- k. GEOG 6755. GIS Database Design. 4 credits. New course. Prerequisite – GEOG 5553. An advanced course in GIS databases and enterprise GIS database implementations.
- l. GEOG 6757. Programming and Customization in GIS. 4 credits. New course. Prerequisite – GEOG 5553. An advanced course in GIS focusing on application development and customization. Programming languages are used to develop applications.
- m. GEOG 6893. Practicum in GIS. 4 credits. New course. Prerequisite - at least 16 credit hours from the program of study. An applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making.
- n. GEOG 6895. Project. 2 credits. New course. Prerequisite - at least 23 credit hours from the program of study. Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. S/U grade. Students can take up to six (6) credits. At least four (4) credits required for the non-thesis option students.
- o. GEOG 6993. Thesis. 2 credits. New course. Prerequisite - at least 23 credit hours from the program of study. Thesis writing under the direction of faculty advisor. S/U grade. Students can take up to six (6) credits. At least four (4) credits required for the thesis option students.

c. When describing required or elective courses, list all course prerequisites.

Title	Number	Prerequisite
GEOG	5551	
GEOG	5553	GEOG 5551
GEOG	5554	GEOG 5553
GEOG	5563	
GEOG	5562	
GEOG	6082	
GEOG	6086	

GEOG	6677	GEOG 5563
GEOG	6753	GEOG 5553
GEOG	6755	GEOG 5553
GEOG	6757	GEOG 5553
GEOG	6446	GEOG 5553 or Instructor Permission
GEOG	6893	At least 16 credit hours from the program of study
GEOG	6895	At least 23 credit hours from the program of study
GEOG	6993	At least 23 credit hours from the program of study

- d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

The courses for the online GIS masters program have been approved or will be approved along with this proposal.

- e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

There are no national accrediting agencies or organizations particularly for the online GIS master's degree. The proposed curriculum will follow the rules and specifications recommended by University System of Georgia Board of Regents (USG BOR) and Southern Association of Colleges and Schools guidelines (SACS).

- f. Indicate ways in which the proposed program is consistent with national standards.

There is no national standard. Each university offers unique program. Examples are:

- <http://www.worldcampus.psu.edu/MasterinGIS.shtml>
- <http://www.nwmissouri.edu/dept/gis/>

The proposed program, however, will be competitive to the contents and educational services delivered by other similar programs.

- g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Internship is not required. It is an elective. Students may be able to have public and private sector GIS internships considering ever-growing demands on entry-level GIS technicians.

- h. Indicate the adequacy of core offerings to support the new program.

The 5000-level courses will be jointly offered with undergraduate courses. Three faculty members can offer 72 credit hours every year. Students in the online GIS masters program require 33 credits. Three faculty members are adequate for offering courses.

6. Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

- a. Compliance with all of the eligibility requirements of the Graduate School as set forth in the Graduate Catalog.
- b. Acceptance to graduate study by the Dean of the Graduate School.
- c. Completion of a four-year undergraduate degree from an accredited college or university with an undergraduate grade point average of 2.5 on 4.00 scale.
- d. Minimum verbal plus quantitative GRE score of 800. Students not meeting this score must maintain a 3.00 average for the first nine hours of graduate credit before admission to candidacy. GRE scores must be on file in the Graduate Office before a student's application for admission will be evaluated. The GRE will be waived for applicants with a graduate degree (Master's or higher) from an accredited institution.
- e. Submission of transcripts from all colleges and universities attended.
- f. Two references on the student's ability to do graduate work, submitted with the student's application for admission to the Graduate School.
- g. A two-page essay describing the applicant's career goals and how the GIS program will help the applicant to meet these goals. Applicants are to submit the essay as part of the application for admission to the Graduate School.
- h. International Students must submit a TOEFL score. TOEFL score requirement is 523 or above (paper-based test) or 193 or above (computer-based test). TOEFL score requirements for the internet-based (TOEFL iBT) is 69-70.

The Department of Geosciences reserves the right for final decision in accepting students to graduate degree candidacy in the department. Criteria for admittance to the program and acceptance to degree candidacy may include academic qualifications and performance, letters of recommendation, number of applicants, and available resources.

7. Availability of assistantships (if applicable).

n/a.

8. Student learning outcomes and other associated outcomes of the proposed program.

The learning outcomes are as follows:

- Demonstrate an understanding of GIS technologies, theories and practices
- Apply GIS technical skills in a professional setting
- Exhibit skills learned via GIS project development
- Cultivate spatial analysis and critical thinking skills for decision-making purposes
- Understand how GIS skills are applicable in specific career fields.

9. Administration of the program:

- a. Indicate where the program will be housed within the academic units of the institution.

In coordination with the Graduate School at UWG, the MS in GIS will be hosted by the Department of Geosciences.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The MS in GIS will follow the rules and guides set by the University of West Georgia and the Department of Geosciences. A graduate program coordinator and a graduate program assistant staff member at the Geosciences Department will work closely with the Graduate School.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

n/a

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

n/a

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

We plan to start with the students who want to change their program from the current GIS Certificate Program to the new MS in GIS.

We anticipate the following enrollment over the next five years:

Year	Enrollment
2011	3
2012	10
2013	15
2014	20
2015 -	20

13. Faculty

- a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
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Jeong C. Seong	Associate Professor	Ph.D.	1999	Geography	3/3
L. Shea Rose	Assistant Professor	Ph.D.	2008	Geography	3/3
2011 New Hire	Assistant Professor	Ph.D. (required)	n/a	n/a	3/3 (expected)
Explanation of how workload will be impacted by the new program: The increased faculty workload will be minimized by the 2011 GIS new hire.					
Expected responsibilities in the program: Recruiting. Advising. Thesis evaluation. Management. Administration. A graduate coordinator will handle the administrative duties with one course exemption.					

Total Number of Faculty: 3

- b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

n/a

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	3	3	7	8
New to the institution		7	8	12
Total Majors	3	10	15	20
Course Sections Satisfying Program Requirements				
Previously existing	8	10	13	15
New	2	3	2	
Total Program Course Sections	10	13	15	15
Credit Hours Generated by Those Courses				
Existing enrollments		27	63	72
New enrollments	27	63	72	108
Total Credit Hours	27	90	135	180
DEGREES AWARDED	0	3	7	8

II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs				
Start-up Costs (one-time expenses)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs	\$0	\$0	\$0	\$0
Operating Costs (recurring costs – base budget)				
Supplies/Expenses	\$2,000	\$5,000	\$8,000	\$10,000
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS	\$2,000	\$5,000	\$8,000	\$10,000

III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition	\$14,100	\$47,000	\$70,500	\$94,000

Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES	\$14,100	\$47,000	\$70,500	\$94,000

40% of operating costs will be used for acquiring hardware equipment such as computers, printers, scanners, online media creation tools, etc. Another 40% will be used for software covering online media creation, publication, GIS software licensing, etc. Finally, 20% will be used for advertise, communication, supplies, etc.

We will start with eTuition funds coming to the Department of Geosciences. As funds become available to the Dean's office in the future, COSM may support the program as their budget allows. [Correspondence with Dean on 2/24/2011].

The following is a message from Curtis Hollabaugh, Chair of Geosciences Department:

<p>support for MS in GIS</p> <p>Curtis Hollabaugh [chollaba@westga.edu]</p> <p>You replied on 2/24/2011 3:52 PM</p> <p>Sent: Thu 2/24/2011 3:43 PM To: 'Seong, Jeong C.'; srose@westga.edu Cc: 'Curtis Hollabaugh'</p> <p>The Department of Geosciences will make a commitment of \$4,000 for the proposed MS in GIS. Additionally, e-tuition generated by graduate classes in GIS that comes back to the department will be directed toward supporting the MS in GIS in one area of needs: hardware acquisition (up to \$4,000), software acquisition (up to \$4,000), and supplies and materials (up to \$2,000).</p> <p>Curtis Hollabaugh Chair and Professor</p> <p>This e-mail is proprietary, privileged or otherwise protected by law. The information is solely intended for the named addressee (or a person responsible for delivering it to the addressee). If you are not the intended recipient of this message, you are not authorized to read, print, retain, copy or disseminate this message or any part of it. If you have received this e-mail in error, please notify the sender immediately by return e-mail and delete it from your computer.</p>

Facilities Information for New Academic Programs

Proposed Location for the Program: Callaway Building #148, UWG

Floor area required for the program (gross and net square feet): 1000 square feet

Type of spaces required:

■ Number of classrooms	<u>0</u>
■ Number of labs	<u>2</u>
■ Number of offices	<u>4</u>
■ Other spaces	<u>0</u>

Place an "X" beside the appropriate selection:

 X Existing facility will be used as is (area square footage):

 Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

 Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

- In order to deliver software via online, increased power consumption is expected, but the amount is expected to be negligible.

Other comments:

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

EXTERNAL DEGREE PROPOSAL FORM

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: 02/24/2011

Institution: University of West Georgia

College/School/Division: College of Science and Mathematics

Department: Department of Geosciences

Degree (please indicate whether this is a stand-alone degree):
Master of Science in Geographic Information Science

Major: Geographic Information Science

CIP Code: _____

Proposed Start Date: Fall 2011

Proposed End Date (for example if this is only for a specific cohort for a limited period of time):

The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

1. Description of the Delivery System - What is the primary delivery mode for this program (e.g., internet, videotape, satellite, GSAMS, telecourse, remote site location, etc.)? Will instruction be delivered in a synchronous or asynchronous format? What type of interaction is involved (e.g., point-

"Creating A More Educated Georgia"

www.usg.edu

to-point, two-way video with two-way audio, etc.)? Will the program have variable locations or be offered at a specific site other than the campus?

- ⇒ **Primary Delivery Mode:** This program will be offered 100 percent online. The instruction will be delivered primarily through asynchronous communication; communication between the professor and students will be promoted within our course management system (ex. CourseDen with Blackboard Vista), which includes, but is not limited to, discussion boards, email, and various types of online assessments. Through our integrated Wimba tools (see www.wimba.com) students will be able to communicate both synchronously and asynchronously via audio, video, application-sharing, interactive whiteboards, voice-boards, podcasts, and instant messaging. The program will emphasize not only student-to-instructor interaction, but student-to-student interaction.
- ⇒ **Synchronous or Asynchronous:** A variety of tools and services are available to professors: Wimba, Wimba Tools, Smarthinking (provides people, technology and training to help institutions offer their students outstanding academic support), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases), Respondus Lock Down (a custom browser that locks down the testing environment), and presentation tools, such as Impatica, Respondus Studymate, and Quiz Creator. Recently, UWG has added Wimba Pronto which is the only instant communication platform designed for educators to advance and promote collaborative learning. Wimba Pronto includes unique features to specifically benefit students, teachers, and educational institutions, including audio and video conferencing, instant messaging, application sharing, tutoring, and whiteboard.
- ⇒ **Type of Interaction:** Multimedia and rich content is utilized heavily and supported by software, services, equipment, and training. The University System of Georgia podcast server provides centralized podcast hosting services for USG institutions and designated organizations or units. As part of the iPod initiative, the server is available to USG faculty and staff for the distribution of audio and video content for a variety of educational and information purposes (<http://podcasting.gcsu.edu/>). The University of West Georgia maintains a Helix streaming server for support of online programs. In addition, faculty and students have access to a web server for the publishing of course content. Faculty are trained and encouraged to use Web 2.0 tools, such as wikis, blogs, online videos, social learning, and other trends to engage students and enrich the learning environment.
- ⇒ **Location:** The program will be offered on the UWG campus.

2. Assessment of Societal Need and Demand for Distance Education Delivery - Based on quantitative and qualitative evidence, describe the institution's assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

- ⇒ **Societal Need:** The region served by the University of West Georgia is one of the most rapidly growing areas of the state, indeed in the nation as a whole. With its proximity to Atlanta and attractiveness to new industry, the population of the area grew by more than 20 percent between 1990 and 2000. It is anticipated that this growth will continue and accelerate. Furthermore, projections from the Georgia Department of Labor indicate that occupations requiring college education will make up 25 percent of all the state's jobs by 2010.

- ⇒ **Assessment of Demand:** We see growing demand in online masters program in geospatial technologies as follows:
- UWG has offered an online GIS certificate program to graduate students since 2007. Many students in the program have inquired online GIS masters program. We believe that the proposed program will meet the emerging and growing demand from UWG graduates, citizens in west Georgia who cannot join traditional on-campus classes.
 - The U.S. Department of Labor noted GIS as a “high growth industry” in 2009. More specifically, the US DOL agreed with the GITA assessment of the overall expansion of the geospatial workforce and highlighted on its Web site: “Because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year.” (US DOL, 2009. http://www.doleta.gov/BRG/Indprof/geospatial_profile.cfm).
 - Online GIS Masters programs are emerging and high in demand recently. For example, Northwest Missouri State University’s online GIS program has shown significant expansion recently (Note: 84 thesis-based online GIS Masters program students in Fall 2010. <http://www.nwmissouri.edu/dept/gis/index.htm>).
 - The O*NET program, the nation's primary source of occupational information, identified GIS as “Bright” and “Green” occupation. (<http://www.onetonline.org/help/bright/>)
- ⇒ **Geographical Area to be Served:** The proposed program will serve not only Georgia but also U.S. and the world, even if most students are expected to come from west Georgia or vicinity. We would expect to recruit students from our undergraduate population, as well as students from within the state and around the country.

Please address, in detail, the intended audience for this external degree program and whether any duplication exists with other existing offerings both campus-based and in a distance education format.

- ⇒ Intended audiences are,
- non-traditional students and field professionals who want to update GIS knowledge and skills for career advancement,
 - students who want to add a set of marketable GIS skills to access opportunities in public and private institutions, and
 - students who want to pursue MS as a steppingstone to a Ph.D. program.
- ⇒ There is no duplication between the new offerings and the existing offerings.

What indicators of need and demand exist for the program to be offered externally?

- ⇒ GIS job market has been very promising over the last decade. Students with undergraduate degrees have taken various entry-level jobs. External online degree will be the best fit to those working professionals. It also helps temporary workers that have undergraduate degrees. With their part-time studies, they can earn a GIS master degree that may help get permanent jobs.

If other similar programs exist at a distance or in a campus-based format, why should your specific external program submission be recommended for approval by the Board?

- ⇒ There is no online MS in GIS at UWG. Even if the online GIS certificate can serve the demand from non-traditional students, we found more and more students want to have a master’s degree by adding 17 or so more credit hours to the certificate.

What are your projected enrollments for the external program?

⇒ We expect the following enrollments:

First year:	3 (We will start with current GIS certificate program students.)
Second year:	10
Third year:	15
Fourth year:	20
Fifth year:	20

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--Describe how distance education is consistent with the institution's mission and programmatic role with respect to academic programming. Describe how the program does not duplicate existing offerings in the University System or if it is duplicative, explain why the program is warranted. What is the program's niche?

- ⇒ The University of West Georgia seeks to provide increased access to non-traditional students in the region, as documented in its Mission Statement (http://www.westga.edu/index_2427.php). In its commitment to providing educational experiences that foster the development of leaders and productive citizens in western Georgia and beyond, the University is considering the development of many additional online and external degree programs. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty. Comparative evaluations of student course grades in online versus on-campus sections and traditional external degree program sections have also shown no significant differences in student course grades.
- ⇒ Further, the University of West Georgia was one of the first institutions in the USG to offer full or partial online credit courses, and now delivers approximately 150 distance courses each semester, representing more than two dozen curriculum areas. Currently five graduate-level degree programs are approved through distance learning. UWG is also a host institution for Georgia's eCore and webMBA programs. In addition, the University has worked to meet the needs of western Georgia through its five degree program offerings (four graduate and one undergraduate) at its off-campus Newnan Center, and through an external degree program (nursing) in Dalton and an external degree program (education) at Highlands College in Rome. Enrollment trends, positive student surveys, and graduation rates are among the indicators of the success of these programs. (<http://www.westga.edu/~distance/data/idp07.html>).

b. Faculty Inventory with Delivery Expertise – Describe the programs available to ensure appropriate training for faculty who teach distance technology delivered programs. Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.

- ⇒ Dr. Jeong C. Seong has offered online courses since 2007 at the graduate level to the online GIS certificate students. Dr. Shea Rose will join the online teaching. As a GIS application developer, Dr. Rose has maintained enough knowledge on computer technologies. With the help of the UWG DDEC, we expect no problem for Dr. Rose delivering courses via online. A new 2011 hire will join online teaching. We are recruiting new faculty who has enthusiasm and dedication to online course delivery. The new hire will get help from UWG DDEC too.
- ⇒ In order to coordinate training and professional development across campus and avoid duplication, the UWG Distance & Distributed Ed Center, central Information Technology Services department, and Learning Resource Center support units all collaborate to offer training and professional development for faculty and staff. (See <http://www.westga.edu/~training>.) The university employs a distributed model of technical support, whereby college-based personnel provide just-in-time assistance to faculty and staff. The DDEC also offers a broad menu of centralized training opportunities for faculty preparing to teach online, including formal workshops, one-on-one assistance in both training labs and in faculty offices, web-based tutorials, just-in-time assistance, lunch/learn sessions and peer mentoring programs. Participation in at least two hours of formal training (including BlackBoard Vista/Georgia VIEW and good online teaching practices) is required of all faculty teaching distance education courses, or the Department Chair may certify that they are exempt from training due to prior experience in teaching through distance learning technologies. The DDEC makes higher education a possibility for those who face obstacles to taking undergraduate or graduate courses in a traditional face-to-face classroom setting. The Faculty Development Center is available to meet certain standards in course design and delivery for all faculty at UWG. The staff is dedicated to helping students succeed in online courses and enabling distance faculty to focus on teaching, rather than technology. The DDEC also ensures fiscal and logistical support by budgeting expenditures specifically for training incentives; travel for professional development to off-campus sites, postage, appropriate technologies, and hardware. Some academic departments choose to allocate reassigned time for faculty during the term prior to teaching an online course for the first time, in order to ensure ample time to participate in training and develop a quality online course. A five-star rubric and a syllabus check list have been created in order to help instructors and other online designers understand the components that go into creating an exceptional online course. To view examples of the checklist and rubric, go to <http://www.westga.edu/~distance/webct1/Rubric/index.html>. The Core Requirements, Comprehensive Standards, and Federal Requirements of the Principles of Accreditation apply to distance education, as well as other, more "traditional" methods of delivery. Institutions are responsible for the quality of programs and courses delivered by means of distance education and are responsible for ensuring that distance education programs that are offered are complemented by support structures and resources to allow for the total growth and development of their distance education students. To view the course requirements, comprehensive standards, and federal requirements, go to <http://www.sacscoc.org/pdf/081705/Distance%20Education%20and%20the%20Principles%20of%20Accreditation.pdf>.

c. Facilities – Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.

⇒ No new significant technology investments are identified for the delivery of the distance and off-campus programs under consideration. All of the distance programs will utilize course management tools (Blackboard's Vista/ GeorgiaVIEW) and supporting software (Wimba) that is already in use for other distance courses. Technology costs will be limited to ongoing maintenance and upgrades of distance learning technologies and existing technologies. UWG is currently involved in a re-conceptualization of technology acquisition strategies and has begun the process of integrating technology acquisitions for off campus and on-line offerings into that process. Upgrades and technological enhancements necessary to support UWG courses and programs at these sites are coordinated through UWG's technology directors of each college (Education, Business, and Arts & Sciences). These directors either work with the technology coordinators of the off-campus sites to plan and implement consistent technological capabilities/ upgrades, or directly provide additional technological resources (hardware, software) to these sites if needed. The associate director of extended degree programs is also a member of the university's Technology Coordinating Council and serves as a further liaison between campus technology leaders and off-campus program coordinators.

d. Instructional Support --

⇒ **What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process?**

- At UWG, online students and faculty have access to the same information and resources to support teaching and the learning process as do our on-campus faculty and students. For faculty, the UWG Distance Ed Department offers formal workshops, mentoring opportunities, web-based tutorials, and assistance available online asynchronously and synchronously via the web and phone (see <http://www.westga.edu/~distance/webct1/faculty/>). Faculty and administrators can also gain VPN access, from off-campus, to their files on their office computers. For students, the UWG Distance Ed Department, Information Technology Services, and various student services offer student support websites, tutorials, as well as an online student orientation and live assistance via the web and phone. In addition, UWG provides the full Microsoft Office suite of tools, Microsoft operating systems, and firewall software to all admitted students, as well as some software for Mac users.
- For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>)

⇒ **What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures?**

- This program will utilize state-approved online course delivery tools, including Blackboard Vista/ GeorgiaVIEW (AKA CourseDen, formerly WebCT) as the official USG-supported course management system providing 24-hour/ 365-day-a-year support, security, back-up, disaster recovery, and documentation of student information, course records, and content. In addition, before an instructor teaches a course s(he) must submit the course form at <http://www.westga.edu/~distance/courseRequest/courseRequest.php>, in order to submit

delivery format information, facilitate program planning, and sign off on various acknowledgments, including ones on compliance with all university policies covering data security, records retention, and legal requirements, such as FERPA.

⇒ **How will the campus validate student authentication for the electronic submission of assignments?**

- Students will have to login with their unique username and password in order to submit assignments via the secure Blackboard Vista/ GeorgiaVIEW (AKA CourseDen, formerly WebCT) server. The password will update every term. In addition, the UWG Distance Ed department offers proctored exam facilitation at sites around the world. Some of these proctored exam sites use tools like the SecureExam browser to lockdown the computer while testing; other sites rely solely on monitoring by proctors; most sites also videotape the students while testing. The UWG Distance Ed department will be piloting a new Respondus Lockdown Browser (a custom browser that locks down the testing environment within Blackboard, ANGEL, Desire2Learn, or Moodle) that may allow us to extend this security service to each and every remote testing site, in FY2010-2011.
- The University of West Georgia uses its Campus Security Plan (http://policy.westga.edu/sphtml/page_04.htm) to identify, create and maintain appropriate IT policies and standards in conformance with the Campus Security Policy objectives and in compliance with the Policy Manual of the Board of Regents of the University System of Georgia (<http://www.usg.edu/regents/policymanual/>). These policies apply to all UWG faculty, staff and students, in addition to any guests who are authorized to use the University's computers and/or data network. Use of the University's computing and network resources are understood to constitute an acceptance of these policies. These policies are available on the web at <http://policy.westga.edu>.
- A combination of physical security, personnel security, and system security mechanisms is used to control access to the UWG enterprise network. The principal instruments of access control are a combination of personal user login identification and a unique password authentication. These are created in a manner consistent with the guidelines established by our policies. A system of Discretionary Access Control is also used in order to restrict network users only to those privileges or access necessary for their work and thereby provide a secure network.
- The UWG Security Policy maintains that certain specific types of data transactions are to be protected during transmission and that some or all of these data may need to be stored in an encrypted form. Proven standard algorithms as outlined in the security plan are used as the basis for this encryption. All critical assets are located and housed in a securable area with independent environmental controls and with access restricted to those with direct responsibility for proper operation and system health.
- One exception is the hardware for the course management tool previously known as WebCT Vista. UWG's GeorgiaVIEW Vista (called CourseDen on our campus) instance now resides on one of the University System of Georgia's central servers and falls under their managed care and security.

⇒ **What are the provisions for real-time and delayed interaction between and among faculty and students?**

- We will use various online teleconferencing technologies including Wimba Pronto. As technology evolves, we will keep taking advantage of emerging educational technologies. Real-time interaction is available by phone, instant-messaging, Wimba's live Classroom, and a desktop-sharing tool called Bomgar. Another great provision for real-time

interaction is Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning. Pronto includes unique features to specifically benefit students, teachers, and educational institutions, including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, and instant access to campus services. Delayed interaction is available via online discussion boards, email, and Wimba's Voice Board (a web-based voice solution that facilitates and promotes vocal instruction, collaboration, coaching, and assessment).

⇒ **What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)?**

- For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>). As part of our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

⇒ **Describe the library resource options available to students to enhance the learning process.**

- UWG students, whether enrolled in face-to-face or DL courses, are able to use the library services of any college or university within the University System of Georgia. Students who reside out-of-state are provided with delivery services and are also provided with access to the Galileo Interconnected Libraries System (<http://gil.westga.edu/>). UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>). Among the services are research consultation, check-out and delivery (by mail or courier) of books from the UWG collection, photocopying and delivery (by mail, fax, or courier) of journal articles or other library materials, and use of the interlibrary loan service for materials not held in the UWG collection. Links to the library's DL services are included on each CourseDen (GeorgiaVIEW) course home page and on the syllabi for all distance courses. The library employs a full-time individual dedicated to supporting distance and off-campus learning students. The institution monitors whether students make appropriate use of learning resources. Departments monitor student use of resources through project and paper bibliographies and other course interactions. The ODDLS coordinates with the DDEC for assessment of student library services, and Distance Education Student Evaluations include two questions related to whether students are aware of such library services and whether students make use of them (<http://www.westga.edu/~distance/data/eval/>). In addition, a postage-paid, anonymous response card is included with each shipment of materials to a student so that the user can evaluate the timeliness and appropriateness of materials received (<http://www.westga.edu/~library/depts/offcampus/policies.shtml>). The ODDLS conducts ongoing assessment by using this data to determine the level of user satisfaction and to identify areas for improvement.

⇒ **What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?**

- A computer with audio capabilities and Blackboard Vista/ GeorgiaVIEW (AKA CourseDen, formerly WebCT) compatible browser and settings is the only hardware necessary to support appropriate interactions. Most of the software needed is either free or provided by the University of West Georgia, except in very specific content areas. Software needed for this program includes Microsoft Office, Windows, and virus protection, and is provided to students and faculty by UWG. A variety of tools and services are available to professors: Wimba, Wimba Tools, Smarthinking (it provides people, technology and training to help institutions offer their students outstanding academic support), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases), Respondus Lock Down (a custom browser that locks down the testing environment), and presentation tools, such as Impatica, Respondus Studymate, and Quiz Creator. Recently, UWG has added Wimba Pronto which is the only instant communication platform designed for educators to advance and promote collaborative learning, Wimba Pronto includes unique features to specifically benefit students, teachers, and educational institutions, including audio and video conferencing, instant messaging, application sharing, tutoring, and whiteboard. In addition to the course management system, Wimba software tools are provided for real-time, two-way audio and video collaboration, and podcast capabilities are provided for making media more portable. Wimba Voice Tools include Voice Authoring (allows the instructor to record a message and have it delivered via a web page in CourseDen (GeorgiaVIEW Vista)), Voice E-mail (allows the instructor or student to send a voice e-mail), and Voice Board (a bulletin board that allows for audio discussions) (<http://www.villanova.edu/unit/support/academic/webct/wimba.htm>).

e. Student Services – Please describe how the program ensures that appropriate learning and resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners.

- ⇒ **Library Services:** UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>).
- ⇒ **Learning Support and Tutoring:** The EXCEL Center for Academic Success, located at the University of West Georgia's main campus, is devoted to the success and welfare of all UWG students. Distance students can email helpme@westga.edu or telephone the Excel Center in order to receive academic support and tutoring through electronic means, such as email or live via an online Wimba classroom that provides two-way audio, video, instant messaging, an interactive whiteboard, and application sharing. The Excel Center web site (<http://www.westga.edu/~EXCELCenter/>) includes links to study skills, advice from tutors and a Frequently Asked Questions page. The EXCEL center is exploring online tutoring options, such as AskOnline, to find additional mediums through which tutors can interact with students off campus. In the future the center hopes to be able to offer an online tutoring service that includes whiteboard mark-up capabilities, document and image sharing, desktop sharing, and audio or video if needed.
- ⇒ Distance and off-campus students may also telephone and email the Learning Support Center and Testing Office for academic and testing support services, as well as the Writing

Center. Furthermore, faculty members have online office hours in order to offer additional support to their distance and off-campus students. CourseDen (GeorgiaVIEW Vista) has also been an effective medium for faculty to provide learning support. If there are special requirements that students need at off-campus sites, such as the Newnan Center, arrangements are made for personnel from the main campus to be available on site. This is in addition to the regularly-scheduled office hours that faculty provide at off-campus locations.

- ⇒ The Distance and Distributed Education Center provides many levels of support, including technical support and services for academic support. SmartThinking, an online tutoring and writing service, is provided for online students. Plagiarism services, such as TurnItIn and SafeAssign are also available as teaching tools to students and faculty.
- ⇒ The EXCEL Center for Academic Success has academic advisors who help students explore various options and help them choose a major best suited for them. Ask Andy is a way for students to get answers for all their college concerns. Andy is the "answer all" expert at UWG. If students have any questions about anything, Andy has the answer. The students simply type their question and point-click at <http://www.westga.edu/~EXCELCenter/pages/AskAndy.htm> to send an e-mail.
- ⇒ Counseling services are available to distance and off-campus students through the Student Development Center of Student Services. The Student Development Center (<http://www.westga.edu/~sdev/>) provides career, academic and mental health counseling for all University of West Georgia students. Some of the areas of assistance include adjustment to college, person exploration/growth, relationships, substance abuse and psychotherapy. Additional support services for disabled, international and non-traditional students are also coordinated through the Center. Off-campus and distance students may contact the Student Development Center regarding counseling services by telephone or email. For off-campus and online students, the university offers counseling by telephone following one face-to-face visit. If an off-campus or distance student cannot come to campus, the Student Development Center may also refer the student to local counselors in the student's locale.
- ⇒ Students who have learning, psychological or physical disabilities may contact Disability Services at the University of West Georgia (<http://www.westga.edu/~dserve>). Students may contact coordinators from Disability Services by telephone or email. These coordinators communicate with faculty to plan for the individual needs of students. The Distance & Distributed Education Center also provides technology options for students with disabilities. For example, Impatica On cue provides scrolling text for distance students with hearing disabilities. Impatica for PowerPoint provides audio for those students with sight disabilities, and text for students with hearing impairment. Wimba Classroom and CourseDen (UWG course management system) have accessibility features, including closed captioning, and formatting for browser readers. The DDEC trains faculty on appropriate uses of technology to meet the needs of students with disabilities and to meet ADA guidelines.
- ⇒ The Department of Career Services offers a host of services for campus, off-campus, and distance students through its online Career Web at <http://careerweb.westga.edu/>. Career Web lists both on-campus and off-campus Job Fairs on the web site. The Department of Career Services offers four main services to students: Career Employment, Student Employment, Professional Practice, and the Volunteer Office. For all career services, students can email, call or visit the office.

- ⇒ Distance Education Student Evaluations include a question that evaluates the availability of career services information on UWG's web site (<http://www.westga.edu/~distance/data/eval/>). In the last three years, less than four percent of the students who submitted the distance evaluation felt that information regarding career services for UWG's distance students needed improvement. Also, the University of West Georgia's Department of Career Services has a Career Services Student Survey online at <http://careerweb.westga.edu/Resources/studentSurvey.php>.
- ⇒ In addition, career counseling services are available to distance and off-campus students through the Student Development Center of Student Services (<http://www.westga.edu/~sdev/>). Students may contact the Student Development Center regarding career counseling services by phone or email.
- ⇒ Course materials may be purchased through the Online Bookstore at the University of West Georgia, and delivery is available via mail service (<http://www.bookstore.westga.edu/>). Students may order books and materials over the phone, request a buyback quote on their textbooks online, and receive email notifications when their books are added to the buyback listing. Students who buy books online may also return them for a refund. Bookstore services for distance and off-campus students are evaluated in the Distance Learning/off-campus evaluation form. According to results from the last three years, more than 85 percent of students agreed or strongly agreed that materials required for their courses were available for convenient purchase.
- ⇒ Distance and off-campus students benefit from the testing services of the Learning Support and Testing Office of the University of West Georgia. Students can arrange services by calling or emailing the Testing Office. The Testing Office provides a variety of test registration materials and also administers a series of national and institutional exams. The Testing Office also provides a supervised environment for students with documented physical and/or learning disabilities that are eligible to receive accommodations, such as extended time for their classroom tests. The Testing Office also provides test proctoring for a small fee.
- ⇒ Off-campus students often take exams administered by their professors at their off-campus locations. The Newnan Center also provides test proctoring on site. Off-campus and distance students can also use approved proctoring sites at other university libraries. In addition, exams and quizzes are administered via CourseDen (GeorgiaVIEW) either online at a location convenient to the student or a designated computer lab. Some students who take their CourseDen (GeorgiaVIEW) exams in a computer lab use Secureexam as an additional means of security and integrity.
- ⇒ Computer resources have been greatly enhanced, both on-campus and off campus, in recent years. ITS provides technical support for software including myUWG, Banweb, and technical resources. Students can contact the ITS Helpdesk by phone or by email. The Department of Learning Resources (<http://www.westga.edu/~lrc/>) provides equipment rental, technical support for problems with audio/visual equipment, and graphic services. Students can contact LRC by phone or email. The Distance and Distributed Education Center (DDEC) provides technical support to students utilizing CourseDen (GeorgiaVIEW Vista) and related technologies in distance, hybrid, or technologically-enhanced courses. Students may contact the DDEC for support by telephone or email and have access to numerous online tutorials and help files. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see

<http://help8.view.usg.edu>). As part of our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

f. Cooperative Links with the Community - What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.

- ⇒ This program will satisfy the geospatial information technology needs from the community. Every semester we offer a series of internships, providing for our students the unique opportunity to work within the geospatial technology fields and experience that which they have studied, firsthand. Every semester the faculty in the department offers professional services to local businesses and nonprofit agencies alike. The online degree in GIS will also be a leader in professional preparation grounded in the scholarship of teaching and learning. In fact, our program will, as called for in the visionary goal, “infuse the systematic investigation of teaching and student learning into professional preparation.” Achieving this goal will help satisfy the urgent state and national needs for persons trained in the area of GIS.

g. Accreditation and Legal Issues – It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, institutional, and specialized accreditation requirements. Please explain what measures will be taken to satisfy SACS substantive change requirements and, if required, other accreditation requirements.

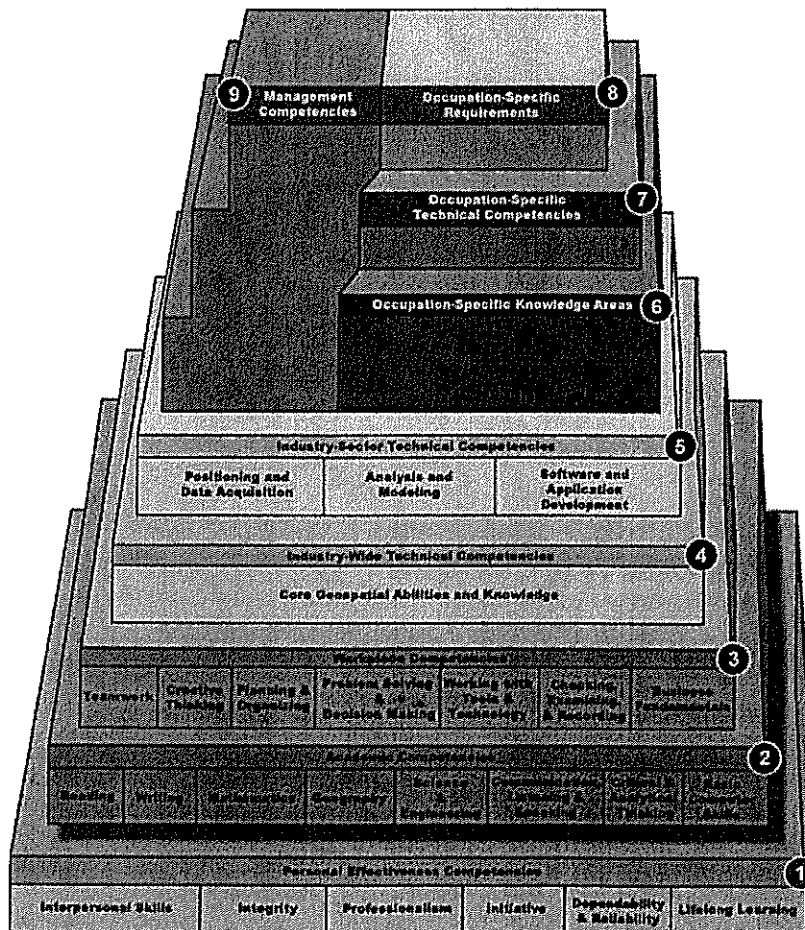
- ⇒ All policies and reporting requirements from SACS will be addressed and completed. In addition to larger accrediting bodies such as SACS and NCATE, Chairs, administration, and faculty will consider the implications for accreditation in their respective disciplines and take necessary steps to ensure policies are met.
- ⇒ In compliance with the SACS policies and guidelines we will take the following measures:
 - Understanding of geospatial technologies
 - Competence of applying geospatial technologies to real-world problems
 - Competence of communication with other geospatial professionals

4. Recruitment and Admission of Students -- What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program? Please describe the institutional guidelines for in-state versus out-of-state students.

- ⇒ We will follow the UWG policies and guidelines on this issue. There are no prerequisite technology competencies, skills, or equipments required. Neither are there residency requirements for the program. Students in online programs are considered in-state for tuition purposes. Further, no impact on affirmative action is expected as the program will recruit from a wide population. Any impact on affirmative action is likely in the effect of creating diversity among cohorts.

5. Curriculum -- What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum? Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

- ⇒ **Academic Standards:** The faculty in the Department of Geosciences are committed to providing quality instruction to undergraduate students on subjects that fall within the scope of the discipline, conducting research that contributes to the body of knowledge in the field, and engaging in service that allows practical application of both knowledge and skills. In conjunction with the goals of the University, the College, and the Department, our program is based on the philosophy of a liberal arts education and grounded in scientific methodologies. The focus for the program promotes a critical applications of geospatial issues, as well as enhancing analytical and communication skills. Faculty seek opportunities to involve students in a range of professional activities to facilitate further educational pursuits or their entry into the job market.
- ⇒ **The Rigor and Breadth for the Degree:** The proposed program will use the Geospatial Technology Competency model (Department of Labor 2009) as its building blocks, shown as below (<http://www.careeronestop.org/competencymodel/pyramid.aspx?GEO=Y>):



Following topics will be delivered by the program:

- Design or coordinate the development of integrated spatial or non-spatial databases.
- Design or prepare graphic representations of geospatial data using GIS hardware or software applications.
- Enter data into geospatial databases using techniques such as coordinate geometry, keyboard entry of tabular data, manual digitizing of maps, scanning or automatic conversion to vectors, and conversion of other sources of digital data.
- Maintain or modify existing geospatial databases.
- Perform geospatial data building, modeling, or analysis using advanced spatial analysis, data manipulation, or cartography software.
- Analyze geospatial data to identify spatial relationships or display results of analyses using maps, graphs, or tabular data.
- Interpret aerial or ortho-photographs.
- Review existing or incoming data for currency, accuracy, usefulness, quality, or completeness of documentation.
- Transfer or rescale information from original photographs onto maps or other photographs.
- Select cartographic elements needed for effective presentation of information.

⇒ **Are Courses Appropriate for Online:** Courses in the program are appropriate for online delivery and are being re-designed to take full advantage of online technology and instructional design concepts. No special alternatives are required for the course (such as virtual labs); however online methods will be employed to enhance instruction and engage the student in learning outcomes.

⇒ **The length of the program:** The expected length of the degree program is two years. All courses will be scheduled for offering in a manner to allow students to graduate in a timely fashion. Multiple sections of courses will be offered as need, and students will work with advisors to better ensure that they are aware of the plan of study.

6. Consistency with Principles of Good Practice -- Demonstrate how the institution incorporates the Principles of Good Practice (<http://www.sacscoc.org/pdf/081705/commadap.pdf>) in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program's merits.

⇒ **Principles of Good Practice:** The University of West Georgia has a well established and developed online program. All programs receive direct and consistent support, including training for faculty and staff. The University embraces online education as an integral part of its mission and core commitment for "educational excellence in a personal environment." Additional online programs are well suited to expand and further disseminate this value and do not represent a change to the University's mission and objectives. The institution and department assure that the program will be sustained to the minimum extent of graduating within one cohort. Funding for the program is ensured through eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds shared by the University, College, and Department. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the GIS program. Curricular commitments are met and facilitate curriculum presentation through diverse online program attributes. Resources to curricular supplementation and applications to interaction and participation are of primary concern and

presented to students in a clear and direct manner. Guides and assistance to technology use, economy, and maintenance are included in the online program's budget and are at the students' disposal. All staff members participating in the online program will complete evolving training requirements; training will be held for any changes and, or updates to the online program's technological implementation. Delineation, assessment, and maintenance of security services regarding elements of electronically offered courses is monitored alongside academic proficiencies. Integrity of academic honesty and instruction is consistent and measurable. The transferring of academic credits from previous institutions or programs will be based on the online program's articulated learning outcomes per course. Transferring credits must comply and be consistent with the online program's mission and comprehensive academic requirements and goals. Technical support is available for students and faculty during regular hours; a 24 hour helpline is also available. Students and faculty can communicate and seek help through telephone, email, and live-chat services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times.

- ⇒ **Curriculum and Instruction:** The online program is offered as pedagogical importance and vitality is not lost or lessened in any degree, as compared to traditional course constructs. Course requirements and curriculum sets are developed in accordance with traditional course constructs; technological applications and use allows for a diverse array of students, both nontraditional and traditional, to enroll in the program. Instructional materials and supplementary resources to curriculum are readily available to all students in an efficient and direct manner; technologies allow for the enhancement and diversity of teaching Methodologies. Course participant cohesion and collaboration is promoted and instituted. Program requirements are stipulated within each online program's course and readily available for review at all times. Course requirements and offerings will be informed to students by advising staff and available postings. Technological and instructional conditions are communicated to students; contractual agreements are enforced to ensure awareness. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the online program's success and progress.
- ⇒ **Faculty Support:** Preceding participation, upon an online course request, faculty are made aware of comprehensive online course implications and participatory, educational and technological demands. Technical support is available for faculty during regular hours; a 24 hour helpline is also available. Faculty can communicate and seek online assistance through telephone, email, live-chat, and live face-to-face services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times. Faculty also receive course design assistance via such modes. Faculty training, regarding satisfactory online course design and curricular implementation, in accordance to pedagogical standards, is on-going, progressive, live, and archived. Staff are encouraged to work together in devising appropriate and adequate training services, based on online course experience needs and limitations.
- ⇒ **Student Support:** Students are provided with the knowledge and resources needed to ascertain appropriate online program registration and selection. Students are informed of technology service assistance and program diversity, as stipulated by the institution's policies and procedures. Technical support is available for students during regular hours; a 24 hour helpline is also available. Students can communicate and seek help through telephone, email, live-chat, and live face-to-face and online orientation services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times. Program requirements are stipulated within each online program's course and readily available for review at all times. Students

will be informed of course requirements and offerings by advising staff and available postings. Technological and instructional conditions are communicated to students; contractual agreements are enforced to ensure awareness. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the online program's success and progress and in order to determine student academic progress and performance.

- ⇒ **Evaluation and Assessment:** Faculty developing and teaching distance education or off-campus courses are evaluated in a variety of ways at many different levels. At the end of each course, campus-wide student evaluations are conducted. The evaluation form, known as the Student Evaluation Instrument, may be given in-person via a Scantron written format or online. These evaluations are designed to obtain feedback on a wide variety of issues, including teaching methods. Furthermore, these evaluations are a key component of annual faculty evaluations, which accompany promotion and tenure decisions, as well as post-tenure reviews. In addition, departments use these evaluations in the assessment of courses as well as programs. Thus, experimentation with teaching methods is critically examined.

7. Fiscal Implications of the Program -- What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

- ⇒ eTuition: University of West Georgia presently employs an eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds shared by the University, College, and Department. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the GIS program.
- ⇒ eTuition creates a cost benefit by delivering the program to a much larger group than traditional programs. It is expected that many potential students for the program are employed full time and/or live at a distance. These students are not served by traditional programs and represent a gain in market share.

Please complete the following modified fiscal page:

Costs Per Year of Implementation

<u>Item</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Network Design					
Network Configuration					
Network Installation					
Hardware Acquisition			\$3,000	\$4,000	\$4,000

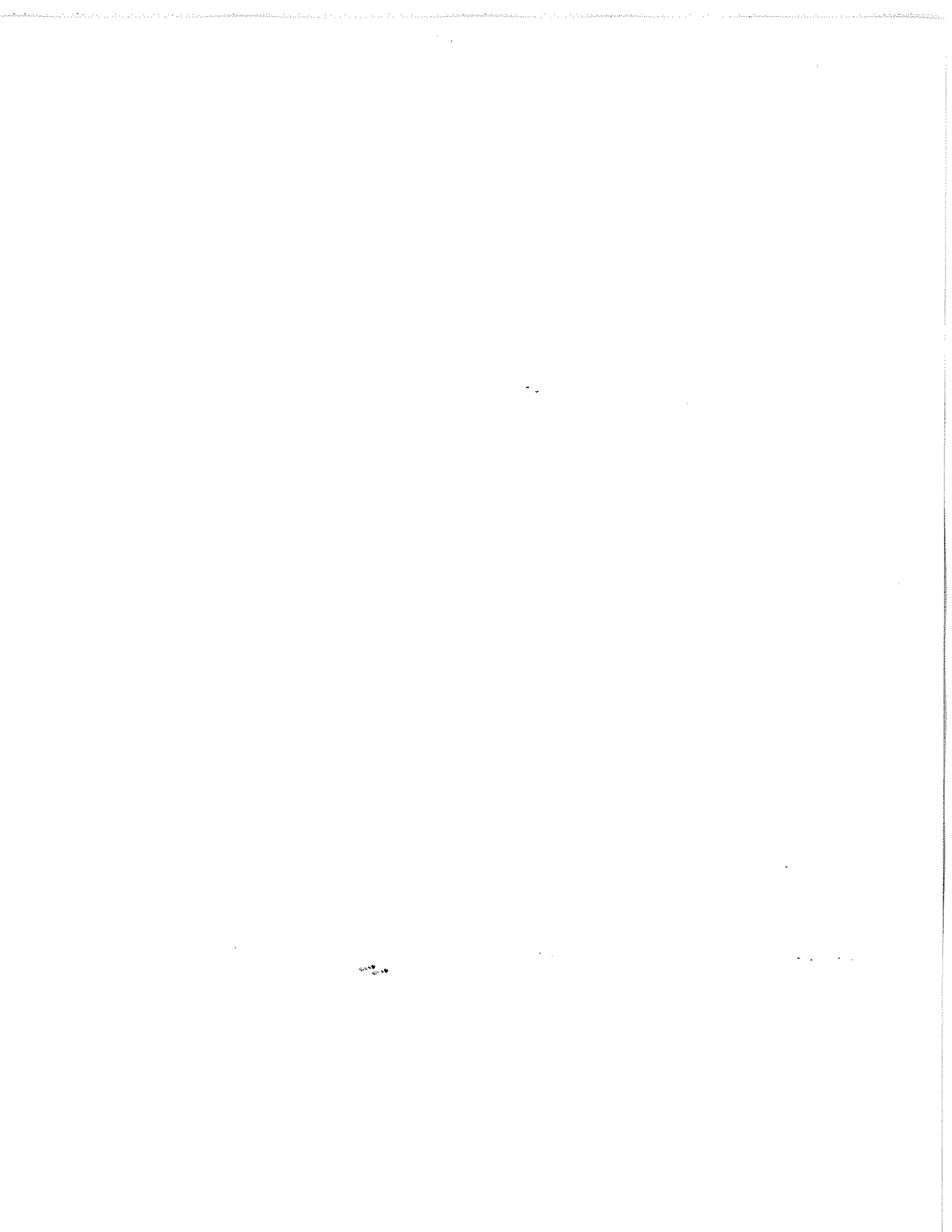
Software Acquisition		\$3,000	\$3,000	\$4,000	\$4,000
Technical Integration					
Support Services					
Course Acquisition and Licensing Fees					
Distribution Costs					
Personnel (Faculty)					
Personnel (Technical Support)					
Personnel (Secretarial)					
Estimated Cost for Renovated Facilities for Technological Support					
Maintenance and Operation (specify)					
Supplies and Materials (specify)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Other (specify)					
Total:	\$2,000	\$5,000	\$8,000	\$10,000	\$10,000

\$4,000 will be used for acquiring hardware equipment such as computers, printers, scanners, online media creation tools, etc. Another \$4,000 will be used for software covering online media creation, publication, GIS software licensing, etc. Finally, \$2,000 will be used for advertise, communication, supplies, etc. Hardware and software will be added gradually as program goes.

8. Assessment -- Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods Please describe the evaluation plan to be used.

- ⇒ In all cases, with the exception of the eCore and WebMBA programs, student learning outcomes for online and off-campus courses and programs are identical to their traditional counterparts. Courses and assessments are designed by faculty members with the same rigor for all delivery platforms, whether on-campus, off-campus, or through online technologies. In the vast majority of cases, these are full-time, tenure-track faculty members with Ph.D.s or terminal degrees. Course surveys and program exit interviews with UWG distance students have indicated that not only is the educational content comparable, but in the case of online courses, the experiences have been enriched through the use of technologies. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty. Comparative evaluations of student course grades in online versus on-campus sections and traditional external degree program sections have also shown no significant differences in student course grades. All online courses are evaluated via an online evaluation system: CoursEval. This system is very flexible in creating and distributing surveys, student evaluations of instructions, and other forms of evaluation. Presently, the University of West Georgia distributes two evaluations for online courses: the Student Evaluation of Instruction and the Distance Education Survey. These surveys are presented for each online course to every student each semester. Data compiled from these surveys are reviewed and assessed by faculty and administration. Faculty are asked to articulate their plans for addressing needs that are identified from the survey results. Administration compares survey data with planned outcomes for online programs and makes changes

as warranted. Face-face courses are similarly evaluated through paper evaluations allowing comparison of instructional outcomes for online and traditional programs. Department chairs have online access to each evaluation for members of their departments and may use these data for departmental assessments, outcome comparisons, and accreditation reviews. Faculty members have access to their evaluations and may use numerous data analysis tools built in with the system.



Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Seong, Jeong
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG 5551 Introduction to GIS and Mapping Science
Prefix Number Course Title

An introduction to GIS, mapping and geospatial sciences. Topics include introductory GIS, map projections, land partitioning systems, map reading, map analysis, GPS, map making, aerial photography, and remote sensing. This course will guide students to GIS, mapping sciences and emerging geospatial technologies.

Course Catalog Description

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

Prerequisites

No prerequisite

Corequisites

Rationale

Graduate students have experienced difficulty in taking GIS (GEOG 5553) without any background on geospatial technologies. It also brought significant pedagogical challenges to faculty. This course will provide necessary background to pursue graduate-level GIS courses.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

This will be the foundation course in the proposed GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]
Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/16/11]
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]
Chair, Faculty Senate

Introduction to GIS and Mapping Science
GEOG 5551
Fall 2011
Distance Learning Course

Instructor: TBA

Office hours: Tuesdays and Thursdays (2:00-3:00), or by appointment using Wimba or telephone interface.

Phone:

This syllabus is a guide for the course and is subject to revisions announced during on-line class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

An introduction to GIS, mapping and geospatial sciences. This is the foundation course for upper-level geospatial technology courses. This course will introduce geospatial technologies along with exercises.

Objectives:

The learning outcomes of this course are:

- Understanding fundamentals of GIS
- Understanding map projections, coordinate systems and land partitioning systems
- Demonstrating map reading and map analysis skills
- Understanding effective use of GPS in mapping science
- Demonstrating map making
- Understanding aerial photography, remote sensing, and emerging geospatial technologies.

Course Materials:

Text: Kimerling, A.J., Buckley, A.R., Muehrcke, P.C., Muehrcke, J.O., 2009. Map Use – Reading and Analysis. 6th Ed. ESRI Press. Redland California, USA.

Additional materials will be made available using CourseDen.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of Exams, Exercise Modules, and Assignments.

Exams 40%

Exercise Modules 40%

Assignments 20%

Exercise Modules are due by noon on Friday of the week specified in the class schedule. Late assignments will not be accepted.

Grading Scale:

A: 90% – 100%

B: 80% – 89%

C: 70% – 79%

D: 60% – 69%

F: 0 – 59%

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery of course material and completion of required exercises.

CLASS SCHEDULE

(Subject to revision.)

Week	TOPIC	Module
1	Aug. 16, 18	Syllabus; Introduction
2	Aug. 23, 25	1
3	Aug. 30, Sept. 1	Mapping Concepts
4	Sept. 6, 8	1 Due
5	Sept. 13, 15	Earth Coordinates
6	Sept. 20, 22	2
7	Sept. 27, 29	<i>Labor Day</i> ; Projecting the Earth
8	Oct. 4, 6	2 Due
9	Oct. 11, 13	Coordinate Systems
10	Oct. 18, 20	3 Due
11	Oct. 25, 27	Map Components
12	Nov. 1, 3	4 Due
13	Nov. 8, 10	Map Reading
14	Nov. 15, 17	5
15	Nov. 22, 24	Exam 1
16	Nov. 29, Dec. 1	5 Due
	December 6	Spatial Data
		6
		GPS Technology
		6 Due
		GIS
		7
		GIS Applications
		7 Due
		Remote Sensing
		8
		Aerial Photography
		8 Due
		LiDAR; <i>Thanksgiving</i>
		Spatial Analysis
		FINAL EXAM (2 pm – 4 pm)

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department

Department

College of Science and Mathematics

College

Seong, Jeong

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG

Prefix

6446

Number

Special Topics

Course Title

This course covers special topics to meet contemporary needs of GIS technologies and applications. A range of topics including, but not limited to, environmental GIS, planning GIS, enterprise GIS, LiDAR, Web-GIS, Voluntary GIS, neo-cartography, or military GIS applications may be taught through this course.

Course Catalog Description

4	0	4	Fall - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

GEOG 5553 Geographic Information Systems, or Instructor Permission

Corequisites

Rationale

GIS technology changes dynamically. Frequently, special topics should be taught to meet the demands of an ever-changing society. Examples are LiDAR, Web-GIS, Voluntary GIS, neo-cartography, environmental GIS applications, and military GIS applications.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/15/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]

Chair, Faculty Senate

Special Topics
GEOG 6446
Spring 2012
Distance Learning Course

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface .

Department phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This course covers special topics to meet contemporary GIS technologies and applications. This course is designed to equip students with advanced topics in Geographic Information Science and Applications. This course meets the needs of a quickly advancing technological field within a dynamic discipline. A range of topics including environmental, planning, or enterprise may be taught through this course. Content will vary with the expertise of the instructor. This class may include lectures, lab assignments, exams, and student-directed projects.

Prerequisites:

GEOG 5553 or Instructor Permission

Course Objectives:

- Understanding of Advanced Topic in GIS

Course Materials:

Varies

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of Exams, Assignments, and a Final Project. The weighting is as follows:

Exams	100 points
Assignments	100 points
Final Project	100 points

Grading Scale:

A: 270 ~ 300
B: 240 ~ 269
C: 210 ~ 239
D: 180 ~ 209
F: 0 ~ 179

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery of course material and completion of required exercises.

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Seong, Jeong
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG 6755 GIS Database Design
Prefix Number Course Title

This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration.

Course Catalog Description

4 Lec Hrs 0 Lab Hrs 4 Credit Hrs Fall - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

GEOG 5553 Geographic Information Systems

Corequisites

Rationale

This course will teach emerging GIS topics in geospatial database design and implementation. GIS database design is an integral part of most GIS masters programs.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]

Chair, Faculty Senate

GIS Database Design
GEOG 6755
Spring 2012
Distance Learning Course

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface.

Department phone:

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration. This class includes lectures, lab assignments, exams, and student-directed projects.

Prerequisites:

GEOG 5553

Course Objectives:

After completing this course, students should be able to:

- Create metadata
- Design GIS databases
- Query GIS databases
- Implement and maintain GIS databases

Course Materials:

Required Text: *Modeling Our World* (2nd Edition) by Zeiler, Michael

Additional materials will be supplied by instructor through electronic postings.

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery of course material and completion of required exercises.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of 2 Exams, Assignments, and a Final Project. The weighting is as follows:

Exams	100 points
Assignments	100 points
Final Project	100 points

Grading Scale:

A: 270 ~ 300

B: 240 ~ 269

C: 210 ~ 239

D: 180 ~ 209

F: 0 ~ 179

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

Schedule:

Week		Topics
1	Jan. 5	Overview of Course
2	Jan. 10, 12	Databases and Geodatabases
3	Jan. 17, 19	Spatial Data Types
4	Jan. 24, 26	Design Issues
5	Jan. 31, Feb. 2	Metadata
6	Feb. 7, 9	Storage and Indexing
7	Feb. 14, 16	Managing Geodatabases
8	Feb. 21, 23	Midterm Exam
9	Feb. 28, Mar. 2	Project Development
10	Mar. 7, 9	Spring Break
11	Mar. 14, 16	Data Acquisition
12	Mar. 21, 23	Querying and Optimization
13	Mar. 28, 30	Managing Error and Inaccuracy
14	Apr. 4, 6	Maintenance of Geodatabases
15	Apr. 11, 13	GIS Database Applications
16	Apr. 18, 20	Directed Project Work
17	Apr. 25, 27	Project Presentations
	May 2	9 am: Final Exam

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department

Department

College of Science and Mathematics

College

Seong, Jeong

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG

Prefix

6757

Number

Programming and Customization in GIS

Course Title

This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment.

Course Catalog Description

4

Lec Hrs

0

Lab Hrs

4

Credit Hrs

Fall - 2010

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

GEOG 5553 Geographic Information Systems

Corequisites

Rationale

This will provide students with solid skills in GIS customization. This is a typical component of graduate-level GIS programs.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]

Chair, Course Department

[]

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]

Chair, Faculty Senate

Programming and Customization in GIS
GEOG 6757
Spring 2012
Distance Learning Course

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface.

Department phone:

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment. Programming languages supporting GIS applications such as VBA and Python will be introduced. This class includes lectures, lab assignments, exams, and student-directed projects.

Prerequisites:

GEOG 5553

Course Objectives:

After completing this course, students should be able to:

- Customize the GIS user environment
- Use Model Builder to implement GIS processes
- Use principles of object-oriented programming

Course Materials:

Required: Burke, R., 2003, *Getting to Know ArcObjects: Programming ArcGIS with VBA (updated for ArcGIS 9.1 and 9.2)*. ESRI Press.

Recommended: Chang, K.-T., 2008, *Programming ArcObjects with VBA: A Task-Oriented Approach (2nd Edition)*. CRC.

Additional materials will be supplied by instructor through electronic postings.

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery of course material and completion of required exercises.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of 2 Exams, Assignments, and a Final Project. The weighting is as follows:

Exams	100 points
Assignments	100 points
Final Project	100 points

Grading Scale:

- A: 270 ~ 300
- B: 240 ~ 269
- C: 210 ~ 239
- D: 180 ~ 209
- F: 0 ~ 179

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

Schedule:

Week		Topics
1	Jan. 5	Overview of Course
2	Jan. 10, 12	Customization
3	Jan. 17, 19	Introduction to Programming
4	Jan. 24, 26	VBA Fundamentals
5	Jan. 31, Feb. 2	Branch and Loop Operations
6	Feb. 7, 9	Subroutines and Debugging
7	Feb. 14, 16	Object-Oriented Programming
8	Feb. 21, 23	Midterm Exam
9	Feb. 28, Mar. 2	Working with GIS Layers
10	Mar. 7, 9	Spring Break
11	Mar. 14, 16	Working with GIS Features
12	Mar. 21, 23	Model Builder
13	Mar. 28, 30	Python Fundamentals
14	Apr. 4, 6	Programming Applications
15	Apr. 11, 13	Programming Applications
16	Apr. 18, 20	Directed Project Work
17	Apr. 25, 27	Project Presentations
	May 2	9 am: Final Exam

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Seong, Jeong
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG
Prefix

6893
Number

Practicum in GIS
Course Title

This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field.

Course Catalog Description

4
Lec Hrs

0
Lab Hrs

4
Credit Hrs

Fall - 2011
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

At least 16 credit hours from the program of study.

Corequisites

Rationale

Practicum in GIS will provide students with real-world GIS application experiences. This is a typical component of graduate-level GIS programs.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: **20**

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/15/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]

Chair, Faculty Senate

**Practicum in GIS
GEOG 6893
Spring 2012
Distance Learning Course**

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface .

Department phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field.

Prerequisites:

At least 16 credit hours from the program of study.

Course Objectives:

- Apply GIS theories and methods to real-world problems.
- Solidify skills in geospatial technology.

Course Materials:

Required: Making Spatial Decisions Using GIS: A Workbook, Second Edition by Robert Kolvoord and Kathryn Keranens. 2011.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by satisfactory completion of an approved geospatial project and assignments. The weighting is as follows:

Geospatial Project

50 points

Assignments

100 points

Grading Scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0 -59%

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery of course material and completion of required exercises.

Schedule:

Week		Topics
1	Jan. 5	Introduction
2	Jan. 10, 12	Trends in GIS
3	Jan. 17, 19	Role of Case Studies and Samples
4	Jan. 24, 26	Proposal Development
5	Jan. 31, Feb. 2	Examining Literature
6	Feb. 7, 9	Examining Data Sources
7	Feb. 14, 16	Acquiring Data for GIS Real-time
8	Feb. 21, 23	Acquiring Data for GIS
9	Feb. 28, Mar. 2	Data Limitations
10	Mar. 7, 9	Spring Break
11	Mar. 14, 16	Refining Proposal Draft
12	Mar. 21, 23	Dissemination of Results
13	Mar. 28, 30	Proposal Work
14	Apr. 4, 6	Final Project Proposal Due
15	Apr. 11, 13	Proposal Revisions
16	Apr. 18, 20	Examining Error and Limitations
17	Apr. 25, 27	Final Proposal Due
	May 2 or 4	Final Proposal Presentation

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Seong, Jeong
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG
Prefix

6895
Number

Project
Course Title

This course is for creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Students can take up to six (6) credits. At least four (4) credits required for the non-thesis option students.

Course Catalog Description

2
Lec Hrs

Lab Hrs

2
Credit Hrs

Fall - 2011
Effective Term

Yearly
Frequency

S/UI
Grading

Prerequisites

At least 23 credit hours from the program of study.

Corequisites

Rationale

This course will provide students with opportunities for individual project development. This course is a typical component of graduate-level GIS programs. This course will also serve for assessing the online GIS program outcomes for the non-thesis option students.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]
Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]
Chair, Faculty Senate

**Project
GEOG 6895
Spring 2012
Distance Learning Course**

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface .

Department phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This course is for creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Students can take up to six (6) credits. At least four (4) credits required for the non-thesis option students.

Prerequisites:

At least 23 credit hours from the program of study.

Course Materials:

Varies according to the nature of individual projects.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by satisfactory work on an approved geospatial project. The non-thesis option students must submit a project report and the report will be evaluated by GIS graduate program committee members.

Grading Scale:

S/U grade.

General Expectations and Classroom Protocol:

Students are required to have access to internet connections and computer hardware sufficient for the delivery and completion of selected project.

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Seong, Jeong
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG 6993 Thesis
Prefix Number Course Title

This course is for thesis writing under the direction of the faculty advisor. Students can take up to six (6) credits. At least four (4) credits required for the thesis option students.

Course Catalog Description

2 Lec Hrs 0 Lab Hrs 2 Credit Hrs Fall - 2011 Effective Term Yearly Frequency S/U/I Grading

Prerequisites

At least 23 credit hours from the program of study.

Corequisites

Rationale

This is a required course for the thesis option students in the proposed GIS masters program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

This is a necessary course for the proposed online GIS masters program.

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED 02/25/11]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED 02/25/11]

Chair, Faculty Senate

Thesis
GEOG 6993
Spring 2012
Distance Learning Course

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface .

Department phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This course is for thesis writing under the direction of the faculty advisor. Students can take up to six (6) credits. At least four (4) credits required for the thesis option students.

Prerequisites:

At least 23 credit hours from the program of study.

Course Materials:

Varies according to the nature of individual thesis.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by satisfactory progress or completion on an approved thesis. S/U grade.

General Expectations:

Students are required to have access to internet connections and computer hardware sufficient for the delivery and completion of selected thesis.



Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action: [] Course [x] Program; [x] Modify [] Add [] Delete; [] Credit [] Number [] Title [] Description [] Other

Credit: [] Undergraduate [x] Graduate [] Other*; *Variable credit must be explained

Frequency: [x] Every Term [] Yearly [] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

[x] Library resources are adequate [] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached

Prerequisite(s)

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

Grading System: [] Letter Grade [] Pass/Fail [] Other

Approval: Department Chair [Signature] 11/04/2010; Dean of College [Signature] 11/16/10

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date; Chair, Committee on Graduate Studies Date 3-14-11

Vice President for Academic Affairs Date

Modification Request:

Current Post-Bacs in our program are required to take both SPAN 4040 (Spanish Linguistic) and SPAN 4170 (Advanced Language Skills). We would like to allow students to choose one of the two as a requirement and to allow the second to be placed with an additional elective.

Rationale:

Spanish 4040 (Spanish Linguistics) and Spanish 4170 (Advanced Language Skills) are very similar content-wise. Both courses explore semantic, lexical, syntactical, and pragmatic aspects of the Spanish Language. Both courses aim to have a better understanding of the general linguistic structure of the Spanish language. Given their close similarity in content, the Spanish faculty considers that it would be more beneficial for students to take another upper-level literature or culture course whose content would explore different topics related to the Hispanic world. This change proposed would not diminish the quality of the requirements, but rather would allow for a more varied exposure to other aspects of the Hispanic world.

INITIAL CERTIFICATION IN SPANISH POST BAC. Currently Valid

Name _____ UWG ID # _____
 Telephone Number _____ E-mail _____
 Mailing Address _____
 School District _____ School Phone _____
 Certification Status: Non-renewable _____ Exp. Date of Certificate _____

	HRS	Courses Needed	Courses Completed	NOTES
Courses for Initial Certification	12-15			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
Professional Education Courses	12			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
Concentration Area	24			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics	3			
SPAN 4170 Advanced Language Skills	3			
6 elective hours in courses above 3000 level	6			
TOTAL HOURS IN PROGRAM	51			

STUDENT SIGNATURE _____ **DATE** _____

ADVISOR SIGNATURE _____ **DATE** _____

PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".

INITIAL CERTIFICATION IN SPANISH POST BAC. Currently Valid

Name _____ UWG ID # _____
 Telephone Number _____ E-mail _____
 Mailing Address _____
 School District _____ School Phone _____
 Certification Status: Non-renewable _____ Exp. Date of Certificate _____

	HRS	Courses Needed	Courses Completed	NOTES
Courses for Initial Certification	12-15			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
Professional Education Courses	12			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
Concentration Area	24			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics or SPAN 4170 Advanced Language Skills	3			
9 elective hours in courses above 3000 level	9			
TOTAL HOURS IN PROGRAM	51			

STUDENT SIGNATURE _____ **DATE** _____

ADVISOR SIGNATURE _____ **DATE** _____

PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".

Course Update Request (Add, Delete, Modify)

Originator

History Department
Department

College of Arts and Humanities
College

Schroer, Timothy
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

HIST 5250 The First World War
Prefix Number Course Title

Examines the political, economic, social, cultural, and military history of what George Kennan called the "seminal catastrophe of the twentieth century."

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Summer - 2011 Effective Term Other Frequency Letter Grade Grading

Prerequisites

none

Corequisites

Rationale

I taught this course as a special topics course in the summer of 2009. The course met considerable student demand and it proved a success. The graduate component would fit within the department's new graduate major field of War and Society in Global Perspective. Graduate students enrolled in the 5000-level course will complete all of the work required of undergraduates. In addition, graduate students will complete a historiographical essay of 10-12 pages based on at least ten scholarly monographs and two articles. They must examine and take a position on the historical debate on some question related to the history of the First World War. All work by graduate students will be evaluated according to the demanding standards applied to graduate students, not the less rigorous standards applied to undergraduates. The weighting of the assignments in the grade determination differs as specified on the syllabi.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

Comments

TEAC Approval Required

College Approvals

Goodson, Howard (Dr.) [APPROVED 12/02/10]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/15/11]

Chair, Committee on Graduate Studies

FINAL APPROVAL

3/23/2011

View Document Info

N/A

Chair, TEAC

Anderson, Jon [REQUIRED 12/02/10]

Chair, Faculty Senate

**The First World War
HIST 5250
Summer 2011
M-F 10:00-12:15
TLC 1200**

Professor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: 1:30 – 4:30 or by appointment

Course Description

This course will examine the political, economic, social, cultural, and military history of what George Kennan called the “seminal catastrophe of the twentieth century.” We will not confine our attention to the years 1914-1918. Instead, we will devote considerable effort to understanding the war’s origins and its legacy. Among the questions we will consider are the following: What caused the war? How did states respond to the challenge of waging “total war”? How did the war affect societies in the combatant nations? Why did a war of attrition develop and how did it persist for so long? How and why did a socialist revolution succeed in Russia in 1917? How should we evaluate the work of the peacemakers in Paris in 1919? What was the war’s legacy?

Each student will examine in depth one question related to the historiography of the First World War in an essay. Because this summer term is very short, students should already have identified what question they want to examine before the course begins.

Learning Outcomes

Students who successfully complete the course will be able:

- to demonstrate an understanding of the history of the First World War;
- to analyze one significant question in the historiography of the First World War;
- to recognize and to pose significant historical questions;
- to analyze sources critically;
- to write and to speak clearly; and
- to think historically.

Required Materials:

The following required books are available in the bookstore:

Michael Howard, *The First World War: A Very Short Introduction* (Oxford: Oxford University Press, 2007) ISBN 978-0-19-920559-2.

Michael S. Neiberg, ed., *The World War I Reader* (New York: New York University Press, 2007) ISBN 978-0-8147-5833-5.

Ernst Jünger, *Storm of Steel* (New York: Penguin, 2004), ISBN 9780142437902.

Grading

Participation:	10 percent
First paper:	10 percent
Second paper:	10 percent
Third paper:	10 percent
Midterm examination:	10 percent
Final examination:	10 percent
Historiographic essay	40 percent

Students will complete a historiographic essay of 10-12 pages based on at least ten scholarly monographs and two articles. They must examine and take a position on the historical debate on some question related to the history of the First World War. Students shall select their question in consultation with the professor by the second day of the course. The paper is due on the last day of class.

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized. The papers will be graded on the basis of the quality of the analysis and the writing.

The final examination will be cumulative. Both examinations will consist mainly of essay questions. Students will have some choice on which essay questions they choose to write. No extra credit will be offered. All submitted written work must be unique to this course and original.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first week of the course and present documentation from the University's Student Development Center.

All written assignments are due at the beginning of class. Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I expect graduate students to attend class every day.

Students should regularly check their University of West Georgia email account.

Course Schedule

Students are expected to have mastered the assigned reading and assignments before each class meeting.

Mon. June 6	Introduction
Tues. June 7	On the eve of war
Reading:	Howard, 1-14 Neiberg, 1-22, 50-88
Wed. June 8	The origins of the war
	First paper due
Reading:	Howard, 15-26 Neiberg, 25-49 Excerpt from <i>The War Memoirs of David Lloyd George</i> (reserve) The Blank Check http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=800
Thurs. June 9	The opening of the war
Reading:	Howard, 27-36

Neiberg, 91-96, 148-57, 175-83

The Kaiser speaks

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=815

The SPD on the coming of the war

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=816

- Fri. June 10 Total war and the growth of the state
Reading: Hobson on conscription and Crombie letter (reserve)
Walter Rathenau on the war economy (reserve)
War loan posters (reserve)
- Mon. June 13 War of attrition
Second paper option A due
Reading: Neiberg, 97-108, 123-47, 208-24
- Tues. June 14 Widening the war
Howard, 37-55
- Wed. June 15 Societies at war
Reading: Neiberg, 227-52, and p. 271
Manifesto of 93 German professors (reserve)
Susan Grayzel, "Liberating Women? Examining Gender, Morality and Sexuality in First World War Britain and France," in *Evidence, History and the Great War*, ed. Gail Braybon (New York: Berghahn, 2003), 113-34 (reserve).
Posters depicting nurses (reserve)
- Thurs. June 16 Midterm examination
- Fri. June 17 The campaigns of 1916
Second paper option B due
Reading: Howard, 56-67
Neiberg, 109-22, 184-94
Middlebrook, Excerpt from *The First Day on the Somme* (reserve)
- Mon. June 20 Revolution
Readings: Lenin's April Theses
http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html
Miliukov's Note on War Aims, April 18/May 1, 1917
http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_30.html
- Tues. June 21 The entry of the United States
Reading: Howard, 68-80
Neiberg, 272-88, 158-72, 312-22
- Wed. June 22 Toward the breaking point.
Reading: Neiberg, 195-207
Tim Cook, "The Politics of Surrender: Canadian Soldiers and the Killing of Prisoners in the Great War," *The Journal of Military History* 70 (2006): 637-66. Access through library database.
- Thurs. June 23 The world at war
Reading: German Foreign Office, "Employment, contrary to International Law, of Colored Troops upon the European Arena of War by England and France" (Berlin, 1915) (reserve)
Indian soldiers' letters (reserve)

Fri. June 24 The war's end
Reading: Howard, 81-112
 Neiberg, 291-311
 Ludendorff admits defeat
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=814

Mon. June 27 Peacemaking
Reading: Howard, 113-19
 Neiberg, 325-66

Tues. June 28 The war's legacy
 Third paper due
Readings: Jünger, *Storm of Steel*

 Wilfred Owen, *Dulce et Decorum Est*
 <http://www.rjgeib.com/heroes/owen/owen-poetry.html>

 Ezra Pound excerpt
 <http://www.rjgeib.com/thoughts/fight/fight.html>

 John Oxenham, *Angels? Why Not?* (reserve)

 John Steele Gordon, "What We Lost in the Great War," *American Heritage Magazine* 43
 (July/August 1992)
 http://www.americanheritage.com/articles/magazine/ah/1992/4/1992_4_80.shtml

 Gary Sheffield on "The Aftermath and the Consequences" (reserve)

Mandatory Final Examination

June 30

Course or Program Addition, Deletion or Modification Request

Department: School Improvement

College: College of Education

Current course catalog listing: (for modifications or deletions)

2011 MAR 01 PM 4: 20
/ /

Prefix Course Title Ed.D. in School Improvement Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

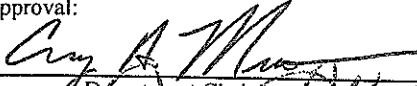

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Summer /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

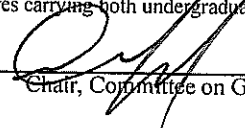
Grading System: Letter Grade Pass/Fail Other

Approval:

	2/14/11		
Department Chair	Date	Department Chair (if cross listed)	Date
	2/21/2011		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date		Date
			3/15/11

Vice President for Academic Affairs Date

To: Dr. Skip Clark,
Dean of Graduate School

From: Dr. Craig Mertler, *Craig A. Mertler*
Director of School Improvement Program

Date: February 7, 2011

Re: Proposal for transfer credits for School Improvement Program

On behalf of the School Improvement Program Committee, I would like to formally propose that we be permitted to increase the number of allowable transfer credits into the program from 9 hours to a maximum of 12 hours.

As you know, the School Improvement program is in the process of moving to an online program and is being marketed nationally (the movement from a face-to-face to an online has now been approved by the BOR and SACS). In an effort to appeal to an even broader potential audience of students, we would like to permit students to transfer a maximum of 12 hours into the program. These 12 hours are equivalent to the requirement for their Areas of Specialization (AoS). In addition, these 12 hours must be taken at the post-Masters level, and must have been completed at a regionally-accredited institution.

The reason we would like to implement this change is to create greater appeal for our doctoral program by permitting primarily out-of-state students (but, of course, in-state as well) to be able to transfer in 12 hours that might also meet needs that they might have for certification or licensure within their respective states. This allows them a flexible option to (1) customize the area of focus for their school improvement studies and degree, and (2) meet professional licensure or certification needs.

In advance, thank you for your consideration of my request. Please let me know if you have any questions.

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction
Department

College of Education
College

Hite, Jo
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDLE
Prefix

9004
Number

Teaching the Adult Learner
Course Title

This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement. Exploration of the six principles of andragogy will occur and include the: (1) learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Fall - 2012
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

EDFD 7001

Corequisites

Rationale

This course will provide essential knowledge of theories of adult learning within the core curriculum of the EdD in Nursing proposed doctoral program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

TEAC Approval Required

College Approvals

Butts, Frank [APPROVED 03/07/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/12/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

Chair, Faculty Senate

Course name, prefix, and number: Teaching the Adult Learner, EDLE 9004

Credit hours and prerequisites: 3 hours (3-0-3) with prerequisites of EDFD 7001

Catalog description:

This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement. Exploration of the six principles of andragogy will occur and include the: (1) learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.

Learning outcomes:

1. Differentiate among major theories and theorists in adult education
2. Describe historical foundations of contemporary adult education theories and principles
3. Associate the foundational principles of adult education to practical application in various adult learning contexts
4. Apply best practices to facilitate adult motivation in learning
5. Identify the six core principles of andragogy.
6. Describe barriers to adult education and measures to reduce or eliminate such barriers
7. Study innovative strategies to enhance various adult educational learning activities
8. Recognize the role of relationships in learning and study how best to facilitate varied ways of knowing to strengthen the adult learning experience

Sample textbooks:

- Bash, L (ed.) (2005). *Best practices in adult learning*. Bolton, A: Anker Publishing Co.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). San Diego, CA: Elsevier, Inc.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author

Topics for class sessions:

Introduction to Adult Education
 Contemporary Issues in Adult Education
 Theories of Adult Learning
 The Andragogical Process Model

Principles' of educating Adults
 Motivational Perspectives in Adult Education
 Innovative Educational Practices
 Synthesis of Major Course Concepts

Learning activities:

Weekly Discussions and or Chats
 Reflective Analysis – Plan for professional Development
 Collaborative Analysis of Teaching the Adult Learner
 Theoretical Analysis and Self Application of Adult Learning Theory

Generic assignments/methods of evaluation:

Assignment	Points	%
Reflective Analysis	20	25
Collaborative Analysis	25	25
Theoretical Analysis	30	25
Discussion Postings	15	15
Interactive On Line Chats	10	10
Total:	100	100

Grading System:

A = 90 – 100
 B = 80 – 89
 C = 75 – 79
 F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

February 24, 2011

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral
Department

College of Education
College

Parrish, Margaret
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI
Prefix

9901
Number

Dissertation Mentoring Section 1
Course Title

The purpose of this course is to begin the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

Course Catalog Description

2
Lec Hrs

0
Lab Hrs

2
Credit Hrs

Summer - 2011
Effective Term

Yearly
Frequency

Letter Grade
Grading

Prerequisites

Corequisites

Rationale

The SI program will be 100% online beginning Summer 2011. This allows us the opportunity to revise our course prefixes to EDSI which indicates Doctorate level courses, instead of using EDUC which are undergraduate courses. This also gives us the opportunity to add and revise courses to better facilitate students completing their dissertation in a more timely way.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

EDSI 9901

Dissertation Mentoring Section 1

Semester Hours: 2

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

The purpose of this course is to begin the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Core Competencies are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

APPROACHES TO INSTRUCTION

Prerequisite: There is no prerequisite. This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow

the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Define the structure and process of a dissertation
(Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Rudesman & Newton, 1992).
(COE Conceptual Framework: Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Kc d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
2. Identify and access scholarly literature using a variety of research databases
(Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Rudesman & Newton, 1992; Tesch, 1990).
(COE Conceptual Framework: Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
3. Select and explore an initial research topic (Bolker, 1998; Bogdan & Biklen, 1992; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Piantanida & Garman, 1999; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998; Tesch, 1990).
(COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)

4. Research, gather, prioritize, and synthesize scholarly information on a topic (Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Piantanida & Garman, 1999; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
 (COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
 (Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, California: Corwin Press.

REFERENCES

- Abascal, J. R., Brucato, D., & Brucato, L. (2001). *Stress mastery, the art of coping gracefully*. Upper Saddle River, NJ: Prentice Hall.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Babbie, E. (2001). *Survey research methods* (9th ed.). Belmont, CA: Wadsworth.
- Balian, E. S. (1994). *The graduate research guidebook: A practical approach to doctoral/masters research*. Lanham, MD: University Press of America.
- Bogdan, R. C., & Biklen, S. K. (1992). *Quantitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York: Henry Holt.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage
- Couper, M. (2008). *Designing effective web surveys*. New York: Cambridge University Press.
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2008). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: Sage.

- Glatthorn, A. A. (1998). *Writing the winning dissertation*. Thousand Oaks, CA: Corwin.
- Lakein, A. (1996). *How to get control of your time and your life*. New York: Signet.
- Madsen, D. (1992). *Successful dissertations and theses*. San Francisco: Jossey-Bass.
- Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Ogden, E. (1993). *Completing your doctoral dissertation or master's thesis in two semesters or less*. Lancaster, PA: Technomic.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Piantanida, M., & Garman, N. B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin.
- Reichardt, C. S., & Rallis, S. E. (Eds.). (1994). *The qualitative-quantitative debate: New perspectives*. New Directions for Program Evaluation, 61. San Francisco: Jossey-Bass.
- Roig, M. (2006). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. Retrieved January 2009 from <http://facpub.stjohns.edu/~roigm/plagiarism/Index.html>
- Rossman, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
- Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rudesman K. E., & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage.
- Rudesman K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Newbury Park, CA: Sage.
- Silverman, D. (1993). *Interpreting qualitative data*. London: Sage.
- Sue, V. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd. ed.). Thousand Oaks, CA: Sage.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class and complete class assignments as directed. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation, *WebCT CourseDen* DB postings, Online discussions)

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

3.1 Project 1: Build a Dissertation Wiki (25 points)

Students will build a dissertation wiki to house research, references, and other scholarly information for use throughout their coursework. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4; rubric).

3.2 Project 2: Identifying and Retrieving Scholarly Resources on a Theme (25 points)

Each student will select a preliminary theme to research for their dissertation. Once a theme has been selected, the student will retrieve a minimum of 25 scholarly resources on the theme. Resources will be organized and placed on the student's dissertation wiki. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4; rubric).

3.3 Project 3: Annotated Bibliography (50pts)

The student will craft a clear, concise, and well-written annotated bibliography based on the resources selected in Project 2. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4 rubric).

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Project 1	25	Rubric	at 11:59PM
3.2 Project 2	25	Rubric	at 11:59 PM
3.3 Project 3	50	Rubric	at 11:59 PM

GRADING SCALE:

A =	150-134	Points
B =	133-119	Points
C =	118-104	Points
F =	Below 104	Points

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.

- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at
<http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

Tentative Class Schedule

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN
IN *WebCT COURSEDEN*, *COURSEDEN* TAKES PRECEDENCE!**

Class	Activities	Assignment/Readings Due
Module 1	Online Introductions Textbook Readings: Chapters 1-3	Discussion Posting 1 (Introductions)
Module 2	Module 2 Discussion Textbook Readings: Chapters 4-6 Project 2 Assigned	Discussion Posting 2 Project 1 DUE
Module 3	Module 3 Discussion Textbook Readings: Chapters 7-9 Project 3 Assigned	Discussion Posting 3
Module 4	Module 4 Discussion Textbook Readings: Chapters 10-12	Discussion Posting 4 Project 2 DUE Formative assessment due
Module 5	Module 5 Discussion Textbook Readings: Chapters 13-15	Discussion Posting 5
Module 6	Module 6 Discussion Textbook Readings: Chapters 16-17	Discussion Posting 6 Project 3 DUE
Module 7	Finish all outstanding work	Course Evaluations

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral
Department

College of Education
College

Parrish, Margaret
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI 9902 Dissertation Mentoring Section 2
Prefix Number Course Title

The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

Course Catalog Description

2 Lec Hrs 0 Lab Hrs 2 Credit Hrs Summer - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

EDSI 9901

Corequisites

Rationale

The SI program will be 100% online beginning Summer 2011. This allows us the opportunity to revise our course prefixes to EDSI which indicates Doctorate level courses, instead of using EDUC which are undergraduate courses. This also gives us the opportunity to add and revise courses to better facilitate students completing their dissertation in a more timely way

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]
Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]
Chair, Committee on Graduate Studies

N/A

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

EDSI 9901

Dissertation Mentoring Section 1

Semester Hours: 2

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

The purpose of this course is to begin the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Core Competences are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

APPROACHES TO INSTRUCTION

Prerequisite: There is no prerequisite. This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow

the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), *Adobe Reader*, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Define the structure and process of a dissertation
(Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Rudesman & Newton, 1992).
(COE Conceptual Framework: Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Kc d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
2. Identify and access scholarly literature using a variety of research databases
(Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Rudesman & Newton, 1992; Tesch, 1990).
(COE Conceptual Framework: Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
3. Select and explore an initial research topic (Bolker, 1998; Bogdan & Biklen, 1992; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Piantanida & Garman, 1999; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998; Tesch, 1990).
(COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)

4. Research, gather, prioritize, and synthesize scholarly information on a topic (Bolker, 1998; Booth, Colomb, & Williams, 1995; Glatthorn, 1998; Lakein, 1996; Madsen, 1992; Ogden, 1993; Piantanida & Garman, 1999; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
 (COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
 (Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, California: Corwin Press.

REFERENCES

- Abascal, J. R., Brucato, D., & Brucato, L. (2001). *Stress mastery, the art of coping gracefully*. Upper Saddle River, NJ: Prentice Hall.
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- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York: Henry Holt.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage
- Couper, M. (2008). *Designing effective web surveys*. New York: Cambridge University Press.
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2008). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: Sage.

- Glatthorn, A. A. (1998). *Writing the winning dissertation*. Thousand Oaks, CA: Corwin.
- Lakein, A. (1996). *How to get control of your time and your life*. New York: Signet.
- Madsen, D. (1992). *Successful dissertations and theses*. San Francisco: Jossey-Bass.
- Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Ogden, E. (1993). *Completing your doctoral dissertation or master's thesis in two semesters or less*. Lancaster, PA: Technomic.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Piantanida, M., & Garman, N. B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin.
- Reichardt, C. S., & Rallis, S. E. (Eds.). (1994). *The qualitative-quantitative debate: New perspectives*. New Directions for Program Evaluation, 61. San Francisco: Jossey-Bass.
- Roig, M. (2006). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. Retrieved January 2009 from <http://facpub.stjohns.edu/~roigm/plagiarism/Index.html>
- Rossman, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
- Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rudesman K. E., & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage.
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- Silverman, D. (1993). *Interpreting qualitative data*. London: Sage.
- Sue, V. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd. ed.). Thousand Oaks, CA: Sage.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class and complete class assignments as directed. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation, *WebCT CourseDen* DB postings, Online discussions)

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Students will build a dissertation wiki to house research, references, and other scholarly information for use throughout their coursework. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4; rubric).

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Each student will select a preliminary theme to research for their dissertation. Once a theme has been selected, the student will retrieve a minimum of 25 scholarly resources on the theme. Resources will be organized and placed on the student's dissertation wiki. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4; rubric).

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Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

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Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

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**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN
IN *WebCT COURSEDEN*, *COURSEDEN* TAKES PRECEDENCE!**

Class	Activities	Assignment/Readings Due
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Module 2	Module 2 Discussion Textbook Readings: Chapters 4-6 Project 2 Assigned	Discussion Posting 2 Project 1 DUE
Module 3	Module 3 Discussion Textbook Readings: Chapters 7-9 Project 3 Assigned	Discussion Posting 3
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Module 7	Finish all outstanding work	Course Evaluations

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral

Department

College of Education

College

Parrish, Margaret

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI

Prefix

9902

Number

Dissertation Mentoring Section 2

Course Title

The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

Course Catalog Description

2 Lec Hrs 0 Lab Hrs 2 Credit Hrs Summer - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

EDSI 9901

Corequisites

Rationale

The SI program will be 100% online beginning Summer 2011. This allows us the opportunity to revise our course prefixes to EDSI which indicates Doctorate level courses, instead of using EDUC which are undergraduate courses. This also gives us the opportunity to add and revise courses to better facilitate students completing their dissertation in a more timely way

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

EDSI 9902

Dissertation Mentoring Section 2

Semester Hours: 2

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Core Competencies are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

APPROACHES TO INSTRUCTION

Prerequisite: EDSI 9901. This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in

WebCT CourseDen. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Describe the purpose and goals of quantitative research (Babbie, 2001; Balian, 1994; Bogdan & Bilken, 1992; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Roig, 2006; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
(Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Kc,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
2. List, describe, and evaluate various quantitative research methods (Babbie, 2001; Balian, 1994; Bogdan & Bilken, 1992; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Roig, 2006; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
(Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
3. Identify strengths, weaknesses, and limitations of quantitative research (Babbie, 2001; Balian, 1994; Bogdan & Bilken, 1992; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Roig, 2006; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)

4. Develop, justify, and defend a quantitative research plan (Babbie, 2001; Balian, 1994; Bogdan & Bilken, 1992; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Roig, 2006; Rudesman & Newton, 1992; Tashakkori & Teddie, 1998).
(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e).

5. Explain and apply ethical considerations in educational research (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).
(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Lunenburg, F., & Irby, B. (2008). *Writing a successful thesis or dissertation*. Thousand Oaks, California: Corwin Press.

References

- Abascal, J. R., Brucato, D., & Brucato, L. (2001). *Stress mastery, the art of coping gracefully*. Upper Saddle River, NJ: Prentice Hall.
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- Rossman, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
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- Silverman, D. (1993). *Interpreting qualitative data*. London: Sage.
- Sue, V. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd. ed.). Thousand Oaks, CA: Sage.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen (if applicable)* and generally be prepared for the class and complete class assignments as directed. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4, 5; Teacher Observation, *WebCT CourseDen* DB postings, Online discussions)

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

3.1 Project 1: Breaking it Down (25 points)

Each student, working individually or in small groups, will analyze and deconstruct a quantitative dissertation based on an assigned rubric. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

3.2 Project 2: Sample IRB Application Package (25 points)

Each student will complete a sample IRB application package including an application form, consent form, sample questionnaire, and other required forms. . Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

3.3 Project 3: Quantitative Research Plan (50pts)

Each student will craft a clear, concise, and well-written quantitative research plan based on the initial research topic selected in Dissertation Mentoring Section One and Project 2. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Project 1	25	Rubric	at 11:59PM
3.2 Project 2	25	Rubric	at 11:59 PM
3.3 Project 3	50	Rubric	at 11:59 PM

GRADING SCALE:

A =	150-134	Points
B =	133-119	Points
C =	118-104	Points
F =	Below 104	Points

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at

<http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

Tentative Class Schedule

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN
IN *WebCT COURSE*EDEN, *COURSE*EDEN TAKES PRECEDENCE!**

Class	Activities	Assignment/Readings Due
Module 1	Online Introductions Textbook Readings: Chapter 1	Discussion Posting 1 (Introductions)
Module 2	Module 2 Discussion Textbook Readings: Chapter 2 Project 2 Assigned	Discussion Posting 2 Project 1 DUE
Module 3	Module 3 Discussion Textbook Readings: Chapter 3 Project 3 Assigned	Discussion Posting 3
Module 4	Module 4 Discussion Textbook Readings: Chapter 4	Discussion Posting 4 Project 2 DUE Formative assessment due
Module 5	Module 5 Discussion Textbook Readings: Chapters 6	Discussion Posting 5
Module 6	Module 6 Discussion Textbook Readings: Chapters 8	Discussion Posting 6 Project 3 DUE
Module 7	Finish all outstanding work	Course Evaluations

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral

Department

College of Education

College

Parrish, Margaret

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI

Prefix

9903

Number

Dissertation Mentoring Section 3

Course Title

The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

Course Catalog Description

2 Lec Hrs 0 Lab Hrs 2 Credit Hrs Summer - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

EDSI 9902

Corequisites

Rationale

The SI program will be 100% online beginning Summer 2011. This allows us the opportunity to revise our course prefixes to EDSI which indicates Doctorate level courses, instead of using EDUC which are undergraduate courses. This also gives us the opportunity to add and revise courses to better facilitate students completing their dissertation in a more timely way

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

EDSI 9903

Dissertation Mentoring Section 3

Semester Hours: 2

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

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APPROACHES TO INSTRUCTION

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WebCT CourseDen. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

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- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Describe the purpose and goals of qualitative research (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).
(Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Kc,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
2. List, describe, and evaluate various qualitative research methods (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).
(Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
(Core Competences 4Ka,b,c,d; 4Sa,b,c,d,e; 5Sb; 6Sa,b,c,d,e)
3. Identify strengths, weaknesses, and limitations of qualitative research (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).
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4. Develop, justify, and defend a qualitative research plan (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).

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5. Explain and apply ethical considerations in educational research (Babbie, 2001; Balian, 1994; Bolker, 1998; Booth, Colomb, & Williams, 1995; Corbin & Strauss, 2008; Couper, 2008; Creswell, 2002, 2005, 2008, 2009; Mertens, 1998; Patton, 2002; Piantanida & Garman, 1999; Roig, 2006; Rossman & Rallis, 1998, 2003; Rudesman & Newton, 1992; Tesch, 1990; Wolcott, 2001).

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TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

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References

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- Roig, M. (2006). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. Retrieved January 2009 from <http://facpub.stjohns.edu/~roigm/plagiarism/Index.html>
- Rossman, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
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- Rudesman K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Newbury Park, CA: Sage.
- Silverman, D. (1993). *Interpreting qualitative data*. London: Sage.
- Sue, V. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd. ed.). Thousand Oaks, CA: Sage.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class and complete class assignments as directed. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4, 5; Teacher Observation, *WebCT CourseDen* DB postings, Online discussions)

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

3.1 Project 1: Breaking it Down (25 points)

Each student, working individually or in small groups, will analyze and deconstruct a qualitative dissertation based on an assigned rubric. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

3.2 Project 2: Human Participant Protection Training (25 points)

Each student will complete the online training program offered by the University of Michigan regarding protection of human participants in research. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

3.3 Project 3: Qualitative Research Plan (50pts)

Each student will craft a clear, concise, and well-written qualitative research plan based on the initial research topic selected in Dissertation Mentoring Sections One and Two. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5; rubric).

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Project 1	25	Rubric	at 11:59PM
3.2 Project 2	25	Rubric	at 11:59 PM
3.3 Project 3	50	Rubric	at 11:59 PM

GRADING SCALE:

A =	150-134	Points
B =	133-119	Points
C =	118-104	Points
F =	Below 104	Points

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at

<http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

Tentative Class Schedule

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN
IN *WebCT COURSEDEN*, *COURSEDEN* TAKES PRECEDENCE!**

Class	Activities	Assignment/Readings Due
Module 1	Online Introductions Textbook Readings: Review Chapters 1-4	Discussion Posting 1 (Introductions)
Module 2	Module 2 Discussion Textbook Readings: Chapter 5 Project 2 Assigned	Discussion Posting 2 Project 1 DUE
Module 3	Module 3 Discussion Textbook Readings: Chapter 9 Project 3 Assigned	Discussion Posting 3
Module 4	Module 4 Discussion Textbook Readings: Chapter 10	Discussion Posting 4 Project 2 DUE Formative assessment due
Module 5	Module 5 Discussion Textbook Readings: Chapters 11	Discussion Posting 5
Module 6	Module 6 Discussion Textbook Readings: Chapters 12	Discussion Posting 6 Project 3 DUE
Module 7	Finish all outstanding work	Course Evaluations

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral

Department

College of Education

College

Parrish, Margaret

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI

Prefix

9941

Number

Models of School Improvement and Reform

Course Title

This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

Course Catalog Description

3

Lec Hrs

0

Lab Hrs

3

Credit Hrs

Summer - 2011

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

Corequisites

Rationale

Revising Prefix to differentiate from EDUC undergraduate courses.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

Chair, Faculty Senate

EDSI 9941**Models of School Improvement and Reform**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

Email:

Fax:

Course Description

This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and

assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

Approaches to Instruction

This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* (and/or other electronic means assigned by the instructor) for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen* (and/or other electronic means assigned by the instructor). Please follow the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2007* or higher (available free of charge at UWG), *Adobe Reader*, and other potentially required downloads listed in *WebCT CourseDen*.

Course Objectives

Students will:

1. describe and value the national trend toward school improvement and reform, focusing on the need for educational change
(Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976)
(COE Conceptual Framework: D8, Knowledgeable; D9, Proactive; D10, Reflective)
(Core Competency 1Da);
2. know and value the forces and factors with the power and/or influence that affect school improvement and reform
(Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976)
(COE Conceptual Framework: D5, Collaboration; D6, Culturally Sensitive)
(Core Competencies 1Kb, 1Db);

3. develop a comprehensive frame for studying school improvement and reform, focusing on the key stakeholders which must be addressed in any reform effort
(Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976)
(COE Conceptual Framework: D3, Lifelong Learner; D4, Adaptive; D5, Collaborative)
(Core Competencies 1Kb, 1Kc, 5Ka);

4. analyze and value various national reform efforts according to their successes, failures, intended and unintended outcomes, and connections to subsequent teaching and learning strategies
(Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976)
(COE Conceptual Framework: D4, Adaptive; D9, Proactive; D10, Reflective)
(Core Competencies 1Dc, 3Dc);

5. draw from the knowledge base in education and school improvement to construct and effectively communicate defensible positions on issues related to school reform (Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976)
(COE Conceptual Framework: D2, Leaders; D4, Adaptive; D6, Culturally Sensitive; D9, Proactive)
(Core Competency 5Sa, 5Sb, 2Sd).

Textbooks, Reading, and Instructional Resources

Required Readings

Cross, C. T. (2004). *Putting the pieces together: Lessons from comprehensive school reform research*. Washington, DC: National Clearinghouse for Comprehensive School Reform.

Additional course materials and readings are posted in CourseDen.

References

- Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco: Jossey-Bass.
- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Bulkley, K. E., Henig, J. R., & Levin, H. M. (Eds.) (2010). *Between public and private: Politics, governance, and the new portfolio models for urban school reform*. Cambridge, MA: Harvard Education Press.

- David, J. L., & Cuban, L. (2010). *Cutting through the hype: The essential guide to school reform*. Cambridge, MA: Harvard Education Press.
- Elmore, R. (2002). Hard questions about practice. *Educational Leadership*, 59(8), 22-25.
- Elmore, R. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
- Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Fink, D. (2000). *Good schools/real schools: Why school reform doesn't last*. New York: Teachers College Press.
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Giles, C., & Hargreaves, A. (2006). The sustainability of innovative schools as learning organizations and professional learning communities during standardized reform. *Educational Administration Quarterly*, 42(1), 124-156.
- Glickman, C. (1993). *Renewing America's schools: A guide for school-based action*. San Francisco: Jossey-Bass.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*, 105(6), 913-945.
- Marzano, R. J., Waters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Miller, B., & Kantrov, I. (Eds.) (1998). *Casebook on school reform*. Portsmouth, NH: Heinemann.
- Newmann, F. M., & Wehlage, G. G. (1995). *Successful school restructuring: A report to the public and educators*. Madison, WI: Center on Organization and Restructuring of Schools. (ERIC Document Reproduction Services No. ED387925).
- Pappano, L. (2010). *Inside school turnarounds: Urgent hopes, unfolding stories*. Cambridge, MA: Harvard Education Press.
- Schlechty, P. C. (2002). *Working on the work: An action plan for teachers, principals and superintendents*. San Francisco: Jossey-Bass.
- Schlechty, P. C. (2005). *Creating great schools: Six critical systems at the heart of educational innovation*. San Francisco: Jossey-Bass.
- Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco: Jossey-Bass.
- Silins, H. C., Mulford, W. R., & Zarins, S. (2002). Organizational learning and school change. *Educational Administration Quarterly*, 38(5), 613-642.
- Spillane, J. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.
- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. San Francisco: Jossey-Bass.
- Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly* 21(1), 1-19.

Instructional Resources

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

Activities and Assessments, Evaluation procedures, and Grading Policy

Activities and Assessments

Assignments and activities are designed to lead students to explore and know the research and conceptual knowledge base in school improvement and reform; further, assignments build students' skills in reflection, analysis, and decision-making. Course assignments are listed below. Detailed instructions for each assignment will be provided.

Assignment 1: History of School Reform. Students will document their knowledge and understanding of comprehensive school reform in the United States. Students may choose their own method of documentation (e.g., written paper, video presentation, or any other format that is appropriate for a professional educator). The assignment must answer the following questions: (a) What is comprehensive school reform (CSR)? (b) What is the historical context for CSR? (c) How has CSR been researched? (d) Where do we stand today in terms of CSR?

(Course Objective 1, 2, 3; rubric)

-100 points-

Assignment 2: Forces and Factors that Impact School Improvement and Reform. Students will document their knowledge and understanding of the external and internal forces and factors that impact school improvement and reform. Each student will write and submit a paper, written in proper APA format, that (a) describes the forces and factors that affect school reform (2 pages), (b) describes best practices in working with key stakeholders (2 pages), and (c) identifies key stakeholders in the student's school, district, or setting and describes how best practices will be used to work with the identified stakeholders (2-3 pages). The paper should be no shorter than 6 pages and no longer than 7 pages. (Course Objective 1, 2, 3, 4; rubric)

-250 points-

Assignment 3: Matrix of Models of School Reform. Working in small groups, students will research and report on three CSR models (per group). Groups will be assigned by the instructor. Each group will contribute work toward the class matrix, which will describe each CSR in terms of (a) its history, (b) its framework or components, (c) results from research, and (d) related websites and links to articles/research. Each group member is expected to contribute equally to the group, and each member will describe in writing what he/she contributed to the group effort. (Course Objective 1, 2, 3, 4, 5; rubric)

-200 points-

Assignment 4: School Improvement/School Reform Platform. To be successful school leaders (leaders of improvement or leaders of reform), students must be able to clearly articulate a platform on which they can stand as advocates of school improvement and reform. Each student will write a five-page educational platform that answers the following questions: (a) What are your educational

core values? (b) What should be the aims of education? (c) How do you define school reform? (d) What should be the goals of school reform? (e) In school reform efforts, what are the roles and responsibilities of (1) the federal government, (2) the state, (3) the district, (4) school leadership, (5) teachers, (6) students, (7) students' parents, (8) other stakeholders? (Course Objective 1, 2, 3, 4, 5; rubric)

-200 points-

Participation: Participation in online assignments, chats, and discussions, some of which will be synchronous, is required. Points will be earned based on both attendance and the level and depth of your participation. (Objectives 1, 2, 3, 4, 5; disposition; teacher observation)

-250 points-

Evaluation Procedures:

Assignment 1	100 points
Assignment 2	250 points
Assignment 3	200 points
Assignment 4	200 points
Participation	250 points

Total	1000 points

Grading Policy:

A = 900-1000 points

B = 800-899 points

C = 700-799 points

F = 699 points or fewer

Class Policies

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.

- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

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*.

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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.

Communication Statement

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.

Extra Credit Statement

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

Dual Submission Statement

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

Class Outline

This class is delivered using *WebCT CourseDen* at <http://webct.westga.edu/>.

Tentative Class Schedule

NOTE: IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN *WebCT COURSEDEN*, *WebCT COURSEDEN* TAKES PRECEDENCE.

Class	Activities	Assignment/Readings Due
Module 1	Online session 1 <ul style="list-style-type: none"> • Introductions, review of syllabus & assignments • Building group norms • Setting the stage for understanding school reform • Review major CSR models 	Readings: Module 1 readings Discussion Posting 1
Module 2	<ul style="list-style-type: none"> • Forces and Factors that Impact School Reform • School Turnaround 	Module 2 readings Assignment 1
Module 3	Online session 2 <ul style="list-style-type: none"> • Forces and Factors that Impact School Reform, Part 2 	Module 3 readings Discussion Posting 2
Module 4	<ul style="list-style-type: none"> • Needs Assessment & Using Data to Inform School Reform Efforts 	Module 3 readings Formative assessment due Assignment 3

Module 5	Online session 3 <ul style="list-style-type: none">• Forces and Factors that Impact School Reform, Part 3	Discussion Posting 3 Assignment 2
Module 6	<ul style="list-style-type: none">• Voices from the Field• Hot Topics in Reform	Assignment 4
Module 7	Online session 4 <ul style="list-style-type: none">• Platform Presentations• Course Wrap-up	Course Evaluations

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral

Department

College of Education

College

Parrish, Margaret

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI

Prefix

9960

Number

School Improvement Through Data-Driven Decision M

Course Title

This course is designed to introduce students to the process of data-driven decision making for school improvement purposes. It focuses on the use of quantitative and qualitative data by P-12 school leaders—as well as leaders in other types of educational settings—to improve student and organizational outcomes. Students will be introduced to this practice through the application of assessment-based educational research, focusing on how educators can improve classroom practice—as well as school- and district-wide effectiveness—through the application of assessment-based research on teaching and learning. This process includes the effective interpretation and communication of assessment results. Students are guided to develop the practice of gathering and analyzing data in a systematic and continuous manner.

Course Catalog Description

3

Lec Hrs

0

Lab Hrs

3

Credit Hrs

Summer - 2011

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

Corequisites

Rationale

The SI program will be 100% online beginning Summer 2011. This allows us the opportunity to revise our course prefixes to EDSI which indicates Doctorate level courses, instead of using EDUC which are undergraduate courses. This also gives us the opportunity to add and revise courses to better facilitate students completing their dissertation in a more timely way.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

FINAL APPROVAL

3/23/2011

View Document Info

N/A

Chair, TEAC

Anderson, Jon [PENDING 03/18/11]

Chair, Faculty Senate

EDSI 9960: School Improvement Through Data-Driven Decision Making

Semester Hours	3
Semester/Year	Summer 2011
Time/Location	Online
Instructor	Dr. Craig A. Mertler
Office Location	217 Education Annex
Office Hours	By appointment
Online Hours	TBD
Telephone	678-839-6096
Email	cmertler@westga.edu

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

This course is designed to introduce students to the process of data-driven decision making for school improvement purposes. It focuses on the use of quantitative and qualitative data by P-12 school leaders—as well as leaders in other types of educational settings—to improve student and organizational outcomes. Students will be introduced to this practice through the application of assessment-based educational research, focusing on how educators can improve classroom practice—as well as school- and district-wide effectiveness—through the application of assessment-based research on teaching and learning. This process includes the effective interpretation and communication of assessment results. Students are guided to develop the practice of gathering and analyzing data in a systematic and continuous manner.

CoE 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 (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our

commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. 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.

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, as identified below.

COURSE OBJECTIVES

Students will:

1. Develop a holistic understanding and expanded perspective of data-driven decision making, allowing for the application of concepts to specific educational settings.
(Boudett, City, & Murnane, 2005; Creighton, 2007; Kowalski, Lasley, & Mahoney, 2008; Mertler, 2007; Mertler & Zachel, 2006)
(Conceptual Framework Descriptors: Decisive; Leading; Knowledgeable; Reflective)
(Core Competencies: 4Ka,b,e,h; 4Da; 5Se,f,g,h,i)
2. Demonstrate understanding of issues related to best practices of sound assessment of teaching and student learning (both teacher-developed and standardized), including the critiquing of assessment tools and practices (e.g., individual and group, formal and informal, diagnostic, formative, and summative).
(Mertler, 2003; Mertler, 2007)
(Conceptual Framework Descriptors: Decisive; Leading; Knowledgeable; Reflective)
(Core Competencies: 3Ka; 3Sa,b,d)
3. Evaluate published research related to the assessment of teaching and learning within specific content areas.
(McEwan & McEwan, 2003; Mertler, 2012)
(Conceptual Framework Descriptors: Decisive; Inquisitive; Knowledgeable)
(Core Competencies: 3Ka; 3Sa,bd; 3Db; 4Sb)
4. Demonstrate understanding of the process of data-driven instructional decision-making as it relates to the design, implementation, and revision of effective instruction for all students, including the use of statewide assessment tools for the revision of curriculum.
(Boudett, City, & Murnane, 2005; Creighton, 2007; Kowalski, Lasley, & Mahoney, 2008; Mertler, 2007; Mertler & Zachel, 2006; Streifer, 2002)
(Conceptual Framework Descriptors: Collaborative; Decisive; Inquisitive; Knowledgeable; Proactive)
(Core Competencies: 4Ke; 4Sf; 4Da)
5. Apply various protocols for school improvement, including improvement of teaching and learning, curriculum review, professional development, and program evaluation.
(Bernhardt, 2004; Boudett, City, & Murnane, 2005; Creighton, 2007; Schmoker, 2006)
(Conceptual Framework Descriptors: Collaborative; Decisive; Leading; Knowledgeable; Proactive; Reflective)
(Core Competencies: 4Ka,c,df,g; 4Sa,h)

6. Synthesize and communicate results of assessments effectively to specific constituents (students, parents/caregivers, colleagues, policymakers, community members).
 (Baccellieri, 2010; DuFour, DuFour, & Eaker, 2008; Mertler, 2012)
 (Conceptual Framework Descriptors: Collaborative; Decisive; Leading; Knowledgeable; Proactive)
 (Core Competencies: 4Si; 4Db; 5ka; 5Sa,b,c,d; 5Db,c)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

To be determined... possibilities include:

Bernhardt, V. L. (2004). *Data analysis for continuous schoolwide improvement*. Larchmont, NY: Eye on Education.

Boudett, K., City, E., & Murnane, J. (Eds.). (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, Mass: Harvard University Press.

Creighton, T. B. (2007). *Schools and data: The educator's guide for using data to improve decision making*. Thousand Oaks, CA: Corwin Press.

< Supplemental required readings will be provided by the instructor. >

Suggested Text

Mertler, C. A. (2007). *Interpreting standardized test scores: Strategies for data-driven instructional decision making*. Thousand Oaks, CA: SAGE.

Recommended Course Materials

- A computer that meets the following minimum specifications:

Computer Type	Operating System	RAM	Processor Speed	Internet Connection
PC Computers	XP, Vista	256 MB	500 MHz Pentium Processor	Broadband Internet connection (DSL/Cable/LAN) for streaming media
MAC Computers	Mac OS X or later	256 MB	500MHz G3 processor or better	

- Speakers, microphone.

Related References

Baccellieri, P. (2010). *Professional learning communities: Using data in decision making to improve student learning*. Huntington Beach, CA: Shell Education.

- Bernhardt, V. L. (2004). *Data analysis for continuous schoolwide improvement*. Larchmont, NY: Eye on Education.
- Boudett, K., City, E., & Murnane, J. (Eds.). (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, Mass: Harvard University Press.
- Creighton, T. B. (2007). *Schools and data: The educator's guide for using data to improve decision making*. Thousand Oaks, CA: Corwin Press.
- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree.
- Groth, R. (2000). *Data mining: Building competitive advantage*. Upper Saddle River, NJ: Prentice-Hall.
- James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2008). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Los Angeles, CA: SAGE.
- Knapp, M. S. , Swinnerton, J., Copland, M. A., & Monpas-Huber, J. (2006). *Data-informed leadership in education*. The Wallace Foundation.
- Kowalski, T., Lasley II, T. J., & Mahoney, J. W. (2008). *Data-driven decisions and school leadership: Best practices for school improvement*. Boston: Pearson.
- Mandinach, E., & Honey, M. (Eds.). (2008). *Data-driven school improvement: Linking data and learning*. New York, NY: Teacher's College Press.
- McEwan, E. K. & McEwan, P. J. (2003). *Making sense of research: What's good, what's not, and how to tell the difference*. Thousand Oaks, CA: Corwin Press.
- Mertler, C. A. (2003). *Classroom assessment: A practical guide for educators*. Los Angeles: Pyrczak.
- Mertler, C. A. (2007). *Interpreting standardized test scores: Strategies for data-driven instructional decision making*. Thousand Oaks, CA: SAGE.
- Mertler, C. A. (2009). A systematic approach to transforming the art of teaching into the science of teaching: Developing a D-DIDM mindset (MWERA 2008 Presidential Address). *Mid-Western Educational Researcher*, 22(1), 12-23.
- Mertler, C. A. (2012). *Action research: Improving schools and empowering educators* (3rd ed.). Thousand Oaks, CA: SAGE.
- Mertler, C. A., & Zachel, K. (2006). Data-driven instructional decision making: An idea (and practice) whose time has come. *Principal Navigator*, 1(3), 6-9.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.
- Streifer, P. A. (2002). *Using data to make better educational decisions*. Lanham, MD: Scarecrow.

Relevant Websites:

Learning Point Associates: Data Use for School Improvement
<http://www.learningpt.org/expertise/schoolimprovement/data/>

Learning Point Associates: School Turnaround and Transformation (Video)
<http://www.learningpt.org/expertise/schoolimprovement/turnaroundHearing/>

Education Week: Making Data Matter (Videos)
<http://www.edweek.org/ew/section/video-galleries/april10-event-data.html>

Electronic Learning Assessment Resources: Data-Driven Decision Making
<http://www.cln.org/elar/dddm.cfm>

McREL – Sustaining School Improvement: Data-Driven Decision Making
http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031TG_datafolio.pdf#search=%22SUSTAINING%20SCHOOL%20IMPROVEMENT%20Data-Driven%20Decision%20Making%22

RAND Education: Making Sense of Data-Driven Decision Making in Education
http://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf

Activities and Assessments (see *CourseDen* and “*Class Schedule*” for specific due dates):

- **Article Critique – 20 points** (Course Objectives #2, 3)
Using a published empirical research article (as identified by the instructor) related to teaching, learning, and/or assessment of learning in a particular content area, student will collaboratively develop a written critique of the article based on knowledge of educational research concepts. Resources available at www.sagepub.com/mertler3study/ may be helpful for this assignment. The process for completing this assignment is as follows:
 - Individually “break down” and critique the article.
 - Convene in your small group to analyze and synthesize your separate critiques into a single, cohesive critique.
 - Present and share your group’s critique via VoiceThread, using the prescribed PowerPoint template (5 slides).

Notes:

- This assignment should be shared for peer critique and feedback prior to final submission.
- This assignment will be evaluated using a rubric (available on CourseDen).

- **DDDM: Analysis & Communication of Assessment Data – 35 points** (Course Objectives #1, 2, 4, 5, 6)
Using one of several common data sets (as identified by the instructor), small groups of students will analyze the results of a body of assessment data (e.g., the results of a recent statewide test, classroom assessments, or district-wide data), draw conclusions, make recommendations, and communicate the results and recommendations to a broader audience. Data sets are “matched” with particular stakeholder audiences; the presentation must target the particular audience. These projects will be submitted and shared synchronously (e.g., via Wimba Live Classroom presentations).

Notes:

- This assignment should be shared for peer critique and feedback prior to final submission.
- This assignment will be evaluated using a rubric (available on CourseDen).

- **Collaborative Activities using Class Discussion Board – 24 (+ 1) points** (*Course Objectives #1, 2, 3, 4, 5, 6*)
Students are required to respond to discussion board prompts six (6) times during the course. In addition to posting responses to an instructor-supplied prompt, students are expected to also respond to their cohort-mates' posts, in a scholarly virtual discussion. Posts will be evaluated each week; a maximum of 4 points (i.e., 2 points for your post and 2 points for your responses) can be received during each of the six discussions. If you earn all 24 possible points, you will be rewarded with the 25th point!
- **Class Participation – 20 points** (*Course Objectives #1, 2, 3, 4, 5, 6*)
At the end of the course, students are required to submit a brief reflective paper or audio file. Included in this reflective assignment, students must individually describe and justify the number of points that each believes have been earned during the course.

Notes:

- This assignment will be evaluated using a rubric (available on CourseDen).

Evaluation Procedures

Assignment	Point Value
Article Critique	20 points
DDDM	35 points
Discussions	25 points
Participation	20 points
TOTAL.....	100 points

Grading Scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- F = below 70%

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- o Participating in interactions and class activities in a positive manner.
- o Collaborating and working equitably with students in the class.

- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia *Connection and Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at

<http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

MODULE	TOPICS	PROJECTS	TYPE OF EVALUATION	OBJECTIVE(S) ADDRESSED
1 (Week 1)	Introduction to Data-Driven Decision Making (DDDM)	Discussion Board #1	Discussion, Participation	#4
2 (Week 1)	Connecting educational research, assessment literacy, and DDDM	Article Critique (small group)	Discussion, Participation,	#2, 3, 4
3 (Week 2)	Purposeful data collection, data mining, and data analysis	Discussion Board #2	Discussion, Participation, Article Critique due	#2, 3, 5
4 (Week 3)	DDDM as a process	Discussion Board #3 DDDM Project (small group)	Discussion, Participation	#1, 4, 5
5 (Week 4)	Collaboration in DDDM	Discussion Board #4	Discussion, Participation	#1, 4, 5
6 (Week 5)	Transparency and communication in DDDM	Discussion Board #5	Discussion, Participation	#1, 4, 5, 6
7 (Week 6)	Action planning (for future cycles of DDDM)	Discussion Board #6	Discussion, Participation, DDDM Project due	#1, 4, 5, 6

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral
Department

College of Education
College

Parrish, Margaret
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI 9961 Quantitative Research Methods
Prefix Number Course Title

This course introduces the graduate student to basic methods of empirical inquiry used in education, nursing, and related social sciences. Quantitative research designs commonly used in these disciplines 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.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Revising Prefix to differentiate from EDUC undergraduate courses. Also, this is a revision to the course title.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

Chair, Faculty Senate

EDSI 9961 Quantitative Research Methods

Semester Hours	3
Semester/Year	Fall 2011
Time/Location	
Instructor	
Office Location	
Office Hours	
Online Hours	TBD
Telephone	Direct Line: Department Line:
Email	
Fax	
Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course introduces the graduate student to basic methods of empirical inquiry used in education, nursing, and related social sciences. Quantitative research designs commonly used in these disciplines 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.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Core Competencies are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

APPROACHES TO INSTRUCTION

This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately.

Completion of course requirements will be very difficult and cumbersome without high-speed service.

- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Assess the fit of varied quantitative research designs to answer specific questions.
(Bogdan, & Biklen, 1992; Booth, Colomb, & Williams, 1995; Creswell, 2009; Gall, Gall, & Borg, 2007; Haskins, & Jeffrey, 1990; Mertens, D. 1998; Triola, 2008).
(Conceptual Framework Descriptors: Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competences 1Dd; 2Se; 3Sd; 4Ka,b,c,d,h; 4Sa,b,c,e,f,g,h,i; 4Da,b; 5Sb; 6Sa,b,c,d,e)
2. Apply the principles of sampling to support the generalization of findings to the population.
(Bogdan, & Biklen, 1992; Booth, Colomb, & Williams, 1995; Creswell, 2009; Gall, Gall, & Borg, 2007; Gosling, Vazire, Srivastava, & John 2004; Haskins, & Jeffrey, 1990; Mertens, D. 1998; Triola, 2008)
(Conceptual Framework Descriptors: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 1Dd; 2Se; 3Sd; 4Ka,b,c,d,h; 4Sa,b,c,e,f,g,h,i; 4Da,b; 5Sb; 6Sa,b,c,d,e)
3. Understand how the relations among constructs, variables, and measurement instruments influence the selection of data collection tools.
(Bogdan, & Biklen, 1992; Booth, Colomb, & Williams, 1995; Couper, 2008; Creswell, 2009; Gall, Gall, & Borg, 2007; Gosling, Vazire, Srivastava, & John 2004; Haskins, & Jeffrey, 1990; Mertens, D. 1998; Sue, 2007; Triola, 2008).
(Conceptual Framework Descriptors: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competences 1Dd; 2Se; 3Sd; 4Ka,b,c,d,h; 4Sa,b,c,e,f,g,h,i; 4Da,b; 5Sb; 6Sa,b,c,d,e)
4. Analyze data using descriptive statistics.
(Bogdan, & Biklen, 1992; Booth, Colomb, & Williams, 1995; Creswell, 2009; Gall, Gall, & Borg, 2007; Gosling, Vazire, Srivastava, & John 2004; Harwell & Gatti, 2001; Haskins, & Jeffrey, 1990; Mertens, D. 1998; Sue, 2007; Triola, 2008).

(Conceptual Framework Descriptors: : Leaders; Lifelong Learners; Adaptive; Inquisitive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)

(Core Competences 1Dd; 2Se; 3Sd; 4Ka,b,c,d,h; 4Sa,b,c,e,f,g,h,i; 4Da,b; 5Sb; 6Sa,b,c,d,e)

5. Test hypotheses using a variety of inferential statistical tools.

(Bogdan, & Biklen, 1992; Booth, Colomb, & Williams, 1995; Creswell, 2009; Gall, Gall, & Borg, 2007; Gosling, Vazire, Srivastava, & John 2004; Harwell & Gatti, 2001; Haskins, & Jeffrey, 1990; Mertens, D. 1998; Sue, 2007; Triola, 2008).

(Conceptual Framework Descriptors: Decision Makers; Leaders; Adaptive; Collaborative; Empathetic; and Knowledgeable)

(Core Competences 1Dd; 2Se; 3Sd; 4Ka,b,c,d,h; 4Sa,b,c,e,f,g,h,i; 4Da,b; 5Sb; 6Sa,b,c,d,e)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES

Required Text:

Trochim, W., & Donnelly, J. P. (2007). *The research methods knowledge base (3rd ed.)*. Atomic Dog Publishing.

REFERENCES

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bogdan, R. C., & Biklen, S. K. (1992). *Quantitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Couper, M. (2008). *Designing effective web surveys*. New York: Cambridge University Press.
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2008). *Research design: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Eisenhart, M., & DeHaan, R. L. (2005). Doctoral preparation of scientifically based education researches. *Educational Researcher*, 34(4), 3-13.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Allyn & Bacon.
- Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. (2004). Should we trust Web-based studies? A comparative analysis of six preconceptions about Internet questionnaires. *American Psychologist*, 59, 93-104.

- Harwell, M. R., & Gatti, G. G. (2001). Rescaling ordinal data to interval data in educational research. *Review of Educational Research*, 71, 105-131.
- Haskins, L., & Jeffrey, K. (1990). *Understanding quantitative history*. New York: McGraw-Hill
- Johnson, B. (2001). Toward a new classification of nonexperimental quantitative research. *Educational Researcher*, 30(2), 3-13.
- Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Miksa, F. L. (1987). *Research patterns and research libraries*. Dublin, OH: OCLC.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Reichardt, C. S., & Rallis, S. E. (Eds.). (1994). *The qualitative-quantitative debate: New perspectives*. New Directions for Program Evaluation, 61. San Francisco: Jossey-Bass.
- Steiner, E. (1988). *Methodology of theory building*. Sydney, Australia: Educology Research Associates.
- Sue, V. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- Thompson, B. (2008). *Foundations of behavioral statistics: An insight-based approach*. New York: Guilford.
- Triola, M. F. (2008). *Essentials of statistics* (3rd ed.). Reading, MA: Addison-Wesley.
- Use of elegant statistics. (1987). *Research in Nursing and Health*, 10, iii.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, GRADING POLICY

Activities and Assessments:

1.0 Class Participation (10 points)

Students will participate in the course regularly and will attend any Wimba Live Classroom or other virtual meeting session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class and complete class assignments as directed. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by 10 points. (Course Objectives 1, 2, 3, 4, 5; disposition; teacher observation).

2.0 Discussions (5 discussion modules @ 3 points each = 15 points)

Weekly discussions will focus on the activities which students complete as they work through the learning modules. Many of these activities will be structured as collaborative tasks. Examples include identifying an appropriate research design to answer specific questions, selecting a sample using procedures that permit generalization of findings to the population, and choosing a useful measurement tool to collect data in a research study. You are required to post your initial thoughts (2 pts) and respond to AT LEAST two other postings (1 pt). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4, 5; teacher observation).

3.0 Module Quizzes (5 module quizzes @ 5 points = 25 points)

Students will complete assessments through the *WebCT CourseDen* Assessment Tool. Quizzes cover material from chapters in the assigned textbook. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objectives 1, 2, 3, 4, 5; objective scoring key).

4.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

4.1 Project 1: SPSS Datafile Construction (10 points)

Each student will set up an SPSS datafile from raw survey data provided by the instructor. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objective 3; rubric).

4.2 Project 2: Research Design (10 points)

Each student will be given a scenario. From that scenario, the student will develop a research design to answer the specific research question/s addressed in the scenario. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objective 1, 2, 3; rubric).

4.3 Project 3: Data Analysis – Descriptive and Inferential Statistics (30 points)

Each student will analyze an SPSS dataset using descriptive statistics. Descriptive statistical analysis will include data screening procedures used in preparation for inferential statistical analysis. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objective 4; rubric).

Each student will answer sample research questions through hypothesis testing, using a variety of inferential statistical tests. An SPSS dataset and sample research questions will be provided for this project. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objective 5; rubric).

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Class Participation	10	Teacher Observations	On-going
2. Discussions (5)	15	Teacher Observations	On-going
3. Module Quizzes (5)	25	Objective Scoring Key	at 11:59 pm
4. Project 1	10	Rubric	at 11:59 pm
5. Project 2	10	Rubric	at 11:59 pm
6. Project 3	30	Rubric	at 11:59 pm

GRADING SCALE:

A =	100 – 90	Points
B =	89 – 80	Points
C =	79 – 70	Points
F =	Below 70	Points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.

- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at

<http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

Class Session	Module Length	Activities	Assignments Due
Module 1	1 week	Online Introductions Textbook Readings : Chapter 1	Discussion Posting 1 Module Quiz 1 DUE
Module 2	2 weeks	Module 2 Discussion Textbook Readings : Chapter 2	Discussion Posting 2 Module Quiz 2 DUE
Module 3A	2 weeks	Module 3 Discussion Textbook Readings : Chapters 3, 4, 5, 6	Discussion Posting 3
Module 3B	2 weeks	Module 3 Discussion Textbook Readings : Chapters 3, 4, 5, 6	Module Quiz 3 DUE Project 1 DUE
Module 4	3 weeks	Module 4 Discussion Textbook Readings : Chapters 7, 9, 10, 11	Discussion Posting 4 Module Quiz 4 DUE Project 2 DUE
Module 5A	3 weeks	Module 5 Discussion Textbook Readings Chapters 12, 14, 16	Discussion Posting 5
Module 5B	3 weeks	Module 5 Discussion Textbook Readings Chapters 12, 14, 16	Module Quiz 5 DUE Project 3 DUE

Course Update Request (Add, Delete, Modify)

Originator

COE Doctoral

Department

College of Education

College

Parrish, Margaret

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

EDSI

Prefix

9962

Number

Qualitative Research Methods

Course Title

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources in educational studies. 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 school improvement issues. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

Course Catalog Description

Lec Hrs
 Lab Hrs
 Credit Hrs
 Summer - 2011 Effective Term
 Yearly Frequency
 Letter Grade Grading

Prerequisites

Corequisites

Rationale

Revising Prefix to differentiate from EDUC undergraduate courses. Also, this is a revision to the course title.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

TEAC Approval Required

College Approvals

Mertler, Craig [APPROVED 02/14/11]

Chair, Course Department

Hoff, Dianne [APPROVED 03/03/11]

Associate Dean, College of Education

Gross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Jenks, David [APPROVED 03/18/11]

Chair, Committee on Graduate Studies

N/A

FINAL APPROVAL

Anderson, Jon [PENDING 03/18/11]

Chair, Faculty Senate

EDSI 9962 Qualitative Research Methods

Semester Hours	3
Semester/Year	Spring 2011
Time/Location	100% Online
Instructor	Barbara Kawulich, Ph.D.
Office Location	Education Annex 153
Office Hours	By appointment
Online Hours	By appointment
Telephone	Direct Line: 678-839-6135 Department Line: 678-839-5259
Email	bkawulic@westga.edu
Fax	678-839-6097
Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources in educational studies. 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 school improvement issues. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

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 (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. 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 and state standards 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.

APPROACHES TO INSTRUCTION

The approaches used to provide instruction in this course include interactive technology, lecture, guest speakers, small and large group discussion, and self-study. Additional approaches may be added as the course proceeds.

This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:

1. Understand a variety of approaches to qualitative research
(Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
(COE Conceptual Framework: Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
(Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge a, c, f; Skills a; Dispositions, a, b)
2. Understand how specific theoretical perspectives frame qualitative research
(Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
(COE Conceptual Framework: Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
(Core Competencies met: Strand 4: Research and the Effective Use of Data; Skills b, c, d; Dispositions, a, b)
3. Be able to conduct qualitative research studies, using a broad range of data collection methods
(Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
(COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge d, f; Skills e, f; Dispositions, a, b)

4. Be able to analyze qualitative data and present findings for a specific audience (Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
(COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge b, g, h; Skills g, h, i; Dispositions, a, b)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) *None*

References

These citations give you additional information for pursuing the ideas covered in this course in further depth.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment 1: Students will create a presentation (approximately equal to a 3 to 5 page paper) on an assigned theory used to provide a framework for understanding research. Theories to be covered may include: behaviorism, cognitivism, constructivism, postmodernism, critical theory, functionalism, conflict theory, symbolic interactionism, attribution theory, experiential learning theory, information processing theory, multiple intelligences, operant conditioning, phenomenography, situated learning, social learning, social development, among others. This may also include the theoretical contributions of such scholar/philosophers as John Dewey, W. E. B. DuBois, Max Weber, Jean Piaget, Lev Vygotsky, Paulo Freire, Albert Bandura, Gagne, and Ausubel, among many others. The presentation of the theory may be in whatever format the student chooses; however, it must be posted online for other classmates to review and evaluate. This assignment meets Course Objective 2 for the course. Here are some guidelines for what should be included:

- Include some information about the historical development of the theory

- Include information about the guru(s) who developed the theory
- Include the basic information on what the theory is about and situations it addresses
- Include the citation for a research article in which the theory is used as an underpinning for the study to illustrate how the theory might be used
- Post three potential research questions for studies that might use this theory

Assignment 2: Using the interview guide/protocol we will develop together in class, conduct an interview, record it, transcribe it, and code/analyze it, using the assigned analytical techniques you will be taught. This assignment meets Course Objective 3.

Assignment 3: Conduct 4 observations (one must be the participant observation exercise) and write them in field notes, using the protocol given. This assignment meets Course Objective 3.

Assignment 4: Write up findings of your 'study'. You will be assigned to a small group; each member of the group will share a copy of his/her interviews with you, so each group member has several interviews to code/analyze. The analysis will be written up, so the findings, including how your findings relate to the theoretical framework and literature, and conclusions are shared. This assignment satisfied Course Objective 4.

Assignment 5: Class discussions will occur throughout the semester. You will be given a grade for this, based on the quality of your comments (in terms of the contribution your comment makes to our discussion of the topic). These discussions will take place through various media formats (discussion boards stemming from specific prompts, extemporaneous discussions, Wimba sessions, and more). These assignments meet all of the Course Objectives.

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Theoretical Framework for Research presentation	15	Peer evaluation; Rubric	TBD
2. Conduct an Interview	15	Peer evaluation; Rubric	TBD
3. Conduct 4 Observations	15	Peer evaluation; Rubric	TBD
4. Write up the Findings	30	Peer evaluation; Rubric	TBD
5. Class Discussion	25	Teach Observation	TBD

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

Red indicates synchronous session. Black indicates online asynchronous session.
Blue indicates student engagement.

Module	To Prepare For Class	Class Activities/Topics	Assignments Due	Submissions and Formats
Orientation	Read Wagner & Okeke, 2009; Bogdan & Biklen, 2003, p. 3-21; Bernard, 2000, p. 3-27; Peshkin, 1988.	<ol style="list-style-type: none"> 1. Course Introduction 2. Syllabus Review 3. The Paradigm Wars 4. Epistemology; Ontology; Methodology; Axiology 5. Example of Qualitative Study 6. 3 Questions about the material 		
Module 1	Read Kawulich & Ogletree (in press); Ogletree & Kawulich (in press); Spradley, 1979; Strauss & Corbin, 1990; Creswell, 1998, p. 27-40; p. 47-68; p. 73-87. Bogdan & Biklen, 2003, p. 21-48.	<ol style="list-style-type: none"> 1. Ethics/IRB 2. Theoretical Frameworks 3. Question Development 4. Approaches to Qualitative Research <ul style="list-style-type: none"> • Phenomenology • Grounded theory • Ethnography • Case study • Oral history/Narrative 5. Presentation of theories 	Students will make a short presentation on their assigned theory. Present basic historical development of theory and description of origins; share which fields of study or disciplines typically use this theory; give 3 sample research questions that might use this theoretical perspective; share one article that uses this theory as its underpinning	Dr. Lara Willox shared this example of a glog to illustrate the format for this assignment. http://willoxl.edu.glogster.com/activity-theory/ She suggests you save often, as it is easy to lose information, if you do not.
Module 2	Patton, 2002; Lincoln & Guba, 1985; Morse, Barrett, Mayan, Olson, & Spiers, 2002; Kawulich, 2011	<ol style="list-style-type: none"> 1. Methodological Issues <ul style="list-style-type: none"> • Gatekeeping and access • Sampling methods • Sampling parameters • Human as Instrument • Procedures (timeline) • Trustworthiness of the data 		

		<ul style="list-style-type: none"> Find the components in a qualitative article and post both article and your discussion of the components (research question, approach, access, sampling, methods, analysis, trustworthiness) 		
Module 3	Roulston, 2010; Fink, 2009; Berg, 2007, p. 89-137.	<p>Data collection methods</p> <ol style="list-style-type: none"> Interviews Focus group interviews 		
Module 4	Kawulich, 2005 ; Adler & Adler, 1994.	<p>Data collection methods</p> <ol style="list-style-type: none"> Observations Documents/Videos/Artifacts 		
Module 5	Leech & Onwuegbuzie, 2005 ; Miles & Huberman, 1994 ; Spradley, 1979	<p>Analysis of Data</p> <ul style="list-style-type: none"> Thematic analysis Narrative analysis Discourse analysis Grounded theory analysis 		
Module 6		Writing up the Findings		

Course or Program Addition, Deletion or Modification Request

Department: School of Nursing

College: _____

Current course catalog listing: (for modifications or deletions)

2011 March 21 11:43:33

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

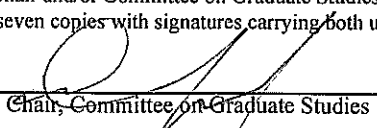
Approval:

 Department Chair Date Department Chair (if cross listed) Date

 Dean of College Date Dean of College (if cross listed) Date

 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit.

 Chair, Undergraduate Academic Programs Committee Date  Chair, Committee on Graduate Studies Date

 Vice President for Academic Affairs Date



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

EXTERNAL DEGREE PROPOSAL FORM

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: _____ February, 2011 _____

Institution: _____ University of West Georgia _____

College/School/Division: _____ College of Education/School of Nursing _____

Department: _____ N/A (interdisciplinary) _____

Degree (please indicate whether this is a stand-alone degree): _____ Ed.D. _____

Major: _____ Ed.D in Innovations in Nursing Education _____

CIP Code: _____

Proposed Start Date: _____ Fall, 2012 _____

Proposed End Date (for example if this is only for a specific cohort for a limited period of time):

The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

1. Description of the Delivery System

What is the primary delivery mode for this program (e.g., internet, videotape, satellite, GSAMS, telecourse, remote site location, etc.)? Will instruction be delivered in a synchronous or

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www.usg.edu

asynchronous format? What type of interaction is involved (e.g., point-to-point, two-way video with two-way audio, etc.)? Will the program have variable locations or be offered at a specific site other than the campus?

a. *Primary Delivery Mode:*

- The Ed.D in Innovations in Nursing Education program will be offered 100 percent online and will consist of a total of 60 semester hours. A three-day doctoral program orientation seminar will be required to introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue within the orientation seminar learners will gain a foundational understanding of the doctoral program goals, structure, and culture. In the orientation seminar learners will also develop strategies for successfully engaging in doctoral learning and building an effective doctoral community.

b. *Synchronous or Asynchronous:*

-The instruction will be delivered primarily through asynchronous communication; communication between the professor and students will be promoted within our course management system (Blackboard Vista 8.1), which includes but is not limited to discussion boards, email, and various types of online assessments. Through our integrated Wimba tools (see www.wimba.com); students will also be able to communicate both synchronously and asynchronously via audio, video, application-sharing, interactive whiteboards, voice-boards, podcasts, and instant messaging. The program will emphasize not only student-to-instructor interaction but student-to-student interaction. A variety of additional tools and multi-media services are available to professors: Wimba Classroom, Wimba Voice Tools, Smarthinking (provides people, technology and training to help institutions offer their students outstanding academic support), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases), Respondus Lock Down Browser (a custom browser that locks down the testing environment), and presentation/lecture capture tools, such as Impatica, Respondus Studymate, Camtasia, Relay, and Quiz Creator. In addition to a video streaming server that supports mobile formats, UWG has recently added Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning in an environment that integrates seamlessly with our course management system. Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, office hours, and instant access to campus services.

c. *Type of Interaction:*

-Courses in the program will encourage meaningful interaction between students and faculty, as well as cooperation among students and active learning techniques. Most interaction will take place through our course management system tools (GaVIEW's Blackboard Vista 8.1), which includes, but is not limited to, discussion boards, email, and various types of online assessments. Multimedia rich content is also available and supported by software, services, equipment, and training. The University System of Georgia podcast server provides centralized podcast hosting services for USG institutions and designated organizations or units. As part of the iPod initiative, the server is available to USG faculty and staff for the distribution of audio and video content for a variety of

educational and information purposes (<http://podcasting.gcsu.edu/>). The University of West Georgia maintains a Helix streaming server for support of online programs. In addition, faculty and students have access to a web server for the publishing of course content. Faculty are trained and encouraged to use Web 2.0 tools, such as wikis, blogs, online videos, social learning, and other trends to engage students and enrich the learning environment.

d. *Location:*

-The program will be offered 100 percent online and will consist of a total of 60 semester hours. A three-day doctoral orientation seminar will be offered on the UWG campus at the beginning of the program to introduce learners to key components of the doctoral program.

2. Assessment of Societal Need and Demand for Distance Education Delivery

Based on quantitative and qualitative evidence, describe the institution's assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

a. *Assessment of Societal Need:*

-The region served by the University of West Georgia is one of the most rapidly growing areas of the state, indeed in the nation as a whole. With its proximity to Atlanta and attractiveness to new industry, the population of the area grew by more than 20 percent between 1990 and 2000. It is anticipated that this growth will not only continue, but will accelerate. Furthermore, projections from the Georgia Department of Labor indicate that occupations requiring college education will make up 25 percent of all the state's jobs by 2010. The top three education-related occupations, according to forecasts, will be registered nurses, computer support specialists, and accountants. The American Association of Colleges of Nursing (AACN) reported 42,866 of qualified, potential nursing students were rejected from nursing schools in 2006 due to a lack of nursing faculty (American Association of Colleges of Nursing, 2007). Also, the National League for Nursing (NLN) reported in 2005 that nursing schools rejected more than 147,000 of qualified, potential nursing students because of shortages of nursing faculty (National League for Nursing, 2006). Lastly, the number of denied nursing school applicants has increased "six fold" since 2002 due to the nursing faculty shortage crisis (PricewaterhouseCoopers' Health Research Institute [PCHRI], 2007).

b. *Assessment of Demand:*

-The Ed.D in Innovations in Nursing Education is a unique program in not only the regional area but nationally as well. It is the desire of the University and College administration and faculty to open opportunities for admission to our program to potential students across the state of Georgia, as well as the country. An online mode of delivery has the potential to grow our program substantially throughout the state of Georgia, as well as nationally.

Please address, in detail, the intended audience for this external degree program and whether any duplication exists with other existing offerings both campus-based and in a distance education format.

-Intended Audience:

We would expect to recruit students from our undergraduate population, as well as students from within the state and around the country.

-Duplication:

A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on an Ed.D in Innovations in Nursing Education. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

What indicators of need and demand exist for the program to be offered externally?

-Telephone and online surveys of UWG students conducted annually from 2000-2010 reveal that an increasing number of students (72 percent in spring 2010) wish that there were more online course offerings and programs available to them. It is not inconsequential to add that the development of new online programs not only serves identified student needs, but also addresses critical conservation issues and classroom space shortages.

-Demand for online courses continues to rise, across the nation. While the 2008 Sloan Survey of Online Learning revealed that online enrollment rose by more than twelve percent from a year earlier, the 2009 Sloan Survey shows a further increase of seventeen percent. The survey of more than 2,500 colleges and universities nationwide found approximately 3.94 million students were enrolled in at least one online course in fall 2007, compared to 4.6 million enrolled in fall 2008. One year later, the 2009 study showed that more than 4.6 million college students were taking at least one online course in fall 2008. With more than 1 in 4 college students taking at least one online class in fall 2008, the seventeen percent growth rate far exceeds the 1.2 percent growth rate of overall higher education enrollment.

If other similar programs exist at a distance or in a campus-based format, why should your specific external program submission be recommended for approval by the Board?

- A search of Georgia OnMyLine (<http://www.georgiaonmyline.org>) revealed that there are no similar programs at the doctoral level being offered online in the state. In addition, there are no doctoral programs offered anywhere in the state—delivered face-to-face—that focus on an Ed.D in Innovations in Nursing Education. Therefore, there exists no duplication of any kind within the state, and very little across our nation.

What are your projected enrollments for the external program?

- As stated previously, we would expect to recruit students from our undergraduate population, as well as students from within the state and around the country. Currently, we anticipate approximately 10 students annually into the new cohort (we will admit new cohorts once per year during the fall term).

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--Describe how distance education is consistent with the institution's mission and programmatic role with

respect to academic programming. Describe how the program does not duplicate existing offerings in the University System or if it is duplicative, explain why the program is warranted. What is the program's niche?

- The University of West Georgia seeks to provide increased access to non-traditional students in the region, as documented in its Mission Statement (http://www.westga.edu/index_2427.php). In its commitment to providing educational experiences that foster the development of leaders and productive citizens in western Georgia and beyond, the University is considering the development of the many additional online and external degree programs, in addition to this one. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty.

- The University of West Georgia was one of the first institutions in the USG to offer full or partial online credit courses, and now delivers approximately 150 distance courses each semester representing more than two dozen curriculum areas. Currently five graduate-level degree programs are approved through distance learning. UWG is also a host institution for Georgia's eCore and webMBA programs. In addition, the University has worked to meet the needs of western Georgia through its five degree program offerings (four graduate and one undergraduate) at its off-campus Newnan Center, and through an external degree program (education) at Highlands College in Rome. Enrollment trends, positive student surveys, and graduation rates are among the indicators of the success of these programs. (<http://www.westga.edu/~distance/data/idp07.html>).

b. Faculty Inventory with Delivery Expertise – Describe the programs available to ensure appropriate training for faculty who teach distance technology delivered programs. Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.

-In order to coordinate training and professional development across campus and avoid duplication, the UWG Distance & Distributed Ed Center, central Information Technology Services department, and Learning Resource Center support units all collaborate to offer training and professional development for faculty and staff. These opportunities are collectively posted on one centralized online calendar, available at: <http://www.westga.edu/~training>. While the university employs a centralized model of technical support, personnel either have offices in each of the colleges or provide just-in-time assistance at the instructor's convenience, via various virtual and face-to-face avenues.

-The DDEC offers a broad menu of training opportunities for faculty preparing to teach online, including formal workshops or one-on-one assistance in both training labs and in faculty offices; web-based tutorials; just-in-time assistance; lunch/learn sessions; and peer mentoring programs. Participation in at least two hours of formal training (including the basics of the course management system, policies/ procedures, and good online teaching/ design practices) is required of all faculty teaching distance education courses. The Dean or Department Chair may certify that the instructor is exempt from training due to prior experience in teaching through distance learning technologies.

-The DDEC's Faculty Development Center and Helpline are dedicated to helping students succeed in online courses and enabling distance faculty to focus on teaching, rather than technology. In addition to the menu of training opportunities already mentioned, the DDEC provides "sandbox" equipment and software, detailed evaluation results, instructional design consultation, as well as daily support for faculty and students.

-The DDEC also ensures fiscal and logistical support by budgeting expenditures specifically for faculty training incentives; travel for professional development to off-campus sites, postage, appropriate supplies, technologies, and hardware. Some academic departments choose to allocate reassigned time for faculty during the term prior to teaching an online course for the first time, in order to ensure ample time to participate in training and develop a quality online course.

-A five-star rubric and a syllabus checklist have been created in order to help instructors and other online designers understand the components that go into creating an exceptional online course. To view examples of the checklist and rubric, go to <http://www.westga.edu/~distance/webct1/Rubric/index.html>. The rubric is modeled after The Core Requirements, Comprehensive Standards, and Federal Requirements of the Principles of Accreditation that apply to distance education, as well as other, more "traditional" methods of delivery.

-Since the program is interdisciplinary and is not housed in one particular department, all doctoral faculty in the College of Education and School of Nursing are potential instructors. Primary faculty, all of whom possess the appropriate expertise and experience to deliver courses in an alternative format, include:

- Dr. Susan Ashford, PhD, FNP-BC, CNE; Assistant Professor; School of Nursing
- Dr. Nan Chadwick, PhD, RN; Assistant Professor; School of Nursing
- Dr. Cynthia Epps, PhD, RN, CNE; Professor and Associate Dean; School of Nursing
- Dr. Myrna Gantner; Associate Professor, College of Education
- Dr. Faith Garrett, EdD, RN, Assistant Professor; School of Nursing
- Dr. Kathryn Grams, PhD, RN; Professor and Dean; School of Nursing
- Dr. Dianne Hoff; Professor and Associate Dean; College of Education
- Dr. Barbara Kawulich; Associate Professor; College of Education
- Dr. Lucy Megginson, PhD, RN; Assistant Professor; School of Nursing
- Dr. Kim Metcalf; Professor and Dean; College of Education
- Dr. Craig A. Mertler; Professor; College of Education
- Dr. Tamra Ogletree; Assistant Professor; College of Education
- Dr. Hema Ramanathan; Associate Professor; College of Education
- Dr. Roberta Siler, PhD, RN; Professor; School of Nursing
- Dr. Laurie Ware, PhD, RN; Professor and Assistant Dean; School of Nursing
- Dr. Carol Wilson, PhD, RN; Professor; School of Nursing
- Dr. Susan Welch, EdD, RN, CCRN, CNE; Assistant Professor; School of Nursing

c. Facilities – Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.

-No new significant technology investments are identified for the delivery of the distance and off-campus programs under consideration. All of the distance programs will utilize course management tools (Blackboard's Vista/ GeorgiaVIEW) and supporting software (Wimba) that is already in use for other distance courses. Technology costs will be limited to ongoing maintenance and upgrades of distance learning technologies and existing technologies. UWG is currently involved in a re-conceptualization of technology acquisition strategies and has begun the process of integrating technology acquisitions for off campus and on-line offerings into that process.

-Upgrades and technological enhancements necessary to support UWG courses and programs at these sites are coordinated through UWG's central Information Technology Services and the Distance and Distributed Education Center. The directors either work with the technology coordinators of the off-campus sites to plan and implement consistent technological capabilities/upgrades, or directly provide additional technological resources (hardware, software) to these sites if needed. The Associate Dean of Extended Degree Programs is also a member of the university's Technology Coordinating Council, and serves as a further liaison between campus technology leaders and off-campus program coordinators.

d. Instructional Support- What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process?

-At UWG, online students and faculty have access to the same information and resources to support teaching and the learning process as do our on-campus faculty and students. For faculty, the UWG Distance Ed Department offers formal workshops, mentoring opportunities, web-based tutorials, and assistance available online asynchronously and synchronously via the web and phone (see <http://www.westga.edu/~distance/webct1/faculty/>). Faculty and administrators can also gain access, from off-campus, to their files on their office computers. For students, the UWG Distance Ed Department, Information Technology Services, and various student services units offer student support websites, tutorials, as well as an online student orientation and live assistance via the web, phone, and in-person for those who wish to travel to the Carrollton Campus or the UWG Newnan Center. In addition, UWG provides the full Microsoft Office suite of tools, Microsoft operating systems, and firewall software to all admitted students, as well as some software for Mac users. Students are also provided with a campus student email account and public html file hosting services.

-For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>)

What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures?

-This program will utilize state-approved online course delivery tools, including Blackboard Vista/GeorgiaVIEW (AKA CourseDen) as the official USG-supported course management system providing 24-hour/ 365-day-a-year support, security, back-up, disaster recovery, and documentation of student information, course records, and content. Prior to teaching an online course, each instructor must complete and submit a BOR approved Course Technology/Distance Form indicating delivery format and compliance with all university policies covering data security, records retention, and legal requirements, such as FERPA. (see <http://www.westga.edu/~distance/courseRequest/courseRequest.php>).

How will the campus validate student authentication for the electronic submission of assignments?

-Students will have to login with their unique username and password in order to submit assignments via the secure Blackboard Vista/GeorgiaVIEW (AKA CourseDen, formerly WebCT) server. The password will update every term. In addition, the UWG Distance Ed department offers proctored exam facilitation at sites around the world. Some of these proctored exam sites use tools like the SecureExam browser to lockdown the computer while testing; other sites rely solely on monitoring by proctors; most sites also videotape the students while testing. The UWG Distance Ed department will be piloting a new Respondus Lockdown Browser (a custom browser that locks down the testing environment within Blackboard, ANGEL, Desire2Learn, or Moodle) that may allow us to extend this security service to each and every remote testing site, in FY2010-2011.

-The University of West Georgia uses its Campus Security Plan (http://policy.westga.edu/sphtml/page_04.htm) to identify, create and maintain appropriate IT policies and standards in conformance with the Campus Security Policy objectives and in compliance with the Policy Manual of the Board of Regents of the University System of Georgia (<http://www.usg.edu/regents/policymanual/>). These policies apply to all UWG faculty, staff and students, in addition to any guests who are authorized to use the University's computers and/or data network. Use of the University's computing and network resources are understood to constitute an acceptance of these policies. These policies are available on the web at <http://policy.westga.edu>.

-A combination of physical security, personnel security, and system security mechanisms is used to control access to the UWG enterprise network. The principal instruments of access control are a combination of personal user login identification and a unique password authentication. These are created in a manner consistent with the guidelines established by our policies. A system of Discretionary Access Control is also used in order to restrict network users only to those privileges or access necessary for their work and thereby provide a secure network.

-The UWG Security Policy maintains that certain specific types of data transactions are to be protected during transmission and that some or all of these data may need to be stored in an encrypted form. Proven standard algorithms as outlined in the security plan are used as the basis for this encryption. All critical assets are located and housed in a securable area with independent environmental controls and with access restricted to those with direct responsibility for proper operation and system health.

-One exception is the hardware for the course management tool previously known as WebCT Vista. UWG's GeorgiaVIEW Vista (called CourseDen on our campus) now resides on one of the University System of Georgia's central servers and falls under their managed care and security.

What are the provisions for real-time and delayed interaction between and among faculty and students?

-Real-time interaction is available by phone, instant-messaging and chat tools within the CourseDen, Wimba's Live Classroom, and a desktop-sharing tool called Bomgar. Another provision for real-time interaction is Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning in an environment that integrates seamlessly with our course management system. Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, office hours, and instant access to campus services. Delayed interaction is available via online discussion boards, email, the USG Podcast server, Wikispaces and Wimba's Voice Tools (web-based voice solutions that facilitate and promote vocal instruction, collaboration, coaching, and assessment).

What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)?

-For just-in-time help, both students and faculty can contact the UWG Distance Ed Helpline (678-839-6248) or Information Technology Services via phone or instant messaging, during normal campus business hours. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>). As part of our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

Describe the library resource options available to students to enhance the learning process.

-UWG students, whether enrolled in face-to-face or DL courses, are able to use the library services of any college or university within the University System of Georgia. Students who reside out-of-state are provided with delivery services and are also provided with access to the Galileo Interconnected Libraries System (<http://gil.westga.edu/>). UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>). Among the services are research consultation, check-out and delivery (by mail or courier) of books from the UWG collection, photocopying and delivery (by mail, fax, or courier) of journal articles or other library materials, and use of the interlibrary loan service for materials not held in the UWG collection. Links to the library's DL services are included on each CourseDen (GeorgiaVIEW) course home page and on the syllabi for all distance courses. The library employs a full-time individual dedicated to supporting distance and off-campus learning students.

-The institution monitors whether students make appropriate use of learning resources. Departments monitor student use of resources through project and paper bibliographies and other course interactions. The ODDLS coordinates with the DDEC for assessment of student library services, and Distance Education Student Evaluations include two questions related to whether students are aware of such library services and whether students make use of them (<http://www.westga.edu/~distance/data/eval/>). In addition, a postage-paid, anonymous response card is included with each shipment of materials to a student so that the user can evaluate the timeliness and appropriateness of materials received (<http://www.westga.edu/~library/depts/offcampus/policies.shtml>). The ODDLS conducts ongoing assessment by using this data to determine the level of user satisfaction and to identify areas for improvement.

What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?

-A computer with audio capabilities, a high-speed internet connection, and a Blackboard Vista/GeorgiaVIEW (a.k.a. CourseDen) compatible browser is the only hardware necessary to support appropriate interactions. CourseDen and any other distance education supplemental software that a specific instructor may wish to use, is provided freely to all students, faculty, and administrators.

-Most other software that may be used is either free or provided by the University of West Georgia, except in highly-specialized content areas. The list of additional free software provided to all UWG students, includes but is not limited to: Microsoft Office Suite, Windows OS, Mac OS, virus protection, campus email, file transfer software, and numerous task-specific applications available both in on-campus labs, the Newnan Center, and via a virtual lab accessible from anywhere with an internet connection.

-A variety of distance education supplemental software, tools, and services are available freely to all instructors, students, and administrators: Wimba Classroom (live and archived audio, video, texting, polling, assessments, application sharing), Wimba Voice Tools (asynchronous audio podcasts and emails, threaded audio/text discussion boards), Smarthinking (online tutoring), Safeassign (a plagiarism prevention service offered by Blackboard), TurnItIn (allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases), Respondus Lock Down (a custom browser that locks down the testing environment), Wikispaces (for online collaboration), CourseEval (online surveys), and online presentation tools such as Impatica, Camtasia, Respondus Studymate (interactive flash modules), and Quiz Creator. Most recently UWG added Wimba Pronto. Pronto is the only instant communication platform designed for educators to advance and promote collaborative learning in an environment that integrates seamlessly with our course management system. Pronto includes unique features to specifically benefit students, teachers, and educational institutions including audio and video conferencing, instant messaging, app sharing, whiteboard, tutoring, office hours, and instant access to campus services. Additional free software, services, and tools may also be made available, to suit the specific need of the users involved.

e. Student Services – Please describe how the program ensures that appropriate learning and resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners.

Library Services: UWG's Office of Distance Learning Library Services (ODDLS) maintains a DL-support web page that outlines library services and resources available to students (<http://www.westga.edu/~library/depts/offcampus/>).

Learning Support and Tutoring: The EXCEL Center for Academic Success, located at the University of West Georgia's main campus, is devoted to the success and welfare of all UWG students. Distance students can email helpme@westga.edu or telephone the Excel Center in order to receive academic support and tutoring through electronic means such as email or live via an online Wimba classroom that provides two-way audio, video, instant messaging, an interactive whiteboard, and application sharing. The Excel Center web site (<http://www.westga.edu/~EXCELCenter/>) includes links to study skills, advice from tutors and a Frequently Asked Questions page. The EXCEL center is exploring online tutoring options like AskOnline, to find additional mediums through which tutors could interact with students off campus. In the future the center hopes to be able to offer an online tutoring service that includes whiteboard mark-up capabilities, document and image sharing, desktop sharing, and audio or video if needed.

The EXCEL Center offers:

- Free tutoring
- Peer mentors
- Career exploration in hundreds of fields
- Training in study habits and basic computer knowledge

Distance and off-campus students may also telephone and email the Learning Support Center and Testing Office for academic and testing support services as well as the Writing Center. Furthermore, faculty members have online office hours in order to offer additional support to their distance and off-campus students. CourseDen (GeorgiaVIEW Vista) has also been an effective medium for faculty to provide learning support. If there are special requirements that students need at off-campus sites, such as the Newnan Center, arrangements are made for personnel from the main campus to be personally available on site. This is in addition to the regularly-scheduled office hours that faculty provide at off-campus locations.

The Distance and Distributed Education Center provides many levels of support including technical support and services for academic support. SmartThinking, an online tutoring and writing service, is provided for online students. Plagiarism services, such as TurnItIn and SafeAssign are also available as teaching tools to students and faculty.

Advising: The EXCEL Center for Academic Success has academic advisors who help students explore various options and help them choose a major best suited for them. Ask Andy is a way for students to get answers for all their college concerns. Andy is the "answer all" expert at UWG. If students

have any questions about anything, Andy has the answer. The students simply type their question and point-click at <http://www.westga.edu/~EXCELCenter/pages/AskAndy.htm> to send an e-mail.

Additionally, faculty advise distance and off-campus students online via email, Wimba and by telephone. Also, faculty members provide initial advisement sessions at our off-campus locations.

Counseling: Counseling services are available to distance and off-campus students through the Student Development Center of Student Services. The Student Development Center (<http://www.westga.edu/~sdev/>) provides career, academic and mental-health counseling for all University of West Georgia students. Some of the areas of assistance include adjustment to college, person exploration/growth, relationships, substance abuse and psychotherapy. Additional support services for disabled, international and non-traditional students are also coordinated through the Center. Off-campus and distance students may contact the Student Development Center regarding counseling services by telephone or email. For off-campus and online students, the university offers counseling by telephone following one face-to-face visit. If an off-campus or distance student cannot come to campus, the Student Development Center may also refer the student to local counselors in the student's locale.

Disability Services: Students who have learning, psychological or physical disabilities may contact Disability Services at the University of West Georgia (<http://www.westga.edu/~dserve>). Students may contact coordinators from Disability Services by telephone or email. These coordinators in turn communicate with faculty to plan for the individual needs of students. The Distance and Distributed Education Center (DDEC) also provides technology options for students with disabilities. For example, Impatica On cue provides scrolling text for distance students with hearing disabilities. Impatica for PowerPoint provides audio for those students with sight disabilities, and text for students with hearing impairment. Wimba Classroom and CourseDen (UWG course management system) have accessibility features, including closed captioning, and formatting for browser readers. The DDEC trains faculty on appropriate uses of technology to meet the needs of students with disabilities and to meet ADA guidelines. Online courses employ a variety of instructional methods to account for an array of learning styles and needs.

Career Guidance: The Department of Career Services offers a host of services for campus, off-campus, and distance students through its online Career Web at <http://careerweb.westga.edu/>. Career Web lists both on-campus and off-campus Job Fairs on the web site. The Department of Career Services offers four main services to students: Career Employment, Student Employment, Professional Practice, and the Volunteer Office. Career Employment is responsible for working with senior students and recent Alumni who are involved in job and career searches. Student Employment assists students and employers in meeting temporary, seasonal, and part-time employment needs. A variety of employers use these services to obtain part-time employees--from large corporations to individuals needing help babysitting and yard work. Professional Practice assists students in locating co-ops and internships. The Volunteer Office helps students find opportunities to volunteer and provide community service. For all career services, students can email, call or visit the office.

Distance Education Student Evaluations include a question that evaluates the availability of career services information on UWG's web site (<http://www.westga.edu/~distance/data/eval/>). In the last three years, less than four percent of the students who submitted the distance evaluation felt that

information regarding career services for UWG's distance students needed improvement. Also, the University of West Georgia's Department of Career Services has a Career Services Student Survey online at <http://careerweb.westga.edu/Resources/studentSurvey.php>.

In addition, career counseling services are available to distance and off-campus students through the Student Development Center of Student Services (<http://www.westga.edu/~sdev/>). Students may contact the Student Development Center regarding career counseling services by phone or email.

Bookstore: Course materials may be purchased through the Online Bookstore at the University of West Georgia, and delivery is available via mail service (<http://www.bookstore.westga.edu/>). Students may order books and materials over the phone, request a buyback quote on their textbooks online, and receive email notifications when their books are added to the buyback listing. Students who buy books online may also return them for a refund. Bookstore services for distance and off-campus students are evaluated in the Distance Learning/off-campus evaluation form. According to results from the last three years, more than 85 percent of students agreed or strongly agreed that materials required for their courses were available for convenient purchase.

Testing and Evaluation: Distance and off-campus students benefit from the testing services of the Learning Support and Testing Office of the University of West Georgia. Students can arrange services by calling or emailing the Testing Office. The Testing Office provides a variety of test registration materials and also administers a series of national and institutional exams. The Testing Office also provides a supervised environment for students with documented physical and/or learning disabilities that are eligible to receive accommodations, such as extended time, for their classroom tests. The Testing Office also provides test proctoring for a small fee.

Off-campus and distance students can use approved proctoring sites at other university libraries. In addition, exams and quizzes are administered via CourseDen (GeorgiaVIEW) either online at a location convenient to the student or a designated computer lab. Some students who take their CourseDen (GeorgiaVIEW) exams in a computer lab use SecureExam as an additional means of security and integrity.

Technical Support: Computer resources have been greatly enhanced, both on-campus and off campus, in recent years. ITS provides technical support for software including myUWG, Banweb, and technical resources. Students can contact the ITS Helpdesk by phone or by email. The Department of Learning Resources (<http://www.westga.edu/~lrc/>) provides equipment rental, technical support for problems with audio/visual equipment, and graphic services. Students can contact LRC by phone or email. The Distance and Distributed Education Center (DDEC) provides technical support to students utilizing CourseDen (GeorgiaVIEW Vista) and related technologies in distance, hybrid, or technologically-enhanced courses. Students may contact the DDEC for support by telephone or email and have access to numerous online tutorials and help files. In addition, the University System of Georgia's Board of Regents provides 24-hour support via an online searchable database and live toll-free phone or instant messaging (see <http://help8.view.usg.edu>). As part of our annual contract, support for Wimba tools is also available via email, a toll-free phone number, and the web (<http://www.wimba.com/services/support>).

Technology resources are coordinated with off-campus sites through the technology directors of each UWG college. In addition, the associate director of extended degree programs is represented on the university's Technology Coordinating Council, which meets bi-weekly to facilitate communication and consistency.

f. Cooperative Links with the Community – What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.

-The online degree of Ed.D in Innovations in Nursing Education will be a leader in the professional preparation of nurse educators grounded in the scholarship of teaching and learning. This program will help satisfy an urgent state and national need for doctorally-prepared nurse educators.

g. Accreditation and Legal Issues – It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, institutional and specialized accreditation requirements. Please explain what measures will be taken to satisfy SACS substantive change requirements and, if required, other accreditation requirements.

-All policies and reporting requirements from SACS will be addressed and completed. In addition to larger accrediting bodies such as SACS and NCATE, deans, administration, and faculty will consider the implications for accreditation in their respective disciplines and take necessary steps to ensure policies are met.

4. Recruitment and Admission of Students -- What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program? Please describe the institutional guidelines for in-state versus out-of-state students.

- The University's catalogs contain all of the information regarding academic programs. These catalogs are updated annually. In addition to hard-copy versions, catalogs and numerous other official publications are available on the University's Web site at <http://www.westga.edu>. The Undergraduate Catalog is located at <http://www.westga.edu/assets/docs/UG-full-2006.pdf>, and the Graduate Catalog is located at <http://www.westga.edu/assets/docs/Grad-full-2006.pdf>. Information useful to current and prospective students regarding academic calendar, general announcements, class periods, exam schedules, registration deadlines, financial aid, advisement information, and similar items is available in the *The Scoop* at <http://www.westga.edu/~registra/scoop.htm>.

- Students in online programs are considered in-state for tuition purposes. No impact on affirmative action is expected as the program will recruit from a wide population. Any impact on affirmative action is likely in the effect of creating diversity among cohorts.

5. Curriculum -- What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum?

Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

-The curriculum has been established by the faculty involved in the program, in accordance with broad guidelines set forth by the University System of Georgia. Curricular offerings are approved through the Ed.D in Innovations in Nursing Education committee (comprised of representatives in the College of Education and School of Nursing) and by the Graduate School. The approval process involves faculty members, administration, and the University System Board of Regents.

-Each course in the proposed program at UWG has defined learning outcomes as listed in the syllabi. The methods of instruction and evaluation are chosen with these goals in mind. Courses in the program are appropriate for online delivery and will be re-designed to take full advantage of online technology and instructional design concepts. No special alternatives are required for the courses (such as virtual labs); however, online methods will be employed to enhance instruction and engage the student in relation to learning outcomes.

-The expected length of the degree program is approximately three years. All courses are scheduled for offering in a manner to allow students to graduate in a timely fashion. In addition, dissertation work has been incorporated into coursework in order to facilitate timely program completion.

6. Consistency with Principles of Good Practice -- Demonstrate how the institution incorporates the Principles of Good Practice (<http://www.sacscoc.org/pdf/081705/commadap.pdf>) in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program's merits.

a. Institutional Context and Commitment- Principle of Good Practice

-The University of West Georgia has well established and developed online programs already in existence. All programs receive direct and consistent support including training for faculty and staff. The University embraces online education as an integral part of its mission and core commitment for "educational excellence in a personal environment." Additional online programs are well suited to expand and further disseminate this value and do not represent a change to the University's mission and objectives. The proposed online program in Ed.D in Innovations in Nursing Education supports this mission and is an extension of the mission of the University.

-The institution and the Ed.D in Innovations in Nursing Education program assure that it will be sustained to the minimum extent of graduating within one cohort. Funding for the program is ensured through eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds shared by the University, College, and School. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the Ed.D in Innovations in Nursing Education.

-Curricular commitments are met and facilitate curriculum presentation through diverse online program attributes. Resources for curricular supplementation and applications for interaction and participation are of

primary concern and are presented to students in a clear and direct manner. Guides and assistance to technology use, economy, and maintenance are included in the online program's budget and are at the students' disposal. All staff members participating in the online Ed.D in Innovations in Nursing Education program will complete evolving training requirements; training will be held for any changes and/or updates to the online program's and/or University's technological implementation.

-Delineation, assessment, and maintenance of security services regarding elements of electronically-offered courses is monitored alongside academic proficiencies. Integrity of academic honesty and instruction is consistent and measurable. The transferring of academic credits from previous institutions or programs will be based on the Ed.D in Innovations in Nursing Education program's articulated learning outcomes per course. Transferring credits must comply and be consistent with the program's mission and comprehensive academic requirements and goals.

-Technical support is available for students and faculty during regular hours; a 24-hour helpline is also available. Students and faculty can communicate and seek help through telephone, email, and live-chat services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times.

b. Curriculum and Instruction

-The online Ed.D in Innovations in Nursing Education program is offered as pedagogical importance and vitality is not lost or lessened in any degree, as compared to traditional course constructs. Course requirements and curriculum sets are developed in accordance with traditional course constructs; technological applications and use allows for a diverse array of students, both nontraditional and traditional, to enroll in the program. Instructional materials and supplementary resources to curriculum are readily available to all students in an efficient and direct manner; technologies allow for the enhancement and diversity of teaching methodologies. Course participant cohesion and collaboration is promoted and instituted.

-Program requirements are stipulated within each online program's course and readily available for review at all times, electronically. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the online program's success and progress.

c. Faculty Support

-Preceding participation in teaching online courses, faculty are made aware of comprehensive online course implications and participatory educational and technological demands. Technical support is available for faculty during regular hours; a 24-hour helpline is also available. Faculty can communicate and seek online assistance through telephone, email, live-chat, and live face-to-face services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times. Faculty also receive course design assistance via such modes.

-Faculty training, regarding satisfactory online course design and curricular implementation, in accordance to pedagogical standards, is on-going, progressive, live, and archived. Staff are encouraged to work together in devising appropriate and adequate training services, based on online course experience needs and limitations.

d. Student Support

-Students are provided with the knowledge and resources needed to ascertain appropriate online program registration and selection. Students are informed of technology service assistance and program diversity, as stipulated by the institution's policies and procedures. Technical support is available for students during regular hours; a 24-hour helpline is also available. Students can communicate and seek help through telephone, email, live-chat, and live face-to-face and online orientation services. Technology-specifics are chosen in response to the online program's needs and represent functionality and economy of time for both the staff and students. Technologies are also chosen so that responsive services can be implemented at all times.

-Program requirements are stipulated within each course and are readily available for electronic review at all times. Students will be informed of course requirements and offerings by advising staff and available postings. Technological and instructional conditions are communicated to students; contractual agreements are enforced to ensure awareness. Instructor and student interaction is facilitated through the use of email, online live-chat sessions, web-based discussion posts, and available telephone office hours. Assessment of student-instructor interaction and instructor readiness and availability is fundamental to the online program's success and progress.

e. Evaluation and Assessment

-Faculty developing and teaching distance education or off-campus courses are evaluated in a variety of ways at many different levels. At the end of each course, campus-wide student evaluations are conducted. The evaluation form, known as the Student Evaluation Instrument, will be given online. These evaluations are designed to obtain feedback on a wide variety of issues, including teaching methods. Furthermore, these evaluations are a key component of annual faculty evaluations, which accompany promotion and tenure decisions as well as post-tenure reviews. In addition, departments use these evaluations in the assessment of courses as well as programs. Thus, experimentation with teaching methods is critically examined.

7. Fiscal Implications of the Program -- What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

-UWG presently employs an eTuition structure of \$80 per credit hour. Funds generated from this system are invested directly back into online programs with funds be shared by the University, College, and the Ed.D in Innovations in Nursing Education program. eTuition funds are used to purchase equipment and software, training, and assistance for online faculty. In this structure, online programs generate funds closely aligned with the cost of providing the program. There should be no specific changes to the eTuition structure specific for the Ed.D in Innovations in Nursing Education program.

-The Ed.D in Innovations in Nursing Education program will draw upon present faculty for most courses.

-eTuition creates a significant benefit by delivering the program to a much larger group than traditional programs. It is expected that many potential students for the program are employed full-time and/or live at a distance. These students are not served by traditional programs and represent a substantial gain in market share, especially for a doctoral program serving this unique niche.

Please complete the following modified fiscal page:

There are no anticipated costs that require additional funding associated with the implementation of the Ed.D in Innovations in Nursing Education program. Technology support will be provided by the wealth of existing resources at UWG.

Costs Per Year of Implementation

<u>Item</u>	Year 1	Year 2	Year 3	Year 4	Year 5
Network Design	-0-	-0-	-0-	-0-	-0-
Network Configuration	-0-	-0-	-0-	-0-	-0-
Network Installation	-0-	-0-	-0-	-0-	-0-
Hardware Acquisition	-0-	-0-	-0-	-0-	-0-
Software Acquisition	-0-	-0-	-0-	-0-	-0-
Technical Integration	-0-	-0-	-0-	-0-	-0-
Support Services	-0-	-0-	-0-	-0-	-0-
Course Acquisition and Licensing Fees	-0-	-0-	-0-	-0-	-0-
Distribution Costs	-0-	-0-	-0-	-0-	-0-
Personnel (Faculty)	-0-	-0-	-0-	-0-	-0-
Personnel (Technical Support)	-0-	-0-	-0-	-0-	-0-
Personnel (Secretarial)	-0-	-0-	-0-	-0-	-0-
Estimated Cost for Renovated Facilities for Technological Support	-0-	-0-	-0-	-0-	-0-
Maintenance and Operation (specify)	-0-	-0-	-0-	-0-	-0-
Supplies and Materials (specify)	-0-	-0-	-0-	-0-	-0-
Other (specify)	-0-	-0-	-0-	-0-	-0-
Total:	-0-	-0-	-0-	-0-	-0-

8. Assessment -- Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods. Please describe the evaluation plan to be used.

- In the case of the Ed.D in Innovations in Nursing Education program, student learning outcomes for online courses will be identical to traditional face-to-face counterparts. Courses and assessments are designed by faculty members with the same rigor for all delivery platforms, whether on-campus, or through online technologies. In the vast majority of cases, these faculty are full-time, tenured or tenure-track faculty members with Ph.D.s or Ed.D.s. Course surveys and program exit interviews with UWG distance students have indicated that not only is the educational content comparable, but in the case of online courses, the experiences have been enriched through the use of technologies. A guiding principle of the UWG vision is "educational excellence in a personal environment," and this is reflected in the emphasis on interaction in online courses. Faculty are encouraged to maintain daily contact with online students, and through course assessments, students have expressed high levels of satisfaction regarding the quality and timeliness of online interactions and responsiveness from faculty. Comparative evaluations of student course grades in online versus on-campus sections and traditional external degree program sections have also shown no significant differences in student course grades.

-All UWG online courses are evaluated via an online evaluation system: CourseEval. This system is very flexible in creating and distributing surveys, student evaluations of instructions, and other forms of evaluation. Presently, the University of West Georgia distributes two evaluations for online courses: the Student Evaluation of Instruction and the Distance Education Survey. These surveys are presented for each online course to each student each semester. Data compiled from these surveys is reviewed and assessed by faculty and administration. Faculty are asked to articulate their plans for addressing needs which are identified from the survey results. Administration compares survey data with planned outcomes for online programs and makes changes as warranted. Face-Face courses are similarly evaluated through paper evaluations allowing comparison of instructional outcomes for online and traditional programs. The Director of the Ed.D in Innovations in Nursing Education program will have online access to each evaluation for faculty who teach the courses, and may use this data for programmatic assessments, outcome comparisons, and accreditation reviews, and well as for data-driven program improvements. Faculty members have access to their evaluations and may use numerous data analysis tools built in with the system.

Letter of Intent New Doctoral Program Proposal

Institution: University of West Georgia

Date: February, 2011

School/Division: College of Education and School of Nursing

Degree: Ed.D (Ed.D in Innovations in Nursing Education)

Major: Nursing

Starting date: Fall 2012

CIP code:

Description and Objectives of the Degree:

The University of West Georgia proposes to establish an Ed.D in Innovations in Nursing Education program. This Ed.D program is designed to prepare nurse educators for the 21st century. The School of Nursing and the College of Education have collaborated to develop this joint curriculum taught by both School of Nursing faculty and College of Education faculty. The major objectives of this doctoral program are to:

1. Promote learner development and socialization within the educational environment with the demonstration of advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, develop courses, and evaluate program and learner outcomes with the use of evaluation strategies.
3. Function as a change agent and leader with the continuous pursuit of quality improvement in the nurse educator role to advance the scholarship of nursing education.
4. Conduct, evaluate, and synthesize theoretically guided research to further knowledge in nursing education.

Program Fit to Institutional Mission and Nationally-Accepted Trends in Nursing:

Institutional Mission:

The University of West Georgia's mission statement clearly defines the primary purpose of the university as the attainment of "preeminence in providing educational excellence..." This statement is in direct alignment with the proposed development of a doctoral program (Ed.D) in nursing education. Through a strong innovative and collaborative effort, the College of Education and School of Nursing at the University of West Georgia will continue to maintain the University's mission statement with the additional directive of providing "an intellectually stimulating and supportive community for its students, faculty, and staff", while also providing "educational excellence" through the development of a nursing education doctorate.

Nationally Accepted Trends:

According to the USG Policy Brief: An Examination of the University System of Georgia's Nursing Faculty Shortage, more efforts must be made to address the nursing faculty shortage. Across the state there continues to be low numbers of nursing doctoral graduates which hinders the growing need for increased numbers of nurse faculty. Furthermore, the Report on Distribution of Health Professions Education Programs in Georgia states "...The number of nursing graduates at the doctoral level suggests the state may not be educating enough nurses at the doctoral level to prepare for the future needs of this state" (USG, 2010, p.122).

In the 2006-2007 academic year, the USG graduated only four new nursing PhDs and nine new nursing DNPs who may help fill open faculty roles. Emory University produced only three new nursing PhDs in 2006-2007. In 2007-2008, these numbers grew to seven new nursing PhDs and 27 DNPs for the USG, but decreased slightly in 2008-2009 to four PhDs and 23 DNPs. The fact that these numbers of graduates are growing (despite a slight dip in 2008-2009) is encouraging. However, not all of these graduates will go on to fill faculty roles. (USG, 2009, p.16).

In relation to faculty roles, the National League for Nursing (NLN, 2007) offers that the curriculum for the DNP does not include courses which contain pedagogy, evaluation, the academic role, and educational theory. The NLN clearly states that faculty who are not educated in pedagogy, evaluation, and educational theory will not be in a position to engage meaningfully in nursing education or make evidence-based contributions to nursing education reform (NLN, 2007). Therefore, due to the foundational essentials within the DNP curriculum, the NLN feels that graduates of a DNP program will lack the intrinsic knowledge necessary for the role of an advanced nurse educator who is to contribute to nursing education research (NLN, 2007). Thus, the creation of an Ed.D in Innovations in Nursing Education will serve to assist in filling both local and national critical needs. The Ed.D in Innovations in Nursing Education would significantly impact the faculty shortage by producing doctorally prepared registered nurses to teach in not only BSN programs but also MSN and doctoral programs. Also, graduates of the doctoral program will be in a position to produce research essential not only to nursing education but also higher education.

Response to Demand:

Evidence of discipline-specific and societal need for an Ed.D in Innovations in Nursing Education at the University of West Georgia has emerged in data from a range of sources including historical trends of nursing faculty shortages and a paucity of Ed.D in nursing education programs in the state, region, and country.

Nursing Faculty Shortage:

According to the American Association of Colleges of Nursing (AACN), production of doctorally prepared nurses from research-focused programs increased by only 1.4% in the 2005-2006 academic year (AACN, 2007). This translates to an increase of only 6 graduates nationwide. Despite a three-fold increase in graduates from 1980 to 1997, the number of graduates per program was a constant six to seven graduates for 18 years (Edwardson, 2004). Narrowing the focus to the state level, in the 2006-2007 academic year, the USG graduated only four new nursing PhDs and nine new nursing DNPs. Emory University produced only three new

nursing PhDs in 2006-2007. In 2007-2008, these numbers grew to seven new nursing PhDs and 27 DNPs for the USG, but decreased slightly in 2008-2009 to four PhDs and 23 DNPs. Despite the hopeful nature of these statistics, there is no guarantee that these graduates will go on to fill faculty roles. (USG, 2009, p.16).

The AACN (2007) cites the primary reason for the flat production rate of doctoral prepared nurses as a shortage of faculty. This faculty shortage resulted in approximately 300 qualified doctoral applicants being turned away for admission in 2006 (AACN, 2007). According to the AACN (2007), the average age of doctorally prepared faculty with the ranks of professor, associate professor, and assistant professor is currently 58.6, 55.8, and 51.6 years, respectively (AACN, 2007). Consider as well, the average age at nurse faculty retirement is 62.5 years which creates a predicted wave of retirements estimated at 200-300 doctorally prepared faculty to retire each year from 2003 through 2012 (Berlin & Seachrist, 2002). This pipeline issue could be attenuated with production of nurses with terminal degrees but with an education and research focus rather than just research (PhD) or practice (DNP). Ed.D programs with a nurse educator specialization are designed to prepare professional registered nurses for faculty positions in colleges and universities. An additional intervention is the creation of hybrid and on-line nursing doctoral programs (Leners, Wilson, & Sitzman, 2007). Online doctoral programs provide flexibility in coursework completion and interaction. Because the primary reason for flat admission and production of doctoral prepared nurses has been identified as a shortage in doctorally prepared faculty, an Ed.D in Innovations in Nursing Education in a hybrid structure at UWG would provide an effective means of addressing this problem.

Paucity of Ed.D program with nurse educator specialization:

According to available data, an Ed.D in Innovations in Nursing Education at UWG could potentially attenuate a faculty nursing shortage and presents no duplication in the state. Existing programs include:

State of Georgia:

No Ed.D in nursing education program exists in the state of Georgia according to the Georgia Board of Nursing (2009). One private entity, Mercer University, offers a PhD in nursing education. Other nursing doctoral programs in the state, USG and non-USG, include PhD, DNS, or DNP programs at Emory University, Georgia State University, Georgia Southern University, Kennesaw State University, and Medical College of Georgia. None of these aforementioned programs are focused on nursing education.

Southeastern Region:

In the southeastern region, there is an Ed.D in nursing program offered at the University of Alabama in Tuscaloosa, Alabama. It includes a BSN-EdD option as well as a MSN-EdD option. No other doctoral programs with a focus on nursing education were identified in the southeastern region.

National:

On a national level, the AACN (2010) lists only one Ed.D in Nursing program which is administered at Teachers College of Columbia University in New York. Several existing PhD

programs in nursing education are noted when searching the World Wide Web and they include, but are not limited to, Capella University, Nova Southeastern University, University of Northern Colorado, University of North Dakota, University of Phoenix, and University of South Carolina.

Institutional Resources:

Resources for this program include personnel, facilities, library, library services, technologies, budget, and the development/delivery of the curriculum.

Facilities:

Current facilities are adequate to support the proposed Ed.D degree program, particularly since the program will be offered 100% online. The School of Nursing (SON) provides adequate space for current faculty although additional space for any new incoming faculty would need to be acquired. The SON is currently in the planning phase for a new building in anticipation of future funding.

Curriculum and Delivery:

Semester	Course/Title/Semester Hours	Credit Hours
Fall 2012	EDUC 9002/Applied Statistical Methods/3 hours EDLE 8002/Leadership for Change in a Diverse Environment/3 hours NURS 9001/Current Trends and Issues in Nursing Education/3 hours	9
Spring 2013	MEDT 7001/Introduction to Distance Education/3 hours EDLE 9003/Educational and Healthcare Policy Analysis/3hours EDFD 7001/Educational Theory and Philosophical Foundations of Education/3 hours	9
Summer 2013	EDLE 8001/ Ethics in Education Leadership/3 hours NURS 9002/Nursing Theory in Nursing Education/3 hours	6
Fall 2013	MEDT 8001/Distance Education/3hours EDUC 9961/Quantitative Research Methods/3 hours NURS 9003/Curriculum: Theory and Practice/3 hours NURS 9005/Nursing Research Seminar/1 hour	10
Spring 2014	EDXX 9004/Teaching the Adult Learner/3 hours EDUC 9001/Principles of Qualitative Inquiry/3hours NURS 9004/Nursing Education Practicum/3 hours NURS 9005/Nursing Research Seminar/1 hour	10
Summer 2014	EDUC 9961/Research Processes for Change/3 hours NURS 9005/Nursing Research Seminar/1 hour	4
Fall 2014 to Summer 2015	NURS/9006/Dissertation/4 hours per semester*variable credit of 1 to 4 hours*	12
		60

The Ed.D in Innovations in Nursing Education has core requirements (33 credit hours) that students will take that will provide an in-depth understanding of educational research, theoretical foundations of education, and application of educational knowledge to the design and evaluation of educational programs. Additionally, students will take five doctoral nursing courses which will consist of 15 semester hours. Lastly, students will complete a dissertation which will consist of 12 semester hours.

The Ed.D in Innovations in Nursing Education will be offered 100 percent online and will consist of a total of 60 semester hours. A three-day doctoral program orientation seminar will be required to introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue within the orientation seminar learners will gain a foundational understanding of the doctoral program goals, structure, and culture. In the orientation seminar learners will also develop strategies for successfully engaging in doctoral learning and building an effective doctoral community. Classroom instruction will be delivered primarily through asynchronous communication, as communication between the professor and students will be promoted within the university's course management system (Blackboard Vista 8.1). Courses in the program will encourage meaningful interaction between students and faculty as well as between students.

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Addendum V

DRAFT

The Protocols of the Senate

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THE PROTOCOLS OF THE SENATE

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Preface

The Protocols of the Senate provide the compendium of the operating procedures by which the Faculty Senate has agreed to conduct its business. These protocols are designed to specify those ordinary operations that provide the level of specificity beneath the general principles codified by the *Policies and Procedures* and the *Bylaws*, and the local context of the UWG Faculty Senate in particular, beneath the general principles of *Roberts' Rules of Order*. The aim of such a guidebook is to insure that these ordinary operations will be regulated in thoughtful, optimal ways, and conducted with an awareness of the guiding basis for the conduct, rather than on any capricious, or arbitrary basis, or simply that it is "the way it's been done before."

As a "how to" guidebook rather than a "constitution," *The Protocols of the Senate* are the result of a compact by which the Faculty Senate has agreed to proceed. As such, any rules contained herein that are not specified in the *Policies and Procedures*, the *Bylaws*, or the *Statutes* of the University, need only the consent of the Senate to be revised, rather than that of the larger body represented, the General Faculty. Hence these rules can be more nimbly updated as needed to take into account changing circumstances, to insure that the Senate can function optimally over time.

The Protocols of the Senate also offers a helpful orientation to both new Senators and those who are interested in understanding better how the Faculty Senate actually functions.

PART ONE: THE ORGANIZATIONAL STRUCTURE OF THE FACULTY SENATE

Preamble

The organizational structure of the Faculty Senate is understood to be “organic” in the sense that it is always a “work in process.” To be most effective, the Senate must be sufficiently adaptable to be able to flexibly reorganize aspects of itself as conditions require it. The following structures are meant to permit such flexibility, but they also themselves are subject to future modifications as needed.

Section 1. The Idea and Practice of Representative Faculty Governance

A. The Foundational Premise

The value of a university to its society rests upon the unassailable integrity of the teaching and research of the university. Such integrity is the consequence of the faculty’s pursuit of truth above any other interest, be it commercial or political. It has long been understood that such an uncompromised pursuit is ultimately insured through the participation of the faculty in the governance of the university. For this reason above all others, a democratic, open, transparent and effective modality for a faculty role in governance is essential.

B. Overview

The Faculty Senate is the representative body elected by the entire faculty at the University of West Georgia. As such, its members will represent the faculty in collaboration with the administration, with regard to the development of the curriculum and academic program of the university, the formulation of academic policies and procedures, the enhancement of faculty teaching and research, and advisement with respect to such support areas as budget, technology, facilities, university relations, and athletics.

C. Locus

Senators are elected in one of two ways: either by their academic department or by their college at large, with the exception of those from the library and the School of Nursing, who are elected at large from those units.

D Definition

Senators have a duty to represent the interests of the university, while bringing to the table a perspective based in the disciplines of those who elect them, and a corresponding duty to share knowledge and perspectives that pertain to the institution with those who elected them.

E. Inclusivity

Though certain members of the general faculty are prohibited by the *Policies and Procedures* from serving on the Faculty Senate, these members are nevertheless included in the representational umbrella of the Senate, as follows:

1. Part-time faculty. Part-time faculty are represented by the Senator(s) from the department and/or college to whom they are assigned.
2. Affiliated faculty serving on administration. Administrators are represented by the Senator(s) from the department and/or college with whom they are based.

3. Non-affiliated faculty serving administration. Those administrators holding faculty rank who are not based in any academic unit are represented by the administrators who serve as members of the Senate's committees, including the President and Provost who serve as *ex officio* members of the Senate.
4. The principle of general representation. In addition to such specific representation, it is understood and expected that all Senators will represent all facets of the university, specifically including those noted above.

Section 2. The Organizational Structure of the Faculty Senate

A. Overview

In addition to the Faculty Senate which functions as a body of the whole, the Senate's organizational structure includes: an executive committee, a variety of standing committees, advisory groups, and such *ad hoc* committees, subcommittees and task forces as may be established.

B. The Senate

The Faculty Senate is comprised of all currently serving Senators who are voting members, as well as four *ex officio*, nonvoting members: the Chair of the Senate and the Executive Secretary, both elected by the faculty, and the President and the Provost of the University. (The Chair of the Senate, however, would vote in the case of an otherwise tied vote.) It is the policy of the Board of Regents of the University System of Georgia that the President of each university shall be the presiding officer of their university's Faculty Senate. However, this is a duty the President may delegate to another. At UWG, the President has delegated that duty to the elected faculty Chair of the Senate.

C. The Executive Committee

The Executive Committee of the Senate is comprised of the Chair of the Senate, the Executive Secretary, the President of the University, the Provost, and the chairs of the standing committees of the Senate. In addition to its mandated functions specified in the *Policies and Procedures*, the Executive Committee functions like a "cabinet" for the Chair of the Senate: a forum for in-depth discussions and careful consideration of the various business of the university that has or may come before the Senate. It will generally meet prior to meetings of the Senate, and anticipate such agenda items as may require further clarification.

D. The Advisory Groups

There are four Advisory Groups, aligned with each of the four divisions of the University, to provide a means for regular, close, and informal collaboration between the Faculty Senate and the administration of each of the divisions with the goal that increased understanding of each other's roles and challenges leads to increased appreciation and collegiality. These are each chaired by the chairs of the most relevant Senate committees in that area, and include such other senators as the chair may request, and the Vice-President for that University division.

1. Composition

- a. The Academic Affairs Advisory Group, chaired by the chair of the Senate's Strategic Planning Committee

- b. The Student Affairs Advisory Group, chaired by the chair of the Senate's Student Affairs Committee
 - c. The Business and Finance Advisory Group, chaired by the chair of the Senate's Facilities and Services Committee.
 - d. The University Advancement Advisory Group, chaired by the chair of the Senate's University Relations Committee
2. The committees are advisory in nature, because the Vice President is the "single point of accountability" for his/her Division and is the final authority for decisions.
 3. Members of the Advisory Groups must acquire a good understanding of the matters on which they are advising. Each Vice President should therefore take responsibility for educating his/her Advisory Committee about the structure, roles, and issues within the Division, and each Advisory Committee member should devote adequate time to participate in that educational process. This process may vary by Vice President - for example, one Vice President may set up an annual training session for the committee, while another might devote time to specific issues throughout the year, and yet another might share documents and ask committee members to read them.
 4. Each Advisory Group should meet with the Vice President 2-4 times per year, with the Vice President sharing a list of priorities and works in progress, and inviting reaction and discussion from the members. The goal is a mutual exchange of ideas to increase understanding on both sides. The Vice President will take the counsel of the Advisory Group as s/he moves forward, and will also ask members to support his/her agenda. Vice Presidents may certainly call on the Advisory Group at other times if circumstances would make that useful.

E. The Standing Committees of the Senate

1. Role

The Faculty Senate is designed such that the major workload will generally be distributed to its standing committees, who prepare the specific proposals that are then brought before the full Senate for its consideration. Such a structure has the advantage of decentralizing the work to those smaller bodies with the interest, expertise and experience in the specific focus of the tasks assigned to them. On the other hand, it also requires that the committees meet the many challenges that come with being the point of origin for which such tasks are discovered the developed.

2. Membership

a. Numerical distribution of Senators to standing committees

The number of Senators to be assigned to most of the standing committees of the Senate are precisely specified by the *Policies and Procedures*. However, some committees are specified only with a range (e.g., "3 or 4"). In the cases of these committees, the Executive Committee shall, at the conclusion of each academic year, determine which specific number of Senators will be assigned to those committees for the following year. This determination will be made on the basis of facilitating the optimal functioning of the Senate, by taking into account the anticipated workload of those committees for the coming year.

b. Assignment of Senators to a standing committee

Every Senator will be assigned to a standing committee, and no Senator may serve on more than one standing committee at the same time. Such assignment is made on an

annual basis by the Senate's Executive Committee at the conclusion of each academic year. The decision of the Executive Committee shall be based upon the best interests of the Senate, as they see it, and it will be final. Such consideration will take into account the anticipated workload of the committee, as well as the expertise, seniority, and experience of the individual Senators. The Executive Committee will also take most seriously into account each senator's preferences, which they will solicit prior to their deliberations. Such preferences should express not only the Senator's first choice, but also alternative choices, to allow the optimal distribution of all. While some weight should be given to maintaining continuity of service on the same committee over the duration of the Senator's term of office, there is no requirement that the senator must remain on the same committee. Appointments are made on an annual basis and it is understood that there will be occasions when changing a committee assignment may be more optimal than retaining it.

c. Constraints on the parameters of committee assignments

In fulfilling its duty to appoint Senators to the standing committees of the Senate, the Executive Committee shall insure that at least one Senator from the college with the largest enrollment of graduate students has a position on the Graduate Programs Committee. Beyond this mandated assignment, it is expected that the Executive Committee will appoint members to this committee so that all colleges with graduate programs will have Senatorial representation and, as possible, those with the largest student enrollment, will have the largest representation.

d. Other elected members

In addition to their Senator members, each standing committee of the Senate also includes seven other faculty members, one elected from each of the seven academic units at UWG (the five colleges, the School of Nursing and the Library). These members are elected specifically to that committee, and will serve the duration of their two-year terms of office as members of that committee. They enjoy all the same rights of membership and voting as the Senator members, with the exception that only Senators may serve as the Chair of the committee. No one may serve on more than one committee at the same time. Senators whose term would overlap a term as a non-Senator member of a committee are not eligible. If a non-Senator member of a committee should be elected to the Senate prior to the expiration of their term as a committee member, they must resign the remainder of their committee assignment, to be replaced by election from the unit from which they were elected.

e. Appointed members of the administration

In addition, most of the standing committee of the Senate also include *ex officio* members from the administration, as specified in the *Policies and Procedures*. These persons, by virtue of their office, continue as members of their assigned committee. They enjoy all the same rights of membership and voting as the Senator members, with the exception that only Senators may serve as the Chair of the committee.

f. The Provost

In addition, the *Policies and Procedures* specify that the Provost is an *ex officio* member of all of the standing committee of the Senate. However, it is acceptable that the Provost appoint a member of his/her staff to any committee in his/her place, such appointments to be made on an annual basis. These persons enjoy all the same rights of

membership and voting as the Senator members, with the exception that only Senators may serve as the Chair of the committee.

g. Students

In addition, most of the standing committee of the Senate also include student members. In most cases these are to be appointed to their committees by the Student Government Association, in the case of the Graduate Programs Committee by the Dean of the Graduate School. All are appointed on an annual basis, and all enjoy all the same rights of membership and voting as the Senator members, with the exception that only Senators may serve as the Chair of the committee.

h. Other *ex officio*

In addition to the members specified above, who are mandated by the *Policies and Procedures*, every committee has the authority to grant *ex officio* non-voting status to whomever additional persons the committee should deem beneficial to include as members of the committee. Such memberships are granted on annual basis.

3. Subcommittees

Every standing committee has the authority to create and charge its own subcommittees, and to appoint members thereto. Such members may be drawn from the members of that standing committee and/or from such other persons as the committee should deem most beneficial to the fulfillment of the charge of that subcommittee. Subcommittees are authorized on an annual basis and may be re-authorized the following year. The subcommittee has no standing with the full Senate, its recommendations go to the standing committee that created it for further disposition. Service on a subcommittee by a member of the Senate does not preclude their service also on a standing committee of the Senate and there is no limit to the number of such assignments a Senator may have.

4. Task forces

Every standing committee has the authority to create and charge its own task forces, and to appoint members thereto. Such members may be drawn from the members of that standing committee and/or from such other persons as the committee should deem most beneficial to the fulfillment of the charge of that task force. Task forces are authorized on the basis of a specific task to be performed and are dissolved upon the conclusion of that task. The task force has no standing with the full Senate, its recommendations go to the standing committee that created it for further disposition. Service on a task force by a member of the Senate does not preclude their service also on a standing committee of the Senate and there is no limit to the number of such assignments a Senator may have.

F. *ad hoc* Committees

The Faculty Senate may, at any time it so chooses, create and charge its own *ad hoc* committees, and to appoint members thereto. Such members may be drawn from the members of the Senate and/or from such other persons as the Senate should deem most beneficial to the fulfillment of the charge of that *ad hoc* committee. *Ad hoc* committees are authorized on an annual basis and may be re-authorized the following year. The *ad hoc* committee is granted the authority to bring its recommendations to the full Senate. Service on an *ad hoc* committee by a member of the Senate does not preclude their service also on a standing committee of the Senate and there is no limit to the number of such assignments a Senator may have.

G. Task Forces

The Faculty Senate may, at any time it so chooses, create and charge its own task forces, and to appoint members thereto. Such members may be drawn from the members of the Senate and/or from such other persons as the Senate should deem most beneficial to the fulfillment of the charge of that task force. Task forces are authorized on the basis of a specific task to be performed and are dissolved upon the conclusion of that task. The task force is granted the authority to bring its recommendations to the full Senate. Service on a task force by a member of the Senate does not preclude their service also on a standing committee of the Senate and there is no limit to the number of such assignments a Senator may have.

PART TWO: THE CONDUCT OF THE BUSINESS OF THE FACULTY SENATE

Preamble

Election to the Faculty Senate should be understood by all in the university to be a very distinctive honor, as it is a recognition conferred by one's peers that one is the most trustworthy, competent, and dedicated person to represent them and the interests of their university. This understanding should guide those who seek and who hold this office, for it is through their conduct of it that the reputation, stature, and effectiveness of the Faculty Senate is augmented or diminished.

Section 1. Terms of Office

A. Elections

1. Overview

Ordinarily, approximately one-third of the membership of the Senate will be elected each year, to serve three-year terms.

2. Election of Senators

Each Spring semester, upon receipt of the census data from the Provost's office, the Executive Committee, in consultation with the Rules Committee, will determine the vacancies for Senators and non-Senate members of the Senate's standing committees. The number of Senators will be determined in accordance with the policy that there shall be one Senator for every ten faculty for each academic unit. Each academic unit, upon receipt of the numbers of vacancies, will then conduct its own elections according to the rules that it shall have in place to govern such elections, except that all persons who shall be candidates for such elections must be eligible to serve, according to the rules established in the *Policies and Procedures*. Furthermore, for the colleges, there may be both at-large and departmental elections of Senators. While colleges are free to conduct these elections as they shall determine, it is recommended that the at-large elections be conducted first, so that the departments will know whether their candidate in the at-large election was elected or not prior to their voting for their departmental representative.

3. Election of non-Senate members of Senate committees

All non-Senate members of the Senate's standing committees are elected at-large by their college or other academic unit, to two-year terms. Ordinarily, one-half of these positions will be elected each year.

4. Special elections.

Whenever it should occur that there is a mid-term vacancy, due to resignation, expulsion or any other premature termination of a Senator's term, a special election should be held in the unit from which that Senator had been elected, to replace that person with another who will serve the balance of that term. Whenever a temporary vacancy of a semester or more should occur, a special election will be held to determine that person's replacement during their absence.

5. Election of Chair of the Senate

Each Spring semester in which the term of the current chair of the Senate is to expire (i.e., every second year under ordinary circumstances), there will be an election to replace that person. The Executive Committee of the Senate is charged by the *Policies and Procedures* with the responsibility of appointing an *ad hoc* elections committee to oversee the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results. It may appoint itself to serve as this committee. It shall be the duty of any member of the Executive Committee to recuse themselves from serving in this capacity should that person seek to become a candidate in that election cycle.

B. Executive Secretary

The Secretary of the General Faculty, elected to a three-year term by the General Faculty, serves as the Executive Secretary of the Faculty Senate.

C. Removal for cause

Because the effectiveness of the Senate depends so much on the active involvement of its members, the Chair of the Senate is authorized under the *Policies and Procedures* to resolve matters in which senators and non-senate members of committees do not attend Senate or committee meetings and of committee chairs who do not convene their committees. The authority of the Chair to resolve such matters includes the expulsion of that person from the Senate for cause. When a person is removed for cause, a special election shall be held in the unit from which that person was elected. Expulsion from the Senate for any other reason would require a recommendation for such from the Rules Committee followed by a two-thirds vote of the Senate.

Section 2. The Conduct of Senate Meetings

A. Schedule of meetings

1. Regular meetings

The Faculty Senate is required by the *Bylaws* to meet at least twice each semester, but shall normally meet on a monthly basis, with the schedule of its regular meetings for the current year published in advance on its web site.

2. Special meetings

Special meetings may be called by the Chair of the Senate, and shall be called upon request by the President of the University, or upon written application of five senators, or that of any ten members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting.

B. The agenda

1. The Chair of the Senate is authorized by the *Policies and Procedures* with the duty of setting the agenda for the meetings of the Faculty Senate, in cooperation with the President of the University and the chairs of the Senate's committees and task forces. Normally new business intended for the agenda shall be presented in writing to the Executive Secretary one week in advance of the regular meeting. The agenda of the Senate shall then be prepared by the Executive Secretary.
2. Written notice of the time, place, and agenda of Senate meetings as well as proposals for consideration at the senate meeting shall be sent by the Executive Secretary to each General Faculty member at least forty-eight hours in advance of the meeting.
3. The Senate agenda may be amended at the meeting by two-thirds vote of the members present.
4. The Use of a Consent Agenda

At the discretion of the Chair of the Senate, in consultation with the Executive Committee and of the committee chair(s) involved, items may be placed on a "consent agenda." Without objection, a consent agenda would be approved at the start of a meeting, just after the approval of the Minutes, and in like manner. A consent agenda would be used for those items that, in the view of the Chair, are so evidently consensual that there is no need for individual discussion of them. These would be the "bureaucratic" busy-work items of the Senate, and by clearing them quickly from the agenda in this fashion, the Senate's time would be saved for the more deliberative business. Upon the objection of any one member of the Senate to any particular item's inclusion on the consent agenda, that item is removed from the consent agenda and placed on the regular agenda for the meeting.

C. The rules of order

1. The latest edition of *Roberts Rules of Order* shall govern the conduct of Senate meetings and those of its committees, except in such instances as it may be in conflict with the *Policies and Procedures*, the *Bylaws*, the *Statutes*, or *The Protocols of the Senate*. In such cases, the governing University document supersedes.
2. The Chair of the Senate will ordinarily be the person who will interpret adherence to these rules. However, the Executive Committee may appoint a parliamentarian whenever it should so decide.

D. Quorum, attendance, absences and proxies

1. A quorum for the Senate and its committees shall be fifty (50) percent of the membership of the respective bodies. The quorum is computed on the basis of the voting members only. Proxy votes will count as a part of the quorum necessary to begin each meeting (see point 3 below).
2. Senators should always make their best effort to attend every meeting, arriving on time and remaining until the end. No one else may substitute for a Senator in their absence.
3. Whenever Senators will be unavailable for part or all of a Senate meeting, they may assign their votes by proxy.
 - a. Such assignment of votes by proxy must be given in advance of the meeting to the Executive Committee.

- b. Proxy votes may be provided for any of the Action Items on the agenda for which votes are to be cast, provided that the agenda items have been officially published beforehand and provided that no amendment to the item has been passed by the present assembly.
- c. The proxy is valid for one meeting only.
- d. For any item on which a vote is called that is not covered by the proxy, and for any item that has been amended from the form in which it was announced in the agenda prior to the meeting, that person's vote is recorded as "abstain."

E. The committee reports

1. All Senate committees, whether standing or *ad hoc*, and all task forces, submit their recommendations as proposals to the Senate for approval. These proposals, in the form of Action Items, are submitted as part of the committee's report to the Senate. In addition, a committee's report may present as Information Items anything that does not propose a change, but merely provides an informational context useful to the Senate's fulfillment of its duties.
2. There may arise situations when it is not clear whether an item from a committee should be considered an action item requiring Senate approval or an information item that does not. In general, any proposal to change any policy or procedure should be deemed an Action Item. But in the case of curriculum changes, only those proposals to add or delete courses, or to add, delete or modify programs require the approval of the Senate. The Senate grants to each department the authority to modify individual courses in ways that do not affect its status or others in the core curriculum and such cases should be presented as Information Items. However, any course modifications that affect its status or others in the core curriculum or that alter learning outcomes that would impact the core curriculum must be submitted for Senate approval.
3. All committee will also file an end-of-year final report to the Executive Committee, summarizing its activity for the year.

F. New Business

In addition to the committees' reports, any Senator may propose an item for consideration as new business. Normally, such items as require approval will then first be referred to the appropriate Senate standing committee.

G. Old business

Any such Action Items that the Senate considered at a previous meeting, but postponed a final decision to the subsequent meeting are considered old business for the next meeting and are available for the Senate's deliberation and disposition at that time.

H. Debate

With the Chair presiding over it, debate may be conducted on any item before the Senate. Any Senator may request recognition by the Chair to speak. In speaking, the Senator should offer only such remarks as are polite, succinct and to the matter at hand, and should address them to the Chair, and not to another Senator. In such cases where there is a lively debate, the Chair should accord sufficient time for all who wish to speak to be heard.

I. Amending proposed Action Items

Proposals may be amended on the floor during a Senate meeting. In the case of substantial modifications, it is customary to then send the proposal back to the originating committee, to be revised and resubmitted the following meeting. Proposals from committees may also be rejected by the Senate, then taken up as an item of new business, and amended on the floor by the Senate. When such amended proposals as are approved entail changes to the *Policies and Procedures* or the *Bylaws*, they are then placed on the agenda of the next meeting of the Senate as Old Business, in order to provide sufficient time and notice to the general faculty that such changes are under review.

J. Voting

Voting will normally be determined by voice vote. At the discretion of the presiding officer any vote will be determined by a show of hands. At the request of one senator, the vote will be determined by a roll-call, with the vote of each senator recorded in the minutes.

Section 3. The Conduct of Committee Meetings

A. Committee chairs

1. Each committee of the Senate will elect one of its Senator members as chair for the year. Chairs are eligible for re-election. At the discretion of any committee, the committee may also elect a Chair-elect, to become Chair the following year.
2. The Chair of the committee has the responsibility to set the agenda, call and preside over the meetings, and report to the Senate any proposals approved by the committee.
3. Chairs are also expected to keep the minutes of each committee meeting, and to make these as well as the agendas, available on the committee's web site. If it is the will of the committee, these duties may instead be handled by a secretary elected by the committee for that purpose.
4. Chairs are expected not only to receive such business as may come to the committee, but also to be proactive in seeking out such opportunities whereby the committee may propose improvements that fall within their charge for the betterment of the university.
5. Chairs who fail to convene their committees are subject to removal by the Chair of the Senate.

B. Committees may approve proposals to forward to the Senate only at duly called meetings at which there is a quorum, of fifty percent of the voting members of the committee.

C. No one may substitute for an absent committee member.

PART THREE: A GLOSSARY OF TERMS

action item

ad hoc committee

advisory group

agenda

Chair of the Senate

consent agenda

ex officio

Executive Committee

Executive Secretary

faculty

information item

minutes

proxy voting

quorum

recusal

representation

standing committee

subcommittee

task force

Addendum VI

Bylaws of The College of Social Sciences

PREAMBLE

To ensure and advance the academic integrity of the University of West Georgia, the faculty of the College of Social Sciences establish and support these Bylaws to articulate the structures and functions of the shared governance of the College; to guide its operation in a clear, transparent, effective, and efficient manner; and to promote a collegial spirit of mutuality, openness and cooperation.

ARTICLE I. THE MISSION OF THE COLLEGE

The College of Social Sciences, in accordance with the mission of the University of West Georgia, is committed to excellence in teaching, scholarship and service in the interest of promoting the public good. The faculty, staff, and administration collaborate to provide a holistic learning experience that emphasizes lifelong learning, critical thinking, advanced written and oral communication skills, global awareness, and an appreciation for democratic values and social justice in the liberal arts tradition. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines of the social sciences and the skills necessary for professional competence.

ARTICLE II. THE ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

A. The Office of the Dean

1. The Dean

a. Appointment

The Dean shall be appointed per established procedures in accordance with the *Statutes* of the University. The Search Committee shall consult with the Administrative Council and the Faculty Council of the College prior to making its recommendation to the Vice President of Academic Affairs.

b. Duties

As mandated by Article II of the *Bylaws* of the University, the Dean shall be the leader and presiding officer of the College. Serving as the single point of accountability for the growth and stature of the College, the Dean shall execute all relevant leadership activities, including: serving as the primary emissary of the College to other units of the

University and the larger community; serving as the College's advocate with regard to matters of budget and personnel; serving the College's advancement in fundraising, enrollment, and the goals of the institution; and coordinating the educational programs and research activities assigned to the College. In the implementation of these duties, as mandated by Article III, Section 2 of the *Policies and Procedures* the Dean shall:

- i. Have direct supervisory authority over any associate deans, assistant deans, the Dean's office staff, and the department chairs.
- ii. Encourage the development of programs, policies, and procedures which are designed to promote the goals of the University, to fulfill the educational needs of students, and to enhance the quality of instruction, research, and learning in the areas under his or her supervision.
- iii. Make recommendations to the Provost and Vice President for Academic Affairs concerning all substantive changes regarding personnel under his or her supervision and other matters pertaining to the general welfare of the University.
- iv. Be responsible for enforcing the rules and regulations of the Board of Regents, the *Statutes*, the *Bylaws* and *Policies and Procedures* of the University, and the duly enacted rules and of the College.
- v. Recommend to the Provost and Vice President for Academic Affairs an annual budget with written justifications for personnel services including leaves, reassigned time, and administrative support; supplies, equipment, and travel requests. This budget also shall include contingency priority plans based on anticipated budget increases or decreases.
- vi. Submit to the Provost and Vice President for Academic Affairs an annual report evaluating the educational programs and research activities assigned to the College. Documentation supporting this evaluation shall be incorporated in the appendix of the report.
- vii. Perform such other duties as may be assigned by the Provost and Vice President for Academic Affairs, including serving as a member of the Provost's Administrative Council.

c. Evaluation

In addition to any performance evaluations by the Provost's office, the Dean of the College shall be evaluated at intervals not to exceed four years by the Administrative Council and by the Faculty Council.

2. Associate and Assistant Deans

a. Appointment

The Associate and Assistant Deans of the College are appointed by and serve at the pleasure of the Dean, in consultation with the Faculty Council and the Administrative Council.

b. Duties

The Associate and Assistant Deans shall:

- i. Handle issues of: hardship withdrawals; grade appeals; core scheduling; retention, progression and graduation; summer orientation; strategic enrollment; the

curriculum; elections; assessment, computer technology, distance learning, and the *Studies in the Social Sciences* journal

- ii. Attend university-level meetings when needed
- iii. Serve as the liaison with ITS
- iv. Provide data analysis as needed
- v. Chair the standing committees of the Faculty Council
- vi. Consult with the Dean on budget and other issues
- vii. Serve as a liaison with the other colleges concerned with the core curriculum
- viii. Perform other duties that may be assigned by the Dean

c. Evaluation

Associate and Assistant Deans shall be evaluated annually by the Dean of the College, in consultation with the Administrative Council and the Faculty Council.

3. Advisory Councils

There shall be four principal advisory bodies to the Dean with whom the Dean will consult regularly for advice on the administration of the College.

a. The Administrative Council

The Administrative Council shall be the principal administrative advisory body to the Dean. This Committee shall consist of the Chairs of each of the College departments and the Past-Chair of the Faculty Council, who shall serve as an *ex officio* nonvoting member.

b. The Faculty Council

The Faculty Council shall be the principal faculty advisory body to the Dean. (See Article III for further specification of the composition and duties of the Faculty Council.)

c. The Student Council

The Student Council shall be composed of one student from each academic department of the College, appointed annually by their department and an associate or assistant dean whom the Dean shall appoint and who will serve as the chair of the Council. The Council is responsible for providing a forum for the expression of concerns by the students of the College and for communicating such concerns and recommendations for policy and procedures to the Dean.

d. The Staff Council

The Staff Council shall be composed of one staff member from each academic department of the College, appointed annually by their department and the College's Business Operations Specialist, who will serve as the chair of the Council. The Council is responsible for providing a forum for the expression of concerns by the staff of the College and for communicating such concerns and recommendations for policy and procedures to the Dean.

B. The Department Chairs

1. Appointment

Department chairs shall be appointed in accordance with the *Statutes* of the University. Recommendation for appointment shall be made only after consultation with all members of the department concerned or with an elected committee of that department.

2. Duties

- a. The department chairs shall report to the Dean of the College and shall serve as the leaders and the single point of accountability for the stature of their programs.
- b. The major duties of each department chair are to articulate a vision and to coordinate the educational programs and research activities assigned to the department of which he or she is the chair. Charged with the development and administration of a comprehensive program of instruction, research, and service, the chair shall provide stimulating, creative leadership in order to produce, in concert with the members of the department, an effective curriculum, policies for implementing that curriculum, and conditions which are conducive to the educational development of the students and the professional growth of the faculty.
- c. In the implementation of this duty, as mandated by Article III, Section 2 of the *Policies and Procedures* of the University the chair shall:
 - i. Have direct supervisory authority over the instructional faculty assigned to his or her department, while recognizing the individual responsibility of other members of the department for the duties committed to them by their appointment and allowing proper scope to the ability and initiative of all members of the department.
 - ii. Routinely consult with members of his or her department on all substantive matters, such as summer school teaching, *tenure-track* appointments and dismissals.
 - iii. Encourage the development of programs, policies, and procedures designed to promote the goals of the University, to fulfill the educational needs of students, and to enhance the quality of instruction, research, and learning in the areas under his or her supervision.
 - iv. Make recommendations to the Dean of the College concerning all substantive changes regarding personnel under his or her supervision and other matters pertaining to the general welfare of the University.
 - v. Be responsible for enforcing the regulations of the Board of Regents, the *Statutes*, *Bylaws*, and *Policies and Procedures* of University, and the duly enacted policies of the College and the department to which he or she is assigned.
 - vi. Submit to the Dean of the College an annual budget, an annual report and annual faculty evaluations in the form prescribed by the Dean.
 - vii. Serve as a member of the Administrative Council of the College.
 - viii. Perform other duties that may be assigned by the Dean.

3. Evaluation

- a. The performance of each department chair shall be reviewed annually by the Dean. Each department chair shall submit an annual report to the Dean. The Dean shall meet with each chair to review her/his performance. The Dean will provide a written evaluation, signed by the chair and the Dean, for inclusion in the chair's file.
- b. The performance of each department chair shall be reviewed at intervals not to exceed four years by the members of the chair's department, a report of which will be submitted to the Dean.

ARTICLE III. THE COMPOSITION AND ROLE OF THE FACULTY

A. The Membership of the Faculty

The membership of the faculty of the College shall consist of all members of the General Faculty whose primary assignment is to the College and the administrative officers, as defined by the *Policy Manual* of the Board of Regents of the University System of Georgia, section 3.2.1, and as further codified by the *Statutes* of the University of West Georgia, Article I, Section 2,C. For purposes of defining faculty who may cast ballots in College-wide voting, serve on appropriate College-wide committees, and for the determination of any College allocation based on proportional numbers, only those faculty who are full-time shall be eligible. This criterion of eligibility shall include all those who are full-time tenured and tenure-track, full-time limited term appointments, and full-time lecturers, regardless of whether or not they are on professional or medical leave, or have a reduced load or reassigned time. It shall not include those who are visiting professors, emeritus faculty, or faculty with part-time appointments. This distinction shall apply only to College-wide issues, and shall not necessarily determine the options of departments within the College to otherwise determine their own criteria for strictly departmental issues. For example, eligibility to vote in departmental elections for the departmental representative to the Faculty Council shall be determined by each department.

B. The Rights, Roles, and Responsibilities of the Faculty

1. General Statement of Rights and Roles

The rights and roles of the faculty of the College shall be in accordance with that mandated by the University's *Statutes*, *Faculty Handbook*, and Article IV, Section 1.B and C of the *Policies and Procedures* of the University. The role of the faculty in the organizational structure and procedures required for conducting academic business in the College shall be based on the principle of representative faculty participation as reflected in Article IV, Section 1.D of the *Policies and Procedures*. Any faculty member who considers these rights to be violated may appeal for recourse through established university options.

2. Faculty Responsibilities

a. Duties

The duties of the faculty of the College shall be in accordance with that mandated by the *Policies and Procedures* and the *Faculty Handbook* of the University, and as further specified in the College's own *Policies and Procedures*.

b. Review and Evaluation

In accordance with procedures set forth in the *Faculty Handbook*, and as further specified in the College's own *Policies and Procedures*, faculty shall be regularly evaluated by the following means:

- i. an annual review by their Department Chair
- ii. a third-year review by their department colleagues, department chair, and the College Dean
- iii. a review of any application for tenure and/or promotion by their department colleagues, their Department Chair, the College's Promotion and Tenure Advisory Committee, and the College Dean
- iv. a post-tenure review every five years by their department colleagues

3. The Role of the Faculty: The Principle of Shared Governance

The role of the faculty in the organizational structures and procedures that regulate the functioning of the College shall be based on the well-established principle of shared university governance through representative faculty participation, as supported by the *Statutes, Bylaws* and *Policies and Procedures* of the University, and as specifically expressed in Article IV, Section 1.D of the *Policies and Procedures*. Such practice is here recognized as an indispensable guarantor of the integrity of the mission of the University to pursue scholarship, research and teaching for their own merits rather than for any extrinsic criteria.

4. The Organizational Structure of College Governance: The Faculty Council

The primary organizational structure for the participation of the faculty in the governance of the College shall be that of a Faculty Council and its committees, established and functioning according to the following criteria:

a. Composition

- i. The Faculty Council shall consist of nine members, one elected by each of the six departments of the college, and three elected at-large by the faculty of the College.
- ii. All members shall serve three year terms.
- iii. Only tenure-track faculty are eligible to serve as departmental representatives; only tenured faculty are eligible to serve as at-large members; and department chairs, deans, associate deans, and assistant deans are not eligible to serve on Faculty Council.

- iv. The terms are staggered such that one at-large member and two departmental members are elected each year. Departmental elections will take place after the at-large election.
- v. Each at-large member will serve during their first year as Chair-Elect of the Faculty Council, during their second year as Chair, and during their third year as Past-Chair.
- vi. No member of Council shall serve more than two full terms consecutively.
- vii. In the event a member does not finish their term, their replacement shall be chosen by a special election of the same body that elected that person (i.e., either department or College).

b. Officers and Duties

- i. Officers of the Faculty Council include: the Chair, the Chair-Elect and the Past-Chair.
- ii. The Chair shall have the duty of setting the agenda, calling meetings and presiding at the same.
- iii. The Chair-Elect shall keep the Minutes of meetings of the Council; shall serve as the Executive Secretary of the general faculty of the College; and shall serve as the Council's liaison with the other colleges concerned with the core curriculum and such other matters of mutual interest.
- iv. The Past-Chair shall serve as the Parliamentarian for meetings of the general faculty of the College, and as the liaison between Faculty Council and the College administration. In fulfillment of this latter duty, the Past-Chair shall have an *ex officio* nonvoting membership on the College Administrative Council.

c. Functions

The Faculty Council shall be the primary, elected representative voice of the faculty to the Dean of the College. Its duties shall include providing a forum for the articulation of faculty concerns about the College and serving as the faculty advisory body to the Dean, with whom the Dean will consult at least on a monthly basis for advice on the administration of the College. In the fulfillment of such duties, the Faculty Council shall have the responsibility to:

- i. Consider for approval all proposals concerning any changes in the curriculum of the College including courses, programs, and degree requirements.
- ii. Provide the regular mandated evaluations of the College Dean.
- iii. Establish *ad hoc* committees or task forces for issues it determines appropriate, and appoint members.
- iv. Receive reports that its standing and *ad hoc* committees shall provide, and forward such reports, with its recommendations, to the Dean of the College.
- v. Serve as the nominations committee to oversee all College-wide elections to insure compliance with the rules governing such in the *University Bylaws and Policies and Procedures*, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
- vi. Propose motions to meetings of the faculty of the College.
- vii. Propose amendments to the *Bylaws* and the *Policies and Procedures* of the College.
- viii. Serve as the liaison with the Faculty Senate, submitting to the Senate such proposals as it shall deem appropriate according to the *Bylaws and Policies and Procedures* of the University.

- ix. Contribute to the search processes its recommendations to the appropriate search committees for the appointments of the general officers of the College, including Dean, Associate Dean, and Assistant Dean.
- x. Serve as the major advisory body of the faculty to the Dean of the College on all matters of consequence, including budgeting, strategic planning, academic programs and policies, facilities, technologies, and faculty development, teaching, scholarship and research.

d. Standing Committees of the Faculty Council

i. Graduate Programs Committee

The Graduate Programs Committee shall be composed of the directors of each of the graduate programs within the College and an associate or assistant dean whom the Dean shall appoint and who will serve as the chair of the committee. The committee shall recommend to the Faculty Council policy and procedures concerning graduate admissions, transfers, admission to candidacy, eligibility for graduation, student petitions and appeals, graduate faculty membership, and proposals for graduate courses, degree programs and other curricula matters.

5. The Faculty Promotion and Tenure Advisory Committee

In accordance with the *Faculty Handbook* of the University, the College shall also include a standing Faculty Promotion and Tenure Advisory Committee, to function according to the following criteria:

a. Composition:

- i. the committee shall be composed of one faculty from each academic department of the College, elected by their department, and one faculty elected by the College at large.
- ii. All members of the committee must be tenured faculty.
- iii. Department chairs are not eligible to serve, nor are any faculty members whose own application for tenure or promotion would come before the committee during their term of service.
- iv. No member may serve more than one term consecutively unless there are no other members of their department eligible to serve.
- v. All terms shall be two-year terms, except the initial election following the adoption of these rules in which terms will be staggered so that approximately one-half of the committee will be elected each subsequent year.

b. Function:

The committee shall consider requests for promotion and tenure by College faculty and make recommendations to the Dean of the College for each such request, in accordance with the procedures specified in the *Faculty Handbook*, Sections 103.01 and 103.0201.B.

ARTICLE IV: MEETINGS

A. Regular Meetings

The faculty of the College shall hold at least one meeting in each academic semester, at which the Dean shall serve as the presiding officer, the Chair-elect of the Faculty Council shall serve as the Executive Secretary, and the Past-Chair as the Parliamentarian. Items may be placed on the agenda by any member or department. The agenda shall be prepared and distributed by the Executive Secretary to each member at least five days prior to the meeting. The agenda may be amended by majority vote.

B. Special Meetings

Special meetings of the faculty of the College may be held on call by the Dean, the Administrative Council, or the Faculty Council. In addition, the Dean shall call a special meeting upon the request of twenty-five percent of the membership. Such Special Meetings shall be called with at least five days notice including the agenda of the items to be considered, distributed to all faculty members. The agenda may be amended by majority vote.

C. Quorum

A quorum shall consist of one-half of the membership at both regular and special meetings. No vote shall be taken at a meeting unless a quorum is present.

D. Voting

1. Eligibility

Only those members of the faculty of the College designated in Article III as being eligible may vote.

2. Methods

Voting in regular and special meetings shall be by voice vote except that a vote by showing of hands shall be taken on request of any member of the faculty, and except that voting shall be by secret written ballot on request of twenty percent of the members present. If it should be declared that the meeting lacks a quorum, voting may be conducted subsequently by electronic or other forms of written balloting, under the supervision of the Executive Secretary. In the case of such subsequent balloting, notice of the motion to be voted upon shall be distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority vote of a quorum of the eligible faculty.

3. Consequences

All votes of the faculty of the College shall be in the form of recommendations to the Dean of the College. Upon approval of the recommendation, the Dean shall promptly inform the faculty of the actions taken to implement it. If any recommendation should be rejected, the Dean shall, within ten days, submit to the College faculty in writing the reasons for rejecting it and the issue shall be submitted to the Provost for consultative purposes.

4. Elections of Chair-Elect

Prior to the end of the Spring semester each year, the College faculty shall elect an at-large member of the Faculty Council, who shall be the Council's next Chair-Elect, and who shall subsequently to his/her year as Chair-Elect then serve one year as Chair followed by one year as Past-Chair. This election, overseen by the Faculty Council, shall be by electronic or other written balloting.

ARTILCE V: RULES OF ORDER

The rules contained in the current edition of Robert's *Rules of Order* shall govern the meetings of all the bodies described in these *Bylaws* in all cases where they are applicable and in which they are not inconsistent with these *Bylaws* and any special rules of order a given body may adopt. The Parliamentarian of the College shall referee for any disputation of the rules at meetings.

ARTICLE VI: APPROVAL AND ENACTMENT

A. Approval of these *Bylaws*

1. These *Bylaws* shall be effective only after they have been approved by the faculty of the College, the Faculty Senate, the Dean, the Provost and the President.
2. The process by which they shall be approved is as follows:
 - a. they shall be presented in writing to all faculty of the College for approval by a vote of the eligible members of the College no sooner than ten days after being so presented. Such voting shall be by means of electronic or other written forms of balloting.
 - b. they shall be approved only if they carry by a majority vote of a quorum of the members. Such voting shall be supervised by the college's *ad hoc* Rules Committee.
 - c. if approved by the College faculty, they shall be presented to the Faculty Senate, according to the usual procedures of the Senate.
 - d. they shall be considered enacted and in force immediately upon a certification of their approval by the Dean, Provost, and President of the University.

B. Approval of additional specifications of policies and procedures for the College

1. The College's *ad hoc* Rules Committee shall also submit a document setting forth *Policies and Procedures* specific to the College's conduct of its affairs.
2. This document shall be effective only after it has been approved by the faculty of the College.

3. The process by which such shall be approved is as follows:
 - a. such document shall first be presented to the Faculty Council for its approval.
 - b. upon such approval, it shall be presented to all faculty of the College for approval by a vote of the eligible members of the College no sooner than ten days after being so presented.
 - c. it shall be approved only if it carries by a majority vote of a quorum of the members. Such voting shall be supervised by the Faculty Council.
 - d. such a *Policies and Procedures* document shall be considered enacted and in force immediately upon a certification of its approval by the Dean, Provost, and President of the University.

C. The initial election of the members of the Faculty Council

1. The inaugural members of the Faculty Council shall be elected no sooner than ten days after the approval of the *Bylaws*, and no later than thirty days following such approval.
2. The terms of four of the initial members elected by departments shall be shortened to either one or two-year terms so that two vacancies will be available in each subsequent year.
3. In order to arrange for the annual rotation of the Chair-Elect, Chair, and Past-Chair of the Faculty Council, it shall be necessary at the initial election to set up staggered terms for these positions. The initial election shall therefore include all three positions, with the Past-Chair to serve a one-year term, the Chair to serve a two-year term (the first as Chair the second as Past-Chair), and the Chair-elect to serve a three-year term (the first as Chair-elect, the second as Chair, the third as Past-Chair).
4. This inaugural election shall be supervised by the college's *ad hoc* Rules Committee.

ARTICLE VII: AMENDMENT AND REPEAL

Motion to amend or repeal these *Bylaws* shall first be approved by the Faculty Council, and then be presented in writing to all faculty of the College. The proposed amendment(s) shall be voted on by the eligible members of the College no sooner than ten days after being presented. Such voting shall be supervised by the Faculty Council. To succeed, a motion to amend or repeal must carry by a majority vote of a quorum of the members, which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion will have passed if it receives a majority of the votes cast, and shall be considered enacted and in force immediately upon a certification of its approval by the Dean, Provost, and President of the University.